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The aim of TOJNED is to help students, teachers, school administrators and communities better understand the new developments about teacher education. Submitted articles should be original, unpublished, and not in consideration for publication elsewhere at the time of submission to TOJNED. TOJNED provides perspectives on topics relevant to the study, implementation, and management of learning with technology.

I am always honored to be the editor in chief of TOJNED. Many persons gave their valuable contributions for this issue.

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A RESEARCH ON INFORMATION TECHNOLOGIES CRIMES IN THE TRNC SECONDARY SCHOOLS DISCIPLINE DIRECTIVE

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ABSTRACT

"Rules and Disciplinary Regulations to be followed in and out of Secondary Schools and Secondary Education Institutions" has been observed that the regulation named, which was last renewed in 1989, is not suitable for today's conditions. With the advancement of technology, many new crimes that have not been defined have emerged. In order to combat cybercrime in schools, it is necessary to amend the statute and determine new articles on "Information Technologies Crimes". In the transition process of countries to information society, the use of information technologies becomes an integral part of life. In this process, society uses more information technology and inevitably more cyber crimes are encountered. Many security problems occur with the use of information technologies in all areas of life. For this reason, it has become an important issue for students to use information technologies safely. Schools are going through a similar process as a part of technological development and transformation into an information society in the TRNC. For this reason, it is necessary to include additional clauses in the disciplinary regulations in order to ensure the safety of everyone, as well as to use technology without being behind the times.

Keywords: Secondary Schools, Disciplinary Regulations, IT crimes; IT Law

INTRODUCTION

Discipline

The meaning of the Latin word discipline is to learn, to teach; its educational meaning is to train people to achieve self-control. It is assumed that when people reach self-control, they can direct their behavior in accordance with social and moral rules without the need for discipline. Başaran (2006) defines discipline as "the sanction system established to ensure the adaptation of students to school". According to Başaran, aim of the discipline; to teach students the rules of behavior that must be followed at school, to monitor whether the students behave in accordance with these rules, to reward those who turn appropriate behavior into a habit, and to punish those who turn violations into a habit. According to this definition, discipline is a learning process. The disciplinary system is the judicial order of the organization. In fact that people who behave in violation of the principles and rules comply with discipline (Başaran, 2006). In daily life, the word "discipline" is generally used to mean the rules and order of a group or an organization; this is also called ensuring discipline or providing discipline. On the other hand, discipline describes the situation where there are various people who will be affected by this situation. As a general result, the discipline;

- for appropriate behavior individual's self-monitoring.
- to establishment and maintenance of regularity in an organization individuals show appropriate behavior.
- to take necessary precautions for individuals to show appropriate behaviors and correcting misbehavior.

Discipline is a term often used by practitioners and members of the school community. However, there is no clear agreement on the meaning of the concept of discipline. Because during the implementation, the values and beliefs of the school community are effective. School discipline is defined as the student's behavior in accordance with the school regularity, taking the necessary precautions and making arrangements (Sarpkaya, 2005). Discipline is a sanction system prepared to ensure order and peace in the school and to prepare an environment suitable for the smooth functioning of education. In this direction, after the students are told what

behaviors they should not engage in, the behaviors of the students can be kept under control so that undisciplined behaviors can be punished. The main purpose is not to punish the student, but to create a deterrent environment for undesirable behaviors. Behaviors against discipline are listed in the first part of the third section of the Ministry of National Education Secondary Education Institutions Award and Disciplinary Regulations and the penalties corresponding to these behaviors are specified (Erkesici, 2005).

Discipline, defined as the dominance of laws and regulations in the community, is one of the necessary elements for the continuation of education and training. Although it is not possible to talk about an undisciplined education; it is not possible for effective teaching to take place with extremely oppressive discipline practices. Disciplinary practices in educational institutions have been discussed from the past to the present and appropriate discipline models for effective education have been researched (Şengül, 2005). Charles (2002) defines discipline as what is done in schools to help students behave appropriately. Charles defines effective discipline as helping the student demonstrate appropriate behavior while maintaining good relationships and maintaining volunteerism for cooperation. The concepts of discipline and punishment are often used synonymously with each other and sometimes interchangeably. However, these two concepts differ significantly from each other. Punishment is a reaction to undesirable or harmful behavior. Discipline, on the other hand, includes the measures to be taken before, when or after the problems related to the undesired behavior occur and the processes related to the actions taken (Çelik, 2008).

Information Technologies and Internet

Information Technologies is basically the theoretical infrastructure of computation and knowledge. It is the science that deals with the application and establishment of knowledge and computation with practical techniques. In other words; it is the practice of processing information with technological devices such as computers.

The Internet is made up of the words Inter (between) and net (network). This means "inter networks". The Internet is characterized as a communication network that is independent of all restrictions and borders, functions outside of central control and allows computers to be connected to each other within a network. In short, the internet is characterized as an electronic communication network that enables computer networks to be connected to each other by using a transfer control protocol called TCP/IP. The meaning of the Internet in Turkish is specified as the general network. Its exact equivalent in English is defined as a set of interconnected networks. For this reason, it is derived from the English word "interconnected networks".

The Internet makes access to information accessible worldwide. Regardless of the location, information can be shared and communicated easily. It allows all devices with a system called Internet TCP/IP to connect to each other. The Internet works on the same principles as telephone lines, which are connected with each other in a way. In many parts of the world, the internet continues to function over telephone lines that are still available. There are terrestrial lines interwoven between countries. In addition, fiber cables and satellite infrastructure are laid under the ocean. Thanks to these lines, countries are connected to each other with the internet network and communication is possible. Thanks to the Internet, information can be easily accessed at any time, regardless of location.

Information Technologies (IT) Crimes

IT crimes, in other words cybercrime; It can be defined as all kinds of crimes committed in electronic environment by using modern communication tools such as computers, tablets, mobile phones or shopping tools such as pos machines.

Instead of the term cybercrime, concepts such as computer crime, internet crime, crimes committed in the electronic environment are also used. The transfer of information using electronic and technological tools can be described as *informatics*, and the crimes committed in this process can be described as *IT crimes (cyber crimes)*. Intervention in the information system; sometimes by having physical access to the system, sometimes by connecting remotely over the internet.

In addition to the fact that the 21st century is characterized as the "Information Age", the restriction of information exchange to milliseconds stands out as the only way for human beings to survive, as well as being insatiable with information. In this context, information technologies have grown to astonishing dimensions, covering the whole world like a spider web, permeating every aspect of our lives, and spreading over a wide concept without stopping. Now computers have an important role in human life and there is almost no work done without computers. However, to say that information technology has reached the end will cause a mistake in the sentence "everything that can be invented has been invented", allegedly said in 1899 by Charles H. Duell, Head

of the US Patent Office. Nowadays, people almost addictively transfer their lives to a cyber environment down to the last detail. Therefore, it is inevitable that all transactions to be made in the future will be done by computer. While this situation makes life easier by building the bridge between the world of information and the world of technology, it also causes the violation of human rights in the concept of informatics. Throughout the historical development, the changes that have occurred in the IT sector with high economic returns have brought problems. IT crime has forced the legislators to make new legal arrangements in order to protect users against malicious people and perhaps has revealed the necessity of creating a new branch of law.

While abacuses were used for counting before Christ, after the calculators produced in the 1800s, the world's first digital computer ENIAC, which weighs 30 tons, consists of 18000 vacuum tubes and is the ancestor of today's computers, was developed in II. With the development of the US army during World War II, the progress of information technologies began. The first commercially available computer, UNIVAC, was launched in 1952, and after the 1960s, electron tubes were replaced by first transistors and then integrated circuits that could be described as a combination of hundreds of transistors. After the Soviet Union sent the Sputnik satellite into space in 1957, the USA decided to manage the war systems placed in various parts of the world with a computer network in case of a war or confusion. The model created as a result of this was developed by US engineers in the 1970s and the structure known as the computer network today was created. Over time, this computer network was not limited to the army and academic units, but an information server (Internet or General network) containing millions of computers was formed. In the 1990s, computer networks have become widespread, with protocols called the Global Network (World Wide Web, WWW) developed at the CERN research center in Switzerland, applications such as e-mail, and inexpensive hardware solutions such as ethernet. In the 21st century, computers have come to fit in a wristwatch and run on a small battery. The limits of change, transformation and development in information technologies have reached a dimension equivalent to the unlimited imagination of human beings today. However, this development and transformation has brought with it the concept of cyber crimes.

Although there is no universally agreed definition of cybercrime, the most widely accepted definition was put forward at the Paris Meeting of the European Economic Community Experts Commission in May 1983, "any unlawful, immoral or unauthorized behavior in a system that automatically processes information or transfers data".

The world became acquainted with the phenomenon of cyber crimes at the end of the 1960s. With the formation of data banks in which personal data are processed in bulk, problems and threats to privacy started and firstly computer manipulation, sabotage and espionage crimes were seen. With the introduction of information networks in the 1970s, hacking acts such as hacking increased, and with the widespread use of personal computers in the 1980s, program hacking acts increased. In the same period, the use of ATMs in banking transactions brought about crimes related to debit cards. With the World Wide Web, it has started to be used in many legal and illegal transactions at an unimaginable speed, and many information, especially commercial and personal information, have become a target open to attack outside the borders of the country.

IT crimes have been classified differently in different sources according to criteria such as the purpose or tool of the computer, the violation of property rights, connection with information systems, computer use and the perpetrator of the crime. In the US doctrine, where cybercrime was first encountered, crimes were examined under 12 headings. These are;

1. Thefts against data or services
2. Thefts against property
3. Entry Violations
4. Data fraud
5. Errors caused by persons (Violations resulting from human errors)
6. Extortion
7. Violations against secrecy
8. Sabotages
9. Monetary thefts
10. Frauds committed in cases
11. Theft of ATM cards
12. Actions regarding the passwords of magnetic cards

FINDINGS

In order to reveal the IT Crime Rates in Schools, the IT crime distribution of Polatpaşa High School in the TRNC has been examined. According to the data obtained from Polatpaşa High School in TRNC, the number of

crimes related to informatics in the 2009-2021 academic years and the nature of the crimes are as shown in Table 1.

Academic Years	Number of Crimes	The Nature of the Crime
2009-2010	1	<ul style="list-style-type: none"> To come to the exam hall with the mobile phone switched on.
2010-2011	2	<ul style="list-style-type: none"> Using mobile phones in school
2011-2012	2	<ul style="list-style-type: none"> Bringing the phone to the school, not following the school rules.
2012-2013	3	<ul style="list-style-type: none"> Using a mobile phone at school Taking photos of friends without permission.
2013-2014	3	<ul style="list-style-type: none"> Bringing a phone to school without permission. Attempting to cheat with a mobile phone.
2014-2015	5	<ul style="list-style-type: none"> Bringing a phone to school without permission. Sending a Facebook message to the teacher in the computer class.
2015-2016	5	<ul style="list-style-type: none"> Bringing a phone to school without permission.
2016-2017	6	<ul style="list-style-type: none"> Bringing a phone to school without permission. Tampering with the mobile phone during the lesson. Writing bad words about some girlfriends on social media.
2017-2018	8	<ul style="list-style-type: none"> Bringing a phone to school without permission. Entering the exam hall with the mobile phone switched on, attempting to cheat (not complying with the exam rules.). Tampering with the mobile phone during the lesson.
2018-2019	10	<ul style="list-style-type: none"> Bringing a phone to school without permission. Watching inappropriate movies on a cell phone in the classroom. Taking a photo of the female teacher with her back turned during the lesson.
2019-2020	7	<ul style="list-style-type: none"> Shooting and posting the teacher without permission from a mobile phone. Sending abusive messages on a mobile phone.
2020-2021	9	<ul style="list-style-type: none"> Cheating with a mobile phone. Cheating by plugging a wireless headset into a mobile phone.

Table 1. Distribution of number of crime and nature of crime in Polatpaşa high school between 2009-2021

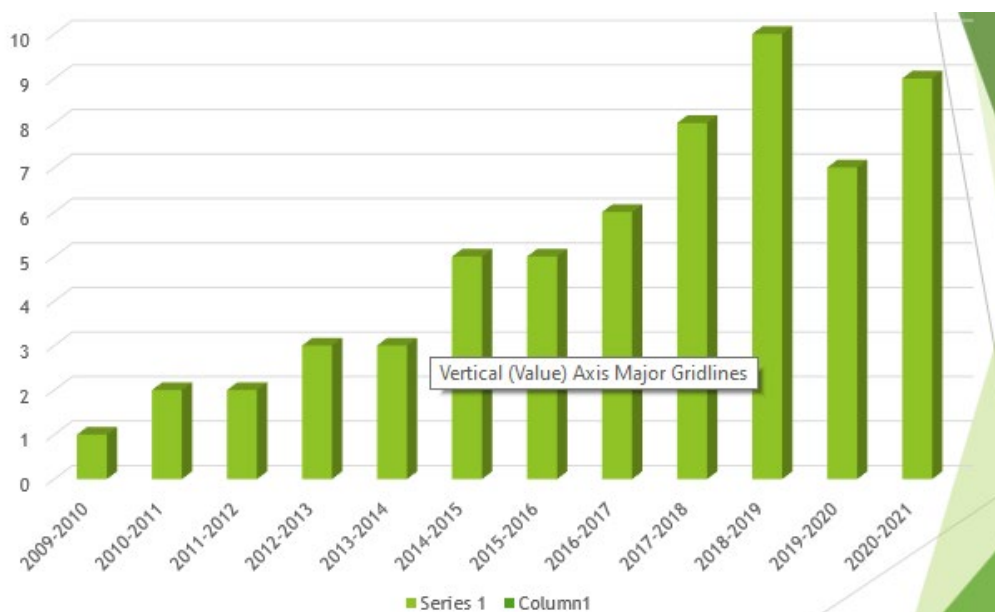


Table 2. Graph about cybercrime by years in PPL

As can be seen in Table 1 and Table 2, cyber crimes in schools are increasing day by day. Despite the fact that schools are not open throughout the entire academic year due to the Covid 19 Pandemis, which has started all over the world since March 2019, the number of crimes has not decreased.

As it can be seen in Table 1, since there are no information-related articles in the "Disciplinary Regulations", there are gaps regarding these crimes. This creates a situation in favor of students who commit crimes. Again, as a result of the data obtained from Table 1, it was understood that students are prohibited from bringing mobile phones to school. The school administration held several meetings with the teachers on this issue. Meeting topic: "Should the mobile phone be banned or not?" As a result of the meeting, a full consensus could not be achieved. However, most of the teachers expressed an opinion that the use of mobile phones should be banned at school. Teachers stated that they complained about the use of mobile phones at school. Teachers expressed that they were worried about the crimes committed by mobile phones as well as negatively affecting the motivation of the students towards their school. The other view is: "There is nothing we can solve by banning," he said. It also has a social dimension. It has been stated that there are parents who want to be informed about their children. It has been stated that it would be wrong to prevent this in the age of communication.

The Ministry of National Education should give an opinion on the inclusion of crimes committed by mobile phones in the "Disciplinary Regulation". It has been a common idea to start studies on the need to take action for mobile phone addiction, which has become a fearful dream of families and teachers and has reached serious dimensions in school-age children.

CONCLUSION AND RECOMMENDATIONS

In information technologies, it is useful as well as criminal activity.

There is an undeniable development and change that brings together the elements that can Today, informatics has become a concept that is associated with crime as well as being a technological revolution. When evaluated within this framework;

- It has become inevitable that cybercrimes should be handled comprehensively by lawmakers.
- New regulations to be created in the field of informatics should be regulated and universalized on the basis of the principles of sustainability in a way that protects the rights and freedoms of people and societies.
- It is imperative that new approaches and preventive, precautionary and protective practices against cybercrime are regulated by lawmakers.

With the advancement of technology every day, different types of crime emerge. In this context, the crime that is most open to change and development is cyber crimes. In the globalizing world, a new technological development is spreading all over the world. As a result, new cyber crimes are emerging in our country depending on the developing technology.

There are no laws and regulations regarding these crimes in schools in our country yet . Therefore, the existing "Disciplinary Regulations" should be renewed.

The by-law named as "Rules and Disciplinary Statute to be followed in and out of Secondary Schools and Secondary Education Institutions" was last drafted in 1989 and no additions were made afterwards. As a result of the needs emerging today, provisions related to informatics should be added to the Disciplinary Regulation.

It is obligatory to add the following items to the Rules and Discipline Regulations to be followed in and out of Secondary Schools and Secondary Education Institutions:

- It is forbidden to record or broadcast audio or video without permission in violation of personal rights.
- It is forbidden to prevent or disrupt the operation of an information system. This person is deemed to have committed a crime.
- It is forbidden to corrupt, destroy, change or render inaccessible data in an information system, to place data in the system, to send existing data to another place.
- It is forbidden to change, delete, render inaccessible or add new data to information data in a way that deceives others and for the purpose of using it as original information data by unlawfully operating on it, without seeking that this data is directly readable and understandable.
- It is forbidden to create informatics data in a way that deceives others, for the purpose of creating fake data with the appearance of original informatics data, without unlawfully taking action on it, without seeking that these data are directly readable and understandable.

Penalties that can be applied for these crimes according to the nature of the crime:

- Reprimand
- Written warning
- Short-term suspension from school
- Dismissal from the school

- Suspension from school with a school certificate
- Exclusion from formal education

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A REVIEW OF MEASUREMENT AND ASSESSMENT IN DISTANCE EDUCATION

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ABSTRACT

This research aims to examine the functioning of the measurement and assessment process in distance education. Developments in education and communication technologies have enabled the development of distance education applications. Therefore, measurement and assessment methods are developing in parallel with these developments. This research was carried out with a compilation of qualitative research methods. The keywords determined for the purpose of the study were examined in the literature and the research findings were brought together. Alternative measurement and assessment methods that can be used within the scope of distance education include techniques such as portfolio, concept map, peer assessment, and performance evaluation. As a result of the research, it is seen that the use of process-oriented measurement and assessment methods within the scope of distance education enables the monitoring of the progress of the student and in this case, teachers can fulfill their guiding missions in distance education.

Keywords: distance education, measurement and assessment, alternative measurement and assessment

INTRODUCTION

The process of collecting quantitative and qualitative data from students and analyzing and interpreting the data collected in order to determine the effectiveness of the activities in the learning and teaching process in practice and to give feedback about their inputs and outputs is carried out within the scope of measurement and evaluation activities in education (Semerci, 2008). Measurement and assessment activities are the practices that teachers frequently take place in their lessons in order to control the educational processes, and in this context, measurement and evaluation activities are an important element and an integral part of the teaching process (Başol, 2013).

With the rapid development of information technologies in today's world, it is clearly seen that communication opportunities are expanding and accelerating. This situation eliminated the dependence on people, space and time. An important progress has been made in both accessing information and communicating with each other. These developments in technology have also reflected on the education sector and revealed the necessity of restructuring education systems. One of the education systems that emerged from this point is distance education. Distance education, which started by mail in 1728, has progressed with technology until today (Ak, Oral ve Topuz, 2018). Traditional measurement and assessments are results-oriented rather than process evaluations made to determine the extent to which students have achieved their goals (Alkharusi et al., 2014). Traditional measurement and assessment practices; While it has advantages such as gaining time, being economical and easy to apply, it has limitations such as being inadequate in measuring high-level skills and focusing on the result rather than the process (Banks, 2012).

DISTANCE EDUCATION

Distance education; it is a discipline that teaches, learns and tries to eliminate the limitations of learning resources and the problems created by these limitations, and uses existing technologies while doing so (Bozkurt, 2017). Distance education in general; It can be described as a stable, complex, hierarchical and nonlinear education system. Most importantly, distance education is a learning process carried out in a planned way and supported by up-to-date technologies (Özarslan, 2008).

Distance Education is an educational technology system used when the educator and the educated are not in the same environment. Broadly speaking, it is a form of education in which the educator and the educated are in different environments and the interaction between them is provided by electronic communication media or online

materials (Reiser and Dempsey, 2012). Distance Education is the realization of education with the separation of students and teachers in terms of time and place (Cabı and Ersoy, 2017).

MEASUREMENT AND EVALUATION IN DISTANCE EDUCATION

In distance education, objective and subjective measurement tools and techniques are used in the assessment of formatting and level determination used in the assessment of students (Simonson, Smaldino, Albright ve Zvacek, 2012). However, tools and techniques to be used in formative assessment should be designed in a way that enables both the teacher and the students to monitor their progress throughout the learning process and enrich their learning experiences through continuous feedback.

Considering the diversification and widespread use of internet technologies in distance education systems, it has been found that the subject of measurement and assessment in distance education is defined as online measurement and assessment in the literature. Since online teaching includes different approaches than traditional education and training models, measurement and assessment also differ. Continuous evaluation in online education is important in three dimensions (Balta ve Türel, 2013):

- 1- Feedback
- 2- Control of the learning situation that differs from student to student
- 3- The learning quality to be achieved as a result of the evaluation processes

It is necessary to carry out continuous measurement and assessment studies in online education in order to prevent the specified issues and quality of education. When we look at measurement and evaluation methods, evaluation methods; it can be grouped under two headings as traditional methods and alternative methods (Balta ve Türel, 2013). Although traditional methods are performed with oral, written and multiple choice tests, alternative assessment methods differ.

Alternative measurement and assessment are all types of assessment other than traditional measurement and assessment, including multiple choice tests with only one correct answer. Alternative measurement and assessment, according to the constructivist understanding of the student at the center, is an approach that provides students with the opportunity to evaluate them in multiple ways, not only the result but also the process (Korkmaz, 2004).

The difference between alternative measurement and assessment and traditional measurement and assessment; in traditional measurement and assessment, the aim is to classify the student according to the level of knowledge the student has, while in alternative measurement and assessment, the student is at the stage of the process (Çepni, 2008). Alternative measurement and assessment aims to develop high-level skills such as problem solving, alternative creation, research, cooperative learning, critical thinking and creativity (Bates, 2014).

By using alternative assessment and evaluation approaches, all three developments in students' cognitive, affective and psycho-motor skills can be examined. For these reasons, it has limitations such as its preparation and application being time consuming and causing subjectivity in scoring (Miller, Linn, & Gronlund, 2009). Some of the alternative measurement and evaluation methods are;

- Performance tasks
- Peer Review
- Student product file (portfolio)
- Self-assessment
- Concept map
- Crossword
- Structured grid
- Ranked scoring key
- Diagnostic branched tree
- Control List
- Word association
- Concept caricature
- Project
- Comment card
- Poster
- V diagram
- Group evaluation

The assessment process is important in determining how much the student has learned at the end of the education, as well as for schools and students. This process provides important feedback for both students and educators (Chaudhary & Dey, 2013). Using the correct measurement and evaluation methods for the education given is especially important for students (Ravasco, 2012). In order to increase the effectiveness of distance education assessment activities, different tools should be used as an alternative to traditional measurement tools (Dali, 2008). For this purpose, new assessment methods such as constructive learning, performance assessment and real life assessment should be used (Simonson et al., 2012).

CONCLUSION

Unlike traditional education, distance education is a student-centered education model. It is a form of education that allows the student to access information himself and does not restrict it in time and place. It enables students to increase their technological competence and to become individuals who research, access and use information correctly. The teacher acts as a guide in the distance education process. It shows the student the way and follows his progress.

The role and importance of measurement and evaluation activities have been clearly demonstrated in the learning process, whether traditional or distance education is provided. However, today, with the development of information and communication technology, measurement and evaluation methods are changing rapidly. In fact, although this century has brought important innovations to the distance education system, it also requires constant changes in measurement and evaluation methods. Therefore, traditional measurement and evaluation techniques cannot be used in distance education. In distance education, alternative measurement and evaluation methods that are process-oriented and monitor the student's development should be used.

In this process, it is necessary to provide in-service trainings for alternative measurements and evaluations that can be used by educators. It is important that individuals raised in line with the requirements of the age and the needs of the society are effectively and efficiently evaluated in this process.

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CAUSES OF VIOLENCE IN SCHOOLS

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INTRODUCTION

According to many researchers, violence is defined in different ways. In this study, there are various definitions of violence. Another dimension of violence appears in the school environment. What is violence in schools; there are answers to questions such as what are the causes of violence. In this study, we examined the violence that occurred especially in the school environment and the reasons for these events. “What are the causes of violence in schools?” We sought an answer. In this context, we evaluated the causes of violence at school with the four elements we discussed. These; individual factors and characteristics of the child, family-related factors, social factors and school-related factors

1. DEFINITION OF VIOLENCE

Violence has been defined in different ways. Some of these are given below.

The definition of violence in the 19th paragraph of the Convention on the Rights of the Child was adopted in the report of the independent expert of the United Nations on “Violence against children”: “Physical or mental neglect, injury or mistreatment, neglect or negligent behavior, abuse or abuse all forms of sexual abuse, including sexual abuse” (United Nations, 2006).

As Krug (2002) stated, the World Health Organization (2002), violence; It defines it as “the use of physical force or threat against oneself, another person, a certain community or group, which may result in injury, death, physical harm, certain developmental disorders or deprivation” (Cited by Kızmaz, 2006).

“Violence means harshness, harsh and rude treatment, the use of force against the body, causing bodily injury, restricting personal freedom by force. In other words, violence is any form of behavior or treatment, physical or otherwise, that results in injury, intimidation or emotional pressure on an individual.” (Kurt and Kandemir, 2006).

Violence, as a lexical meaning, expresses all kinds of material and spiritual negativity towards the physical and spiritual integrity of human beings. (Ayan, 2007)

According to the World Report on Violence and Health, it is defined as the use of physical force or threat against a person, a group or society that will result in injury, death, psychological harm, growth retardation or collapse (Kocacık)

The concept of violence is defined as harshness, harsh and rigid behavior, the use of brute force. Violent incidents are; It is defined as an event or attempt created to intimidate and frighten people (Yiğitalp, Ertem, & Özkaynak, 2007).

Violence in French means exerting force or pressure on a person; It is defined as doing or getting something done. Here, acts of violence include coercion, assault, brute force, physical or psychological suffering or torture, hitting and wounding.

In addition to these, the concept of violence is used by Marxist, syndicalist, etc., which meets the existence of political, social and economic systems or colonial administrations and argues that the current system will only disappear with counter violence and a new order will be adopted. are also presented in the comments. There are also views such as fascism that glorify violence and view it positively (Ünsal, 1996).

DESCRIPTION OF THE SCHOOL

School is the name given to all systems that produce education and are referred to by different names. All systems such as universities, faculties, institutes, high schools, primary schools, kindergartens, education centers are referred to as school.

The school has three main functions: unifying, clearing and balancing.

The unifying function of the school: It involves creating an environment in which complex information in various fields that are intertwined in daily life will be simplified and presented to individuals.

Cleaning function: It includes removing the useless, worthless and harmful features of the current environment.

The function of establishing a balance: It includes balancing various elements in the social environment and freeing the individual from the limitations of her immediate environment (Durmuş and Gürkan, 2003).

DEFINITION OF VIOLENCE IN SCHOOL

According to Furlong and Morrison (2002); Aggressive and criminal-like behaviors that produce negative results on the school climate, harm students' learning processes and prevent their development are used in an undefined sense (Cited by Kızmaz, 2006).

CAUSES OF VIOLENCE IN SCHOOL

According to Mayer and Leone (1999); Many approaches to the problem of school safety and increasing violence have addressed the issue in the context of school-environment interaction. When we consider violence at school, the school environment plays a critical role that paves the way for violence and other disturbing behaviors to occur (cited in: Kurt & Kandemir, 2006).

Violence at school is a broad concept. While investigating the causes, there was a need to limit violence according to risk factors instead of collecting them under a single heading. These factors can be stated as follows:

a) Individual Factors or Characteristics of the Child

According to Buka and Earls (1993) and Flannery (1997); Variables that can be considered under this heading in relation to violent behavior can be specified as follows:

- 1) Presence of anti-social behavior,
- 2) Having low intelligence (especially low verbal ability),
- 3) Attention disorder/hyperactivity,
- 4) Learning disability,
- 5) Insufficient motor-skill development,
- 6) Complications before and after birth,
- 7) Some minor abnormalities (Kızmaz, 2006).

Anti-social people are selfish and irresponsible people who cannot empathize, violate social customs and laws, do not respect the rights of others. Because they are extremely comfortable and want instant gratification, they can easily commit crimes. (Ankay, 1998)

In general, it is stated that anti-social behavior that occurs in early or early childhood is a precursor to acts of violence in adulthood.

In the report prepared by the Parliamentary Research Commission on Violence in Children and Youth, determinations were made regarding the results of the research conducted in secondary education institutions. The numbers revealed by the research show that one out of every 3 to 10 students attending secondary education institutions needs spiritual help. These problems can also mean that the young person has difficulty in communicating with himself and the people around him. It is known that communication difficulties and mental problems can be an important reason for the emergence of violent behavior. As can be understood from this research, we can say that anti-social people who are not strong communicators are more prone to violence. HaberX (16 June 2007) .

One of the individual factors associated with violent behavior is the level of intelligence. Numerous studies have identified a relationship between low intelligence and violent behavior. For example, Hirschi and Hindelang

(1977) argue that individuals with low intelligence will have low school success and this failure poses a risk for individuals to turn to violence or aggressive behavior (Kızmaz, 2006).

There is also a relationship between birth complications and violent behavior. Moffitt (1990) also argues that birth complications cause some brain damage in a way that leads to neurological and neuropsychological defects in the individual, which indirectly makes the individual prone to violence. In a sense, it can be said that neuropsychological problems that cause school failure are also effective in the individual's tendency to violence. Likewise, it can be said that neuropsychiatric defects associated with birth complications may be the basis of the tendency to violence stemming from low self-control. In addition, in relation to violent behavior; Factors such as hyperactivity, instinctiveness and having a difficult temperament are also stated (Kızmaz, 2006).

b) Factors Related to Family

One of the important factors to be considered in understanding the violence tendencies of students is their family structure. Children can be more aggressive and destructive when they are overwhelmed by pressures between their parents, such as marital disputes, divorce, unemployment, economic hardship, illness, or moving to a new city. (Yavuzer, 2000) points out that if a child has been physically, sexually or emotionally abused or neglected, aggression can be a call for help. Some children may act aggressively in frustration or anger when they feel that their expectations are not being met at home by their parents or teachers at school. (Kurt and Kandemir, 2006).

According to Buka and Earls (1993) and Flannery (1997); There are many family-related variables associated with violent behavior. At the beginning of these variables;

- 1) Insufficient parental supervision/supervision,
- 2) Insufficient parental involvement in children's socialization,
- 3) Lack of discipline,
- 4) The existence of criminal behavior among family members,
- 5) Parents mistreating or neglecting their children,
- 6) There are factors such as the weakness of marital relations between spouses, divorce and separation of parents.

It is observed that many factors play a role in the child's exposure to domestic violence. These factors are the product of the socio-cultural, economic, psychological and communicative characteristics of the environment in which the family lives, the fact that the child comes from a family with a low socioeconomic and cultural level, the problems of the parents related to marriage - separation, being a mother or father alone, etc. It is seen that factors such as the child's negative attitudes and behaviors towards their parents come to the fore in the child's exposure to domestic violence and showing aggressive tendencies, in other words, it increases the probability of the child being exposed to violence and being more aggressive. These features, which increase the child's possibility of being exposed to violence and being aggressive, are mostly seen as qualities that arise due to interaction with environmental factors. Because at the individual level, it is stated that violence occurs when the balance between the individual's increased aggressive impulses and internal control mechanisms is disrupted. It is stated that an individual may have aggressive tendencies and fantasies of violence, but these will not turn into action unless the person loses control, so that a problem of violence will not arise.

It is observed that children are exposed to various forms of violence in the nature of physical, sexual, emotional and neglect depending on the existence of negative socio-cultural, economic, communicative and psychological conditions. However, the studies on the subject in different cultures draw attention to the fact that the types of violence that are common in some societies are less common in other societies.

For example, it is stated that physical abuse is rare in China and Japan, because beating is not common among child-rearing methods in these countries, whereas physical violence is the first to be noticed and investigated among various types of abuse in the USA. According to the report of the Child Protection Association in the USA, it has been reported that more than 1.5 million children have been abused, of which 27% have been physically abused. (Ayan, 2007)

According to the report prepared by the Parliamentary Child and Violence Investigation Commission, the presence of children and young people in an environment of violence can cause them to display violent behaviors. The report states that "if young people have been exposed to violence before, they continue to be exposed to violence and show more violent behavior" HaberX (16 June 2007).

According to Kızmaz (2006), individuals who commit acts of violence grow up in family environments where they are more exposed to domestic violence compared to individuals who do not exhibit violent behavior.

c) Social Factors

How violence is presented and accepted by the society is also important. Because accepted violence is also legitimate. In fact, if violence is generally adopted as a way of life, it is not seen as a problem and is approved as a means of problem solving. In countries that are not traditional but have not completed their development, incompatibilities and problems are experienced due to huge internal and external forces, cultural shifts, anomie. Collective anger fed by feelings of alienation, feeling of emptiness or devaluation can turn into sudden violence in the lower parts of the society. (Ergil, 2001)

The factors that should be considered under the title of social factors in connection with school violence can be stated as follows:

- 1) Presence of weapons or easy possession of weapons,
- 2) Obtaining and using drugs,
- 3) The prevalence of violence,
- 4) Existence of criminal fellowship/gang formations,
- 5) The effect of mass media,
- 6) High levels of temporary population and economic deprivation.
- 7) The existence of a cultural structure that allows violent behavior to be seen as ordinary and normal (Kızmaz, 2006).

In cases of violence, it is seen that sometimes guns and drugs combine to function. Alcohol use and substance use can cause violence by causing the individual to lose self-control. Alcohol and substance abuse are involved in more than half of murders and rapes. (Oner, 2008)

The most painful and worrying thing is that violence is now taken for granted in society as a daily, ordinary event. The media's handling of violence and criminal behavior also affects people. Some TV programs push and even break the boundaries between concepts that society has developed with long efforts. (Oner, 2008)

d) School-related Factors

In discussing the relationship between school and violent behavior, the most important variables that can be considered school-related can be stated as follows:

- 1) Low academic achievement,
- 2) Low level of commitment to school,
- 3) School conditions and climate,
- 4) Join the gang

According to Sprague et al. (2001, 497) [items 1-6] and Welsh (2000, 94) [items 7-15], the factors that make the school environment unsafe are:

1. Ineffectiveness of teaching and thus student failure,
2. Inconsistent and punitive administrative practices,
3. Inadequacy of teaching opportunities and lack of opportunities for student self-control,
4. Unclear expectations for desired behaviors,
5. Failure to show the necessary sensitivity to the implementation of the rules,
6. Failure to individualize the teaching in accordance with the individual differences of the students,
7. The rules are not clear, fair and consistent,
8. Teachers and administrators are not aware of the rules,
9. Ignoring wrong behaviors,
10. Students do not believe that the rules are legitimate,
11. The size of the school,
12. Insufficient resources for teaching,
13. Weakness of teacher-administrator cooperation,
14. Passivity of the manager,
15. Punitive teacher behavior (TÜBA Science Ethics Commission)

The common opinion of the school principal, guidance counselor, branch teacher, inspector and national education directors about the students involved in violence is as follows: "Almost all of those who start fights, tend to gang up and have indiscipline, have a low socio-economic level, do not have a university goal, do not study, are lazy and consists of unsuccessful students." For example, one of the two students involved in a knife fight at Istanbul Gaziosmanpaşa Habipler High School has 12 weak and the other 13 weak. An inspector

working at the Ministry of National Education counts the general lack of supervision in schools and the failure of school disciplinary boards to be among the causes of violence. Time (March 28, 2006)

RESULT

In order to understand the causes of violent behavior, the socio-economic status of the person, the environment and culture in which he lives, and the situation of family members should be considered. If we look at it this way, especially; We have to give importance to family, school, socio-economic status and socialization factors. These elements; Determining how violence affects the moral development, worldview, psychological state, and individual preferences of individuals who turn to violence will contribute to the understanding of their violence patterns.

In general, on the basis of student violence; It is a fact that there are many factors such as family problems (domestic violence, economic problems, divorces, indifference of the family, etc.), wrong friendship and wannabe, weak self-control, communication incompetence, drug use, the effect of mass media, and school failure. Approaching the event from such a point of view will make our work easier.

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DISTANCE EDUCATION IN THE PANDEMIC PROCESS: LIMITATIONS AND RECOMMENDATIONS

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ABSTRACT

The pandemic declared due to the COVID-19 epidemic has been effective all over the world in 2020. From this process, health, economy, tourism, trade, sports, entertainment and so on. areas were adversely affected, as well as educational activities. Due to the COVID-19 epidemic, almost all educational institutions had to suspend face-to-face education and switch to distance education activities in this process. Although the concept of distance education is not a new phenomenon in the literature, it has become a subject that has been discussed and researched with the transfer of education to online environments due to the pandemic. In this study, it is aimed to investigate the limitations of the distance education subject in the pandemic process and the proposed proposed due to the pandemic that has affected the whole world and the importance of distance education activities. In the study, in which the document analysis technique, one of the qualitative research methods, was used, the literature for the purpose of the research was examined. As a result of the research, inadequacy of information and infrastructure problems in the transition process to distance education were revealed, and among the suggestions presented, it was revealed that students should be encouraged to actively participate in the course and support should be provided especially in terms of mental health in this process.

Keywords: Distance education, limitations, recommendations, pandemic

INTRODUCTION

Developing technology and the rapid change of knowledge have made it necessary to activate the passive student, unlike the traditional teaching approach, to raise individuals who discover, construct the knowledge they discover, and think creatively. Depending on social developments, the authority prevailing in traditional classroom management models has left its place to interaction with students. As a result of the interaction, various methods have been developed to attract the attention of the students (Tertemiz, 2003). With a good and effective education, students can gain the desired qualifications in physical education lessons (Ünlü & Aydos, 2007).

At the end of December 2019, unexplained cases of pneumonia were detected in Wuhan, Hubei Province of China, and these cases were determined to be caused by the new coronavirus (2019-nCoV) (Zhu et al., 2020). Recently, cases of 2019-nCoV (2019 novel coronavirus) began to appear outside the Wuhan region and then outside the People's Republic of China (Wang et al., 2020). The World Health Organization defines the new virus, which was declared an epidemic on 11 March 2020 due to the increase in the number of cases and deaths, as COVID-19 (WHO, 2020a; WHO, 2020b). While the virus is spreading through close contact between people, the public health measures taken can be listed as canceling public meetings, closing schools, working remotely, staying at home and activating online health services (Heymann and Shindo, 2020).

With the declaration of Covid 19 as a worldwide pandemic, education has been moved to digital platforms, and the continuity of the courses has begun to be maintained with distance education applications. Students of such education and training environments; It is a meeting point with different features and requirements in terms of teachers and teaching programs. For this reason, it is emphasized in the literature that it is a platform where different priorities and strategies aiming at providing and continuing learning beyond sharing basic teaching materials are approached (İpek, Aydın, Çelikdemir, & Sunar, 2020; Akkoyunlu & Bardakçı, 2020). Some of the characteristics that teachers, who play an important role in the acquisition of content by learners, must have in order to be able to work effectively in remote and online environments during the pandemic period that unexpectedly emerged in an unexpected time and form, are using technology, communicating effectively with students, facilitating/supporting learning, assessment of learning, developing pedagogical strategies, and having the ability to develop digital learning resources (Farmer & Ramsdale, 2016; Bawane & Spector, 2009; Ally, 2019). The aim of this research is to reveal the limitations and suggestions for distance education during the pandemic process.

DISTANCE LEARNING

The distance education system is one of the methods of acquiring and teaching knowledge, skills, acquisitions and equipment applied with many different methods. If it is to be described from the most comprehensive point of view; It is a system in which they establish the interaction between the transmitter of instructive knowledge, skill, experience in different places and the recipient of that knowledge, skill, experience with the help of technology (Yadigar, 2010). The effect of communication technologies on space and time conditions has

revealed some changes in people. While some processes have no legitimacy related to current conditions, some processes have been harmonized with communication technologies, and some processes have turned into different appearances (Elitaş, 2017).

No matter how far they are from each other, the process that proceeds in coordination with the person who will transfer the information by acting for the same purpose and the person waiting to receive the information, generally using any of the information technologies (computer, smartphone, tablet, etc.) is called distance education. The teacher and the student can be very far from each other, or they can be very close. The fact that there is an interaction away from all kinds of external influences in distance education is very important for both the efficiency and quality of education (Bozkurt, 2017).

To summarize, we can say that the distance education system is a planned, programmed and systematic education in which the learner and the instructor are in different places, independently of the time and environment, by means of technological tools and equipment, unlike conventional education. It is a very important system when it is considered in terms of ensuring the freedom of people of all ages and cultures to receive education in any place, regardless of the age and education level of the individual who learns through the distance education system (Kırık, 2014).

PANDEMIC AND DISTANCE EDUCATION

The word pandemic is derived from the ancient Greek παν (pan) (meaning all) and δῆμος (demos) (meaning people). The term pandemic usually refers to a contagious disease that spreads widely throughout a country or on one or more continents simultaneously (Honigsbaum, 2009). The definition of the word epidemic in the epidemiological dictionary is as follows: An epidemic that occurs over a very wide area, transcends international borders and generally affects many people. Only certain pandemics can cause serious illness in certain individuals or in entire populations. The characteristics of an infectious agent causing a pandemic include: the agent must be able to infect humans, cause disease in humans, and be able to spread easily from person to person (Porta, 2014).

The Covid-19 pandemic, which emerged in Asia in December 2019, turned into a global epidemic in a short period of four months by affecting the whole world in March 2020. The virus is the cause of pneumonia cases reported on 31 December 2019 and has spread outside of China to Thailand, South Korea and Japan within three weeks (WHO, 2020c). The virus spread all over the world in a short time and is still effective today.

Education is one of the most affected sectors after health. According to the latest data from the United Nations (Zhong, 2020), the closure of schools and universities worldwide has affected 770 million students. Given the relationship between education and students, teachers, parents and all other stakeholders, education serves a large part of the population in many countries. How traditional education services based on teacher-student interaction will progress in schools and during the epidemic has become a hotly debated topic almost worldwide (Daniel, 2020). Many countries have implemented a decision to close schools to keep students away from the threat of contagious disease and reduce the likelihood of the virus spreading to families (OECD, 2020). In the last week of April, 1.6 billion students, 91% of the global student population, dropped out of traditional education due to school closures.

LIMITATIONS ON DISTANCE EDUCATION IN THE PANDEMIC

Although the closure of schools contributed significantly to the prevention of the epidemic, the closure of schools brought serious costs to the country. Many countries were caught off guard to deal with one of the biggest problems facing education in history, so they had to decide to switch to distance education in a short time (Daniel, 2020). This forced transition in education has led to a lack of adequate discussion on the impact of continuing education with distance education solutions. Although it is seen as the best solution to an epidemic that needs to be adapted in a short time, the education process that continues with distance education has brought many problems with it (Shapiro, 2020; Morgan, 2020).

In many countries of the world, due to the epidemic in March 2020, decisions were taken to suspend formal education representing primary and secondary school students and educators and to conduct all education on online platforms. Today, the most prominent problem faced by many educational institutions with these transition or change instructions is the lack of a distance education infrastructure established via the internet or the lack of any preparation. The basic progress is that the only source from which all students can receive education is distance education applications and education is given via TV and the Internet. Daniel (2020) emphasizes that he should work carefully to meet the needs of students at different levels, develop practical

distance education methods, prepare courses, conduct regular assessments and provide useful resources for the management of their education during and after the Covid-19 pandemic.

Due to the COVID-19 pandemic, almost all physical activity has stopped worldwide, including educational activities. Therefore, this situation necessitated the conduct of education on online platforms. Although distance learning is not a new education model, this sudden transition to distance education has created difficulties for educational activities in resource-scarce environments, especially in less developed countries, where educational institutions, teachers and students globally are often not ready for it. The unexpected change in traditional teaching and learning methods, digital transformation in teaching activities during the COVID-19 pandemic has brought with it several concrete challenges (Adedoyin & Soykan, 2020). Some of these challenges are technological infrastructure, educational inequality, digital competence, socio-economic factors, measurement and evaluation, supervision, increase in workload and adaptation of applied education to this process. By its very nature, distance education is dependent on technological devices and the Internet, so much so that if those who learn and teach the education and learning process are not digital experts due to their inexperience or insufficient knowledge, technology is the biggest problem for distance education. Some specific technical issues include lack of knowledge of how to use apps, slow internet connections, outdated communication devices, and incompatible browsers.

Assessment and evaluation are of great importance, whether face-to-face or distance learning. However, measurement and evaluation in distance education activities have become complex during the global epidemic (Adedoyin & Soykan, 2020). Therefore, it is imperative to introduce new approaches to measurement and evaluation. In the evaluation of distance education, teachers have limited control over students' work. Teachers are required to avoid cheating and enable students to complete evaluation tasks on their own. For educational institutions, the sudden transition to distance learning has increased the workload of creating e-platforms and integrating additional applications into the system in a timely manner. Another critical issue is training teachers and support staff to use new platforms and systems. Teachers, who have an important role in education, have been responsible for transforming their lessons, learning resources, subject content and assessment processes into online platforms, which has created a lot of workload pressure. This sudden increase in workload caused stress and anxiety (Winthrop, 2020; MacIntyre et al., 2020).

The transition to distance learning, cyberbullying, online violence and abuse, difficulties and uncertainties in online learning related to cybersecurity, and concerns about the increase in psychological problems have arisen. (Yan, 2020). There are other challenges addressed in research on distance education during the COVID-19 pandemic. One of them, distance education, which has been transitioned due to the pandemic, has caused peers to lose their opportunity to interact with each other and cause more stress, isolation and frustration for them (Daniel, 2020; Gillett-Swan, 2017).

CONCLUSION AND RECOMMENDATIONS

The first of the major changes envisaged in the field of education is the digitalization of many traditional educational processes (Dennis, 2020). Under these circumstances, COVID-19 has given impetus to digital work, which has recently increased in education. Prior to the COVID-19 pandemic, global investment in digital education solutions and applications increased substantially, reaching US\$18.66 billion in 2019 and expected to reach US\$350 billion by 2025 (Tam and Al-Azar, 2020; Li and Lalani, 2020).

The importance of the education process in the digital environment, what happened during the COVID-19 process, has been proven once again. For this reason, it is expected to invest in technology to enable the transition to distance education when necessary. It is making more research and investment plans to develop new 5G-based education technologies, especially in countries such as China, Japan and South Korea, which are pioneers in the digitalization of education (Tam and Al-Azar, 2020). The fact that the education process will shift to digital platforms even more after this epidemic requires the development of digital literacy skills of students and teachers. The inclusion of digital literacy skills in education after the epidemic and the effective use of digital resources by teachers and students will play a key role in these processes.

Researchers have put forward some suggestions on how to increase the effectiveness of distance education during the pandemic. Naffi et al., (2020) put forward suggestions that universities can provide access to distance learning and equality in this process. These are: selection of appropriate digital technologies; creating accessible materials; recording audio content of lectures and captioned videos; be inclusive; adopting culturally sensitive teaching; understanding student needs; establishing a flexible approach to student participation in the lesson; financial support and the provision of necessary equipment and systemic racism.

In another study, the recommendations for distance education included thinking about how students would navigate in online classrooms; presenting an instruction for the online course at the beginning of the semester; ensuring that all educational materials are accessible; is the addition of alternative alt text to images and graphics shared for students (Leif et al. (2020).

In the study by Martin (2020), suggestions were made for educators to optimize distance education during the pandemic period. The five main points raised are as follows; clear, orderly and well-organized instructions; the content is of high quality and appropriate to the level of the students; self-regulation for motivation, parent involvement, and identifying tasks that separate students from online; establishing interpersonal relationships and adequate face-to-face online instructions through different communication channels; to reach students who need help and to inform them who they can contact when they need mental health support.

Dhawan (2020) has presented various solutions to the problems related to distance education in his research. The solutions offered are that the lectures include pre-recorded lecture videos; making the learning process more interesting, attractive, interactive and dynamic; providing incentives; creating forums for communication using social media and other digital platforms; continuous improvement of the quality of online courses; Allowing students to ask questions and provide feedback.

In addition, it is seriously thought that teachers should be supported with in-service trainings in the process of applying distance education and in the post-epidemic period, especially in terms of psychological, pedagogical and technological field knowledge, in which teachers are deficient in this difficult process and consider themselves inadequate. In educational institutions and before starting their duties, teacher candidates need to be similarly developed and changed through various trainings on the knowledge, skills and experiences required by the digitalized, changing and developing world. At the end of the epidemic process and after this process, students, parents and teachers should be improved by providing psychosocial training in order to reduce the permanent effects of this difficult process and completely eliminate traumas (Kurnaz and Seçmeli, 2020).

The COVID-19 process is an important example of how the productivity of educational institutions and human resources can help fight the epidemic. A crisis management department should be established and prepared for this situation. It should be ensured that the lack of infrastructure is eliminated and that all students have equal education rights.

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EXAMINATION OF FEMALE TEACHER AND PROFESSIONAL DEVELOPMENT CONCEPTS IN SCOPUS DATABASE IN TERMS OF VARIOUS VARIABLES

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ABSTRACT:

Today, change and development are experienced in every field. In the changing world, individuals have to improve themselves. Professional development of individuals is important under competitive conditions. Starting from this important point, the subject of professional development of female teachers has been discussed in various studies.

In our research, it is aimed to examine the researches on the professional development of female teachers. In this study, the researches made in the last twenty years in the fields of female teachers and professional development concepts in the Scopus database were examined. As a result of this examination, 50 pieces of data were reached and findings were revealed through various variables.

As a result of the research, the most research in the fields of female teachers and professional development; In terms of year published, in 2017 and 2019, in terms of form, in social sciences, in terms of field, the universities with the most publications are Arizona State University and An-Najah National University with 2 publications, the authors with the most publications with 2 each. Baker, D., Krause, S, and Roberts, C, and the country with the most publications was the United States of America.

Keywords: Female teachers, Professional Development, Scopus, Education

INTRODUCTION

Eğitim sürecindeki öğrencilerde eğitim öğretim ön plana yönelik eğitimler (Seferoğlu, 2001). Mesleki gelişim, profesyonellerin mesleklerinde; teknik, yasal, teorik ve sosyal olarak kabul edilmektedir (Murphy ve Calway, 2008, 425).

Toplumsal toplumların eğitimli oldukları en önemli faktörlerine yönelik eğitimin kalite iletmektedir (2013). Toplumların yetiştirilmesi için yetiştirilmek üzere yetiştirilmektedir. Okullarda eğitimlerini öğrenme ve gelişmelerini mümkün kılan en önemli öğrencidir (Altan öğretmendir, 2014). Öğretim faaliyetinden sorumlu olan kişilere öğretmenler. Öğretmenin yetiştirilmesine yönelik faaliyetlerde bulunmaktadır. Bunun için alan bilgisi, bilgi ve beceri vb. yeterli olması gerekir (Toprakci, 2012). Öğretmenlerin yetiştirilebilirliğinde, alan derinleştirilebilir, alanıyla ilgili öğülden okul olur, okulların standartlarıyla uyumlu hale getirir (Reese, 2010).

Professionally trained teachers can provide positive learning conditions for their students. The role of the teaching profession in the development of the country is known by all societies today. Researches in the field of developing the teaching profession show that professional development is a necessity for the proper conduct of this profession and for raising the quality of education in schools (The Holmes Group, 1996). Roberts & Dyer (2004) revealed that both traditionally certified teachers and teachers who have received teaching certification in different ways need professional development in the context of career development.

Although women develop themselves at the same rate as men in line with their professional development. In the researches, the rate of women shows a significant decrease, especially as one moves to the upper levels of the organizational hierarchy. Numerous studies (Çekten, 2005; Gündüz, 2010; İnandı & Tunç, 2012; Altınkurt & Yılmaz, 2012) reveal that school administrators are mostly men and that the ratio of women decreases as they go to the upper levels of education administration.

Purpose and Sub-Aims of the Research

The main purpose of the research is to examine the researches made in the last 20 years in the context of female teachers and professional development and compare the published publications in various dimensions. In order to achieve this aim, answers to the following questions were sought:

When the studies published in the scopus database between 2001-2021 using the concepts of "female teacher" and "professional development" are examined;

- 1- In which year was the most published?
- 2- According to which subject area were the documents published the most?
- 3- Which universities publish the most?
- 4- Who are the researchers who publish the most?
- 5- Which countries broadcast the most?
- 6- Which type of scientific publication (book, thesis, article) is mostly included?

In order to achieve the purpose of the research, the Scopus database was entered and all publications using the concepts of "female teacher" and "professional development" in the last 20 years were revealed.

Method

The scanning method was used in the examination of the studies published in 2001-2021 using the concepts of "female teacher" and "professional development" in the Scopus data ceiling. The data of the research were obtained by using the document analysis method, which is a qualitative research method. Qualitative research; It is a type of research in which qualitative data collection methods such as observation, interview and document analysis are used, and a process for revealing perceptions and events in a natural environment in a realistic and holistic manner is followed (Yıldırım & Şimşek, 1999). "Qualitative research allows the researcher to access the data source directly. It provides detailed descriptions that will provide a deep understanding of the context and facts, and makes convincing generalizations based on the information obtained by synthesizing" (Büyüköztürk, 2011).

In order to analyze the documents using the concepts of "female teacher" and "professional development" published in the Scopus database in 2001-2021, a total of 50 publications were reached as a result of the literature review in this research. Each scientific publication was examined in terms of year, subject area, university, researcher, country and scientific publication type.

Data Collection and Analysis

Within the scope of the literature review on female teachers and professional development, firstly, predetermined key concepts (female teacher, professional development) were entered into the Scopus database. In addition to these concepts, scanning is limited with the last 20 years limit. As a result of the limitation, it is seen in table 1 that 50 data were reached. The obtained data were evaluated. Then, the collected literature information was evaluated and the translation of English sources into Turkish was used. The literature information obtained within the scope of the study was analyzed and then integrated with each other.

Table 1:

(Scopus Database, 2021)

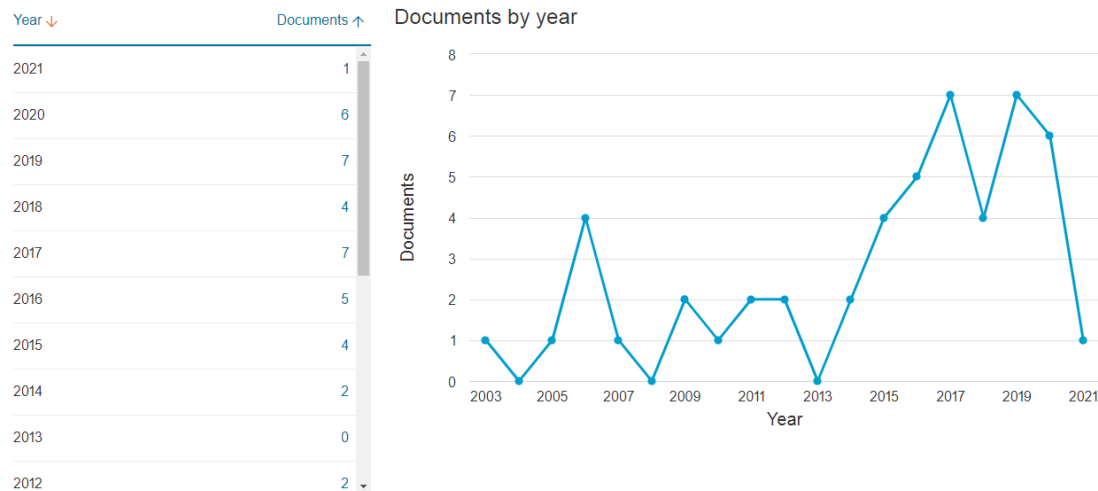
Table 1 shows 50 data obtained after the key concepts of "female teacher" and "professional development" are written in the Scobus database.

FINDINGS AND COMMENTS

Dimension I: Analyzing the studies published in the last twenty years by using the concepts of "female teacher" and "professional development" according to the years of publication.

In the first dimension of the research, it was aimed to reveal the examination of the studies published in the last twenty years by using the concepts of female teachers and professional development. In the context of this dimension, 50 studies were obtained by entering the Scopus database. The publication graph of the 50 researches obtained according to the last twenty years is given in Table 2 below.

Table 2: Graph of the studies published in the last twenty years by using the concepts of "female teacher" and "professional development"

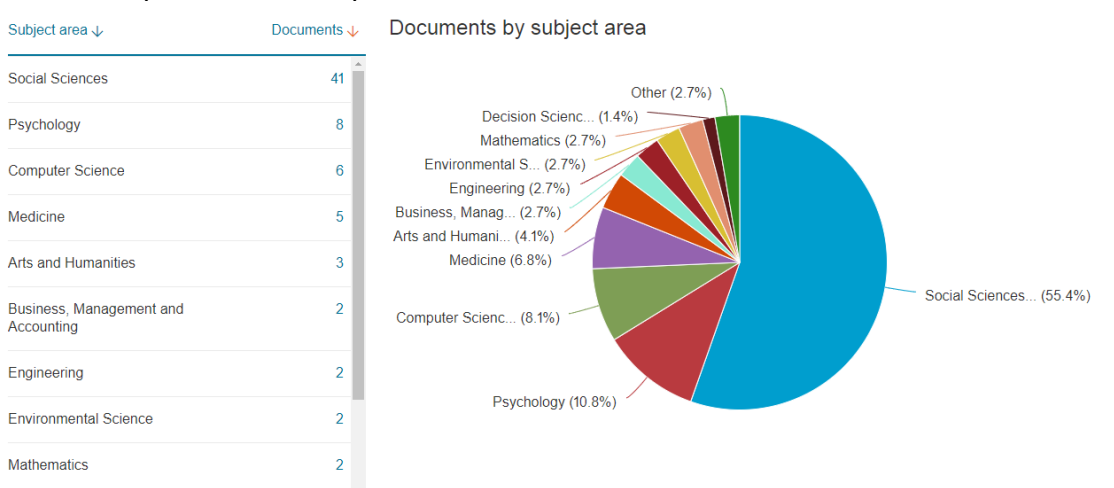


In order to reveal the publications made in the last twenty years by using the concepts of "female teacher" and "professional development", the data in the Scopus database were taken into account. In the light of these data, it is seen that the most research is 7 researches in 2017 and 2019. The reason why women's professional development dimension has increased after 2015 may be because this issue has gained importance in the last 5 years.

II. Dimension: Examining the documents according to the subject area of the studies published in the last twenty years using the concepts of "female teacher" and "professional development"

In the second dimension of the research, it is aimed to reveal the examination of documents according to the subject areas of the studies published in the last twenty years by using the concepts of female teachers and professional development. In the context of this dimension, 50 studies were obtained by entering the Scopus database. The graph of publication of the 50 researches obtained over the last twenty years is given in Table 3 below.

Table 3: Graph of subject areas of studies published in the last twenty years using the concepts of "female teacher" and "professional development"



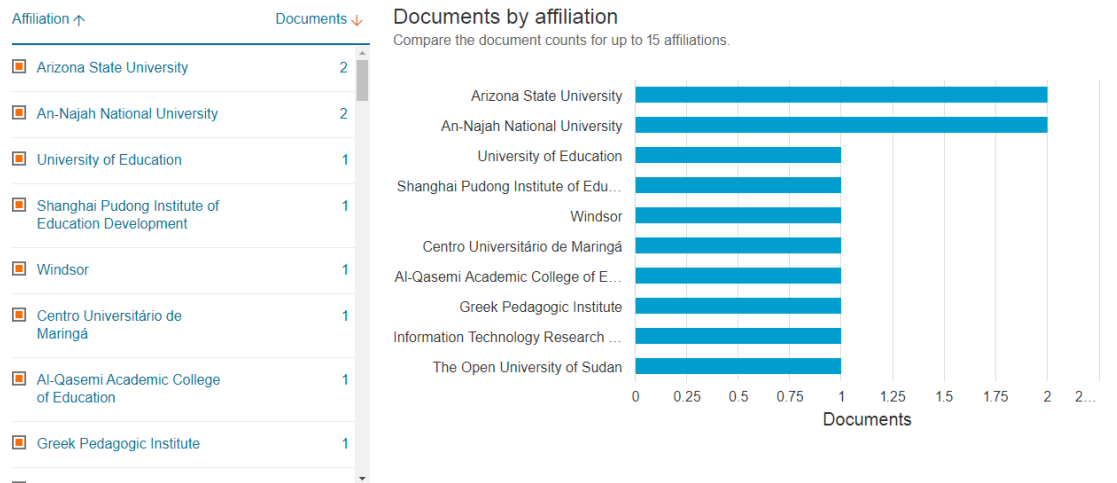
* A study may be conducted to cover more than one area.

When the researches published in the last twenty years were examined, it was found that the most research(41) was made in Social Sciences. This result may have come out because the dimension of "Woman Teacher", one of our keywords, was examined more in the social field.

III. Dimension: Examination of universities where studies published in the last twenty years using the concepts of "female teacher" and "professional development"

In the third dimension of the research, it is aimed to examine the studies published in the last twenty years according to the universities by using the concepts of female teachers and professional development. In the context of this dimension, 50 studies were obtained by entering the Scopus database. The graph of the universities where 50 studies were conducted according to the last twenty years is given in Table 4 below.

Table 4 : Graph of universities where studies published in the last twenty years using the concepts of "female teacher" and "professional development"

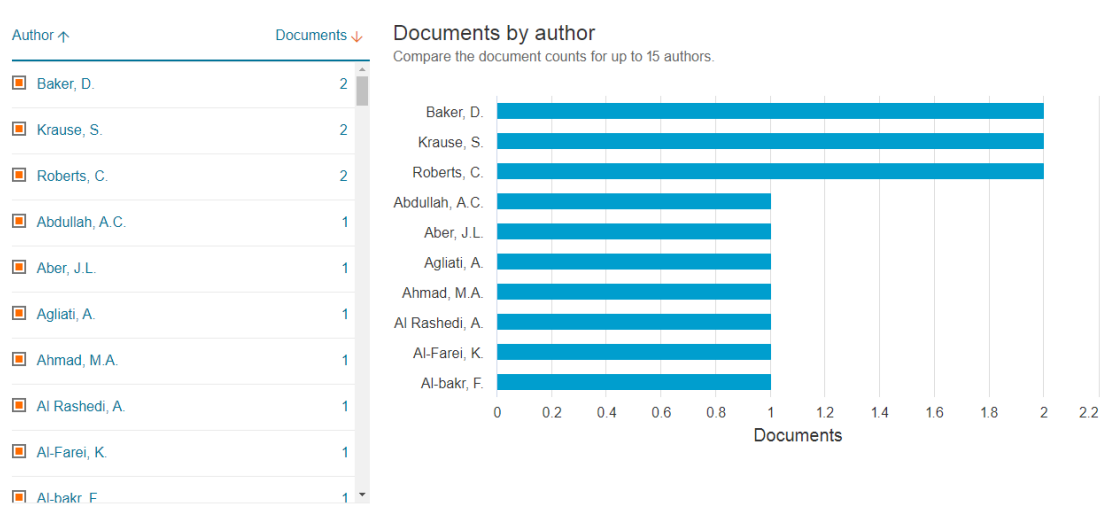


When we look at the universities in which researches published in the last twenty years have been made, it is seen that there are at most 2 publications. When the graph was examined, it was found that Arizona State University and An-Najah National University made the most publications on the subject. There was not much difference between universities.

IV. Dimension: Examining the people who have done the studies published in the last twenty years using the concepts of "female teacher" and "professional development"

In the fourth dimension of the research, it is aimed to examine according to the people who have done the studies published in the last twenty years by using the concepts of female teachers and professional development. In the context of this dimension, 50 studies were obtained by entering the Scopus database. The graph of the people who have worked in the last twenty years of the 50 studies obtained is given in Table 5 below.

Table 5 : Graph of people who carried out studies published in the last twenty years using the concepts of "female teacher" and "professional development"

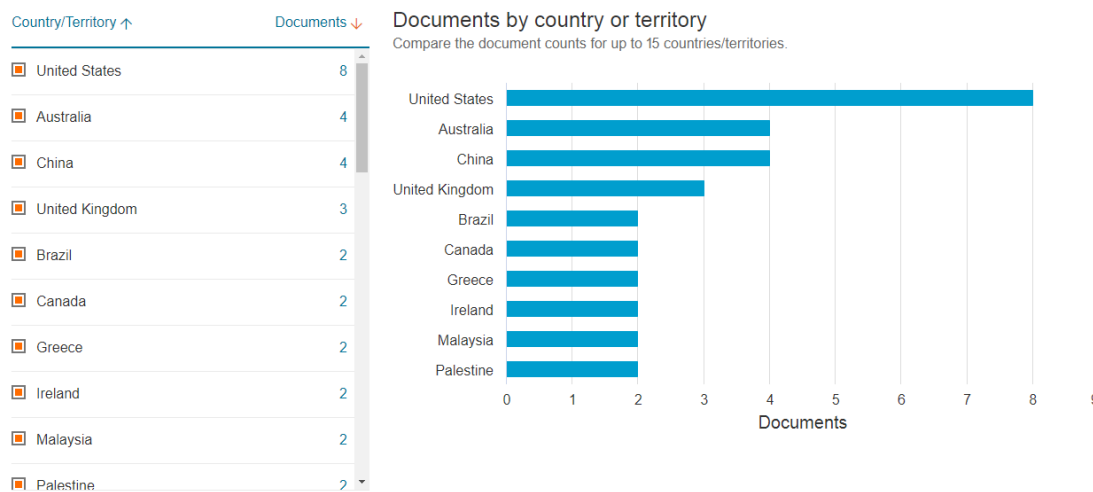


When examined in terms of the people who carried out the research published in the last twenty years, it was determined that at most 2 publications and at least 1 publication were made. It is seen that there is no difference between the publications of the researchers. It was found that the most research was done by Baker, D., Krause, S, and Roberts, C. There was not much difference between the researchers who published it. Since the researcher who published here has researched from different angles, there may be at most 2 authors under the same title.

Dimension V: Examination of the studies published in the last twenty years in terms of countries using the concepts of "female teacher" and "professional development"

In the fifth dimension of the research, it is aimed to examine the studies published in the last twenty years by country by using the concepts of female teachers and professional development. In the context of this dimension, 50 studies were obtained by entering the Scopus database. The graph of the people who have worked in the last twenty years of the 50 studies obtained is given in the table 6 below.

Table 6: Graph of studies published in the last twenty years by country using the concepts of "female teacher" and "professional development"

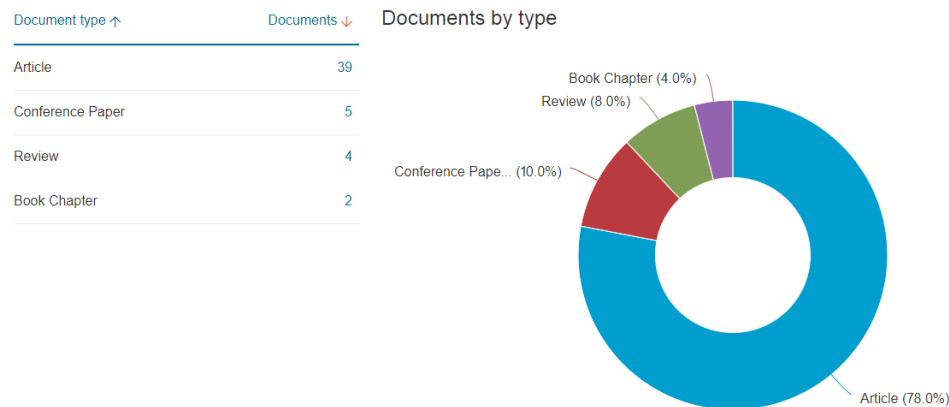


The data in the scopus database were taken into account in order to reveal the publications made in the last twenty years by using the concepts of "female teacher" and "professional development", according to the countries in which they were made. In the light of these data, the United States published the most research with 8 documents. Subsequently, it was published in the form of Australia 4 documents and China 4 documents. This conclusion may have come about because the United States is multicultural and women need to develop and prove themselves in this multicultural environment.

VI. Dimension: Examining the studies published in the last twenty years by using the concepts of "female teacher" and "professional development" according to the place of scientific publication.

In the sixth dimension of the research, it is aimed to examine the studies published in the last twenty years according to the place of scientific publication by using the concepts of female teachers and professional development. In the context of this dimension, 50 studies were obtained by entering the Scopus database. The graph of the people who conducted the study according to the last twenty years of the 50 studies obtained is given in Table 7 below.

Table 7: Circle chart of studies published in the last twenty years using the concepts of "female teacher" and "professional development", according to scientific publications



When the scientific publications of the studies published in the last twenty years are examined, it is seen that the most 39 studies are published as articles. It is thought that the reasons for the researchers to publish their publications as articles are due to the fact that there are many articles published today, and that the articles are high in terms of validity and reliability and are easier in terms of preparation.

CONCLUSION AND RECOMMENDATIONS

Results

Researches in the context of female teachers and professional development were examined. The studies conducted with these concepts were compared in various dimensions. In our study, by using the concepts of "female teacher" and "professional development", the researches conducted in the Scopus Database in the last twenty years;

As a result of looking by years, it was found that most of the studies were published in 2017 and 2019. It is thought that the reason for this finding may be due to the fact that it is a concept in which the importance of professional development of female teachers has come to the fore since 2015.

When the subject areas are examined, it has been found that studies are generally carried out in the field of Social Sciences. This is thought to be due to the fact that the concept of female teacher is used more frequently in the field of education. It may also be because the most publications in the scopus database come from the social sciences. In this context, Karasözen mentioned in the research conducted by Bayram and Zan (2011) that the most publications in the Scopus database are in the Social field. This supports the finding here.

When looking at the universities where it was made, it was found that generally at most 2 and at least 1 research publication was made. It is seen that there is no difference between universities that do this. The fact that the researches did not differ in terms of universities may be due to the fact that no university constantly dwells on these dimensions.

When examined in terms of the authors, it was determined that at most 2 publications and at least 1 publication were made. It is seen that there is no difference between the publications of the researchers in terms of quantity. This may be due to the fact that the researchers took these dimensions one by one and examined them with different dimensions.

Considering the countries, it was found that most of the studies were published in the United States. Since it received the most publications from the United States, most publications in this field may have come from the USA. Karasözen, Bayram and Zan (2011) also mentioned in their research that the Scopus database receives the most publications from the USA. This finding supports the research finding.

When the document shapes were examined, it was concluded that most of the studies were published as articles. Today, it is thought that article publications are high in terms of validity and reliability, and are more preferred by readers to access information faster, and because they are easier to prepare than theses. Özkan and Kaya (2015) also mentioned in their research that the articles are more preferred by the readers. In addition, Düztepe (2004) mentioned that the articles are short scientific publications. This makes it more practical and effective for readers to read articles rather than thesis readings. These findings also support the research finding.

Suggestions:

Today, it is thought that the dimensions of female teachers and professional development in constantly changing and developing schools should be addressed more and be the subject of research.

It is possible to talk about professional development in many institutions and organizations and the presence of female teachers in this professional development. Therefore, it is necessary to make publications not only in the field of education but also in other fields and to examine these concepts more.

Considering the awareness of professional development and the importance of female teachers, universities that are educational institutions and researchers working there need to do more research on the concepts of "female teacher and professional development".

Studies can be conducted in different countries around the world and the results can be compared.

Findings can be generalized by using the research meta-analysis method.

It is thought that the research will shed light on future research on female teachers and professional development.

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EXAMINATION OF THE IMPORTANCE OF MIND AND INTELLIGENCE GAMES BEING ELECTIVE COURSE IN TRNC SECONDARY EDUCATION SCHOOLS

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ABSTRACT

Today, science and technology change rapidly. Adapting to these changes depends on individuals' capacity to innovate and produce solutions. It is important for the individual to be able to produce unusual and original solutions to problems, to realize that a problem can have more than one solution, both for his own life and for his country. Any idea that facilitates the life of individuals and enables them to overcome a difficulty is the product of original thinking minds. The mind, which enables original thinking and producing original solutions, can be developed throughout human life. This development takes place more easily and quickly at a young age. The reason for teaching the mind and intelligence games course as an elective course in secondary schools is based on these foundations. The research is a qualitative study. The data of the study were obtained by semi-structured interview technique. The sample of this research consists of 48 participants working in TRNC secondary schools in the 2020-2021 academic year. 37 of the participants were female and 11 were male.

Keywords: Intelligence, learning, mind and intelligence games lesson

INTRODUCTION

Intelligence is defined as the individual's perception of his environment, shaping it with his mental schemas, and using what he has learned to solve the problems he encounters. In schools, just giving information to students is not enough for them to find solutions to the problems they face and to develop their minds (MEB, 2013). It is necessary to enrich learning environments with educational games in order to ensure permanent learning and to find different solutions for individuals in the face of problems (Türkoğlu & Uslu, 2016). The child starts to get to know his environment through games from a young age. Gains the ability to solve problems with applications in games. Play is one of the most important tools that explain the expectations and goals of the child and prepare him for life (Özer & Gürkan & Ramazanoğlu, 2006).

From a young age, playing games becomes a part of individuals' lives. The tendency to games decreases with the growth of the individual. But individuals remember the games they played. The games played create an enjoyable and entertaining learning environment. (Carpenter & Demirtaş, 2017). The learning environments created by the games enable the students to develop a positive attitude towards the lessons and enable easy, understandable and permanent learning to take place. Because while playing games, individuals use many mental skills together (Karaman, 2012). Observation, creative thinking, reasoning, decision making, problem solving, memory retention, strategic behavior are some of the important cognitive skills (Tural, 2005).

Each individual's intelligence, perception and ability are different. Learning is a process that varies according to the individual. It is not possible to talk about a type of learning that will suit all individuals. For this reason, despite all the researches, there is no definition of learning that explains all learning situations. With its general definition, learning is the process of forming partly permanent behavioral changes that occur as a result of the interaction of the individual with the environment, visible or invisible in the individual (Akpınar, 2011).

The most important part of educational games is mind and intelligence games. These games support the development of individuals' thinking skills and mental capacities (Demirel, 2015). Games provide active participation of learners in learning environments. Thus, the lessons become more interesting and enjoyable (Chen et al., 2012). Games are held with the active participation of students. Therefore, it reduces forgetting

what has been learned, strengthens memory, provides fast learning, and is motivating (Erçetin, 2007). Thanks to games, students' interest and motivation increase, and their academic success improves (Yang, 2015).

The main purpose of the Mind and Intelligence Games course is for the student to realize and develop their own potential, to develop unique and different strategies for the problems they encounter, and to make quick and correct decisions. Mind and intelligence games create a competitive environment that can work both individually and as a team (Ministry of National Education, 2013).

A 3-stage curriculum is used in the mind and intelligence games course. The curriculum offers students a learning environment from concrete to abstract, from known to unknown, from simple to complex, from easy to difficult, from near to far. The contents of these stages are as follows:

1. **Beginner Level:** It includes acquiring basic skills about the games, learning the rules of the games and playing the beginner level games.
2. **Intermediate Level:** It covers developing different perspectives towards problems, acting in accordance with strategy games, starting from the right place in puzzles, playing intermediate level games and solving puzzles.
3. **Advanced Level:** It includes analysis and synthesis, generalization, creative thinking, evaluation, determining original strategies and playing advanced games, solving puzzles and benefiting from the experiences of others (Ministry of National Education, 2013).

There are 6 types of games in the Mind and Intelligence Games curriculum.



1. **Reasoning and Operational Games:** Generally, based on the clues given, which are played individually, conclusions are obtained with logical inferences. All four operations are used in these games. Examples are apartments, division, sudoku, admiral sunk puzzles, minesweeper puzzles, yin-yang, fence, logic square, plug, square doodle, operation square. (Board of Education and Discipline (TTKB), 2013).
2. **Verbal Games:** They are the types of games that make use of general cultures and vocabulary as well as logical inferences while playing games. Games can be individual or team games. Examples of verbal games are anagram, word grouping, word finding, word hunt (MEB, 2016).
3. **Strategy games:** These are the types of games played with two or more players, where there is a winner and a loser at the end of the game. During the game, while the strategy is being created, intuitive tactics and previous experiences are included, apart from logic. Examples of strategy games are chess, othello, backgammon, reversi, go, checkers, mandala varieties. (MEB, 2016).
4. **Intelligence questions:** It is usually played individually. These are the questions that the player evaluates the clues, finds solutions and reaches a clear conclusion. For example, "passing the wolf, lamb and grass across the river in a single boat", "measuring a different volume exactly using vessels of certain sizes", "liar-truth problems" can be given. (Acun, 2014).
5. **Geometric-Mechanical Games:** These games can be played individually, as a team game or against each other. Players play games using their mental and geometric thinking skills and hand-eye coordination. Examples are polyomino, figure making, tangram, cube counting, mazes, knot games, mechanical separation riddles, jenga, jigsaw puzzles, mikado. (Acun, 2014).

6. **Memory Games:** These games can be played as a team game, mutual game or individually. These are games that use long or short-term memory. Verbal or visual memory can be used depending on the type of game. For instance; Match finding games, picture recall, wayfinding games, object recognition games with close-up photos can be given (TTKB, 2013).

When the curriculum published by TTKB (2013) on mind and intelligence games is examined, the behaviors given for the gains of the course can be listed as follows:

- Developing self-confidence, increasing motivation,
- Ability to produce logical and original ideas,
- Ability to draw inferences from experience,
- Developing teamwork skills in problem solving and idea development,
- Three-dimensional thinking
- Ability to solve problems by generating ideas through simulation,
- Recognizing, understanding and defining problems, choosing the most appropriate method for their solution.
- To be able to develop the skills of expressing different and opposing views about the solution of a problem,
- Recognizing individual strengths and weaknesses.
- Developing quick and effective decision-making skills,

When the studies on mind and intelligence games are examined, it is seen that students improve their problem solving and reasoning skills (Kurbal, 2015), the interaction of active students with group work will increase and their comparison skills develop (Siew & Abdullah , 2012), analysis, and intelligence games. It has been found that it has positive contributions to the development of skills such as synthesis and establishing cause-effect relationships (Devecioğlu, Karadağ; 2014).

In this research, it is aimed to get the opinions of the teachers working in these institutions about the importance of mind and intelligence games as an elective course in TRNC secondary education institutions. For this purpose, answers to the following questions will be sought.

1. Akıl ve Zekâ Oyunları dersine ilişkin öğretmen görüşleri?

2. Akıl ve Zekâ Oyunları dersinin öğretmeye katkısı var mıdır?

3. Akıl ve Zekâ Oyunları dersi sayesinde, çocuğun öğrenmesi ve çocuğa psikolojik katkısı ile ilgili öğretmen görüşleri nedir?

4. Akıl ve Zekâ Oyunlarının branşa göre faydaları nelerdir?

The aim of this study is to determine the opinions of the teachers regarding the introduction of Mind and Intelligence games as an elective course in TRNC secondary schools and to present their suggestions on this subject.

METHODOLOGY

Research Model

In this study, qualitative research method was used to determine their views on the inclusion of Mind and Intelligence Games as an elective course in TRNC Secondary Education Institutions. A semi-structured interview form was used to collect data, and the collected data were analyzed and descriptive findings and results related to the examined situation were revealed. As it is known, such studies are not carried out to generalize the data obtained, but to evaluate a phenomenon with its unique characteristics (Yıldırım and Şimşek, 2005).

Research Sampling

The universe of this research is the teachers working in TRNC secondary schools in the 2020-2021 academic year. Research data were collected by the researcher. The research sample group is 48 teachers. 37 of these teachers are female and 11 are male.

Data Collection Tool

In order to solve the problem discussed in this research, semi-structured interview forms prepared by the researchers and data were collected through these forms. The data of the research were analyzed by content analysis. According to Cohen, Manion, and Morrison (2007), content analysis is also defined as the process of summarizing and specifying the basic contents of the written information and the messages they contain. The opinion of the relevant expert was taken in the interview form. Reliability and validity levels were determined in line with expert approval. Then it was applied to the relevant participants. The data in the research were obtained based on the qualitative data obtained in 4 question dimensions.

1. What are the benefits of enriching the lesson with games in the classroom?
2. Which aspects of the students can be revealed by the content of the Mind and Intelligence Games course?
3. What kind of contributions can the Mind and Intelligence Games course make to your branch?
4. What kind of changes can the mind and intelligence games course provide in the student's attitude towards school?

Data Analysis

Content analysis was used to solve the problems discussed in this study. According to Cohen, Manion, and Morrison (2007), content analysis is also defined as the process of summarizing and specifying the basic contents of the written information and the messages they contain. Categories, themes and percentages were used to define the identified problem.

FINDINGS

Findings related to demographic characteristics and demographic data of the teachers participating in the research are given in Table 1.

Table 1- Demographic Data of Teachers

Demographic Characteristics		N	%
Gender	Female	37	77,08
	Male	11	22,92
	Total	48	100
Years of Work in the Profession	0-5 years	6	12,50
	6-10 years	8	16,67
	11-15 years	14	29,17
	16-20 years	5	10,42
	21-25 years	15	31,25
	Total	48	100
Status of receiving mind and intelligence games training	Yes	7	14,58
	No	41	85,42
	Total	48	100
Profession	Math	6	12,50
	Turkish	8	16,67
	Science	5	10,42
	History	3	6,25
	Geography	2	4,17
	Physical education	3	6,25
	English	8	16,67
	German	2	4,17
	Art	3	6,25
	Music	3	6,25
	Computer	5	10,42
	Total	48	100

As seen in Table 1, 48 people participated in the research. Looking at the relevant table; 77.08% of them are female teachers. When the professional working time of the teachers is examined, 31.25% of them see that they are teachers for 21-25 years. Considering the status of receiving mind and intelligence games training, it is seen that 85.42% did not receive training and the profession of the teachers participating in the research.

Table 2- Teachers' views on the benefits of enriching the lesson with games.

Category	Theme	N	%
Benefits of enriching the lesson with games.	Take attention	22	26
	Learning with fun	19	22
	Permanent learning	20	24
	Motivation	6	7
	Facilitating Learning	10	12
	Increasing Creativity	3	4
	Activating the Student	5	6
	Total	85	100

In Table 2, the answers given by the teachers to the questions asked about the benefits of enriching the lessons with games draw attention with 26%. Attracting attention and maintaining attention is seen as a very important skill for the whole life of the individual, but the place where this skill is most needed is classroom environments. Maintaining attention requires specific domain knowledge. Professional knowledge of teachers includes these skills. It is considered very important to attract attention and maintain attention for the effective use of classroom management (Aydin 2008; Celep, 2004; Kılbaş, 2007).

Table 3- Teachers' views on which aspects of the mind and intelligence games course can reveal students.

Category	Theme	N	%
Which aspects of the students can be revealed by the mind and intelligence games lesson?	Socialization	12	12,37
	Developing self-confidence	19	19,59
	Creativity	18	18,56
	Attention development	7	7,22
	Problem solving skill	21	21,65
	Quick learning	20	20,62
	Total	97	100

In Table 3, the answers given by the teachers to the questions asked to determine their thoughts about the Mind and Intelligence Games Lesson is 21.65%, finding different solutions. Intelligence games are games that require the use of problem solving skills (Alessi & Trollip, 2001). Therefore, it is a good tool to be used to teach problem solving (MEB, 2013).

Table 4- Teachers' views on the contributions of Mind and Intelligence Games according to course branches

Category	Theme	N	%
What kind of contributions can the Mind and Intelligence Games course provide to your branch?	Easy and Fast Learning	26	38,24
	Problem Solving skill	14	20,59
	Concentration	11	16,18
	Permanence	17	25,00
	Total	68	100

In Table 4, the answers given by the teachers to the questions asked about the contribution of the Mind and Intelligence Games Course to your branch is easy learning with 26%. According to MEB (2013), mind and intelligence games enable students to recognize and develop their intelligence potential, and to make fast, correct and original decisions in the face of problems.

Table 5- Teachers' views on the changes that the mind and intelligence games course will create in the student's attitude towards school.

Category	Theme	N	%
The changes that the mind and intelligence games course will create in the student's attitude towards school	Motivation	32	51
	Sense of belonging	5	8
	School love	26	41
Total		63	100

In Table 5, 32% of the answers given by the teachers to the questions asked to determine their thoughts about the changes in the students' attitude towards school in the Mind and Intelligence Games Course is that it increases their motivation to come to school. It is seen that there is a direct proportional relationship between student motivation and success. The increase in motivation allows students to feel more pleasure from school (Öncü, 2004). Motivated students have positive thoughts towards school (Yüksel, 2004).

If the teacher evaluates their opinions according to the gender variable,

Table 6- Teacher's view on the benefits of enriching the lesson with games according to the gender factor.

Category	Theme	Male		Female	
		N	%	N	%
Benefits of enriching the lesson with games	Take attention	3	25	19	26
	Fun	1	8	18	25
	Permanent learning	5	42	15	21
	Motivation			6	8
	Facilitating Learning			10	14
	Increasing Creativity	1	8	2	3
	Activating the Student	2	17	3	4
Total		12	100	73	100

As seen in Table 6, if we compare the benefits of enriching the lesson with games with the gender factor, 42% of male teachers state that it is permanent learning, and 26% of female teachers state that it is to draw attention.

Table 7- Opinions of teachers according to their genders on which aspects of the students in the mind and intelligence games course can be revealed.

Category	Theme	Male		Female	
		N	%	N	%
Which aspects of the students can be revealed by the Mind and Intelligence Games course?	Socialization	1	5,56	11	13,92
	Developing self-confidence	3	16,67	16	20,25
	Creativity	3	16,67	15	18,99
	Attention development	3	16,67	4	5,06
	Problem solving skill	5	27,78	16	20,25
	Quick learning	3	16,67	17	21,52
Total		18	100	79	100

Tablo 7’da görüldüğü gibi Akıl ve zekâ oyunları dersi öğrencilerin hangi yönlerini ortaya çıkarabilir cinsiyet faktörü ile karşılaştıracak olursak, Erkek öğretmenlerin %27,78 problem çözme becerisi, Kadın öğretmenlerin ise %21,52’si hızlı öğrenme olduğunu belirtmektedirler.

Table 8 – Teachers' views on what kind of contributions Mind and Intelligence Games can make to the course branches according to their gender.

Category	Theme	Male		Female	
		N	%	N	%
What kind of contributions can the Mind and Intelligence Games course make to your branch?	Easy and Fast Learning	6	46,15	20	36,36
	Problem Solving skill	3	23,08	11	20,00
	Concentration	1	7,69	10	18,18
	Permanence	3	23,08	14	25,45
Total		13	100	55	100

As seen in Table 8, if we compare what kind of contribution Mind and Intelligence games can make to your branch with the gender factor, 46.15% of male teachers and 36.36% of female teachers state that learning is easy and fast.

Table 9- Teacher's view on the changes in the attitude of the student towards school in the Mind and Intelligence games course according to the gender variable

Category	Theme	Male		Female	
		N	%	N	%
The changes that the mind and intelligence games course will create in the student's attitude towards school	Motivation	7	41	25	54,35
	Sense of belonging	1	6	4	8,70
	School love	9	53	17	36,96
	Total	17	100	46	100

As can be seen in Table 9, if we compare the changes in the attitude of the students in the mind and intelligence games course towards the school with the gender factor, 53% of the male teachers state that they like school, and 54.35% of the female teachers state that they learn quickly.

CONCLUSION AND RECOMMENDATIONS

In line with the data obtained in this study, answers to research problems were sought. The answers obtained were evaluated during the analysis process and the results were determined. When the opinions of the teachers about the Mind and Intelligence games course are examined, it is stated that they can improve the students in many ways and contribute to their other lessons, support the communication and interaction between the students and create a pleasant learning environment.

In line with the data in the first problem statement in the research, the benefits of enriching the lesson with games were obtained to attract the attention of the students, to provide an entertaining environment and to ensure retention in mind.

In line with the data in the second problem sentence of the research, the content of the Mind and Intelligence Games course resulted in the students' ability to gain problem-solving skills and learn the subjects faster. As stated in TTKB (2013), students can develop different skills and competencies that they are not aware of. In fact, the most important achievement of this course is primarily in the development of competencies such as critical thinking, creativity and problem solving (TTKB; 2013).

In line with the data in the third problem sentence of the research, it was concluded that the Mind and Intelligence Games course contributed to the other courses and that it could learn the lessons easily and quickly.

In line with the data in the fourth problem sentence of the research, it was concluded that the Mind and Intelligence Games course could lead to positive results for the school, that the student could love the school more and increase motivation.

In general, in line with the findings I have obtained in my research, I think that the Mind and Intelligence games course will provide many benefits to the students. Acting with the foresight that students can develop their problem solving skills, gain self-confidence, make original and quick decisions, learn by having fun and develop

a positive attitude towards school, I think that Mind and Intelligence games course should be included in TRNC Education and Training programs as an elective course. The Ministry of National Education and Culture should raise awareness of administrators, teachers, students and families about the importance and necessity of Mind and Intelligence Games. Trainings and seminars should be given to the teachers who will teach the course, and trained and expert teachers should be provided.

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EXPLORING THE VOCABULARY LEARNING STRATEGIES OF TUNISIAN PRE- SERVICE PRIMARY SCHOOL TEACHERS

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ABSTRACT

The present study was exploratory in nature and its aim was twofold. First, it probed the vocabulary learning strategies of Tunisian pre-service primary school teachers. Second, it examined the impact of gender on the choice and use of vocabulary learning strategies. Data was collected through a questionnaire consisting of 23 Likert scale statements. The participants were (N= 202, 84 males and 118 females) Tunisian Pre-service primary school teachers enrolled on the Sciences of Education course at a Tunisian university. To probe the participants' vocabulary learning strategies, I used descriptive statistics and I ran a Principal Component Analysis. To examine the effect of gender on the vocabulary learning strategies, I ran an Independent Samples *t* Test. The findings of the study showed that most pre-service teachers use a combination of vocabulary learning strategies. In other words, each respondent uses a variety of strategies. The study showed also that the vast majority of the respondents are reliant on some forms of association strategies. Therefore, it is safe to say that the use of association strategies is very common. The study did not find any statistically significant differences between males and females in their vocabulary learning strategies.

Key words: Vocabulary, vocabulary learning strategies, pre-service teachers

Introduction

Communicating in a foreign language is conditional on developing the ability to understand and productively use its vocabulary. The lexicon is regarded as the most important language component for learners (Gass & Selinker, 2008). Effective use of vocabulary learning strategies can be much of a help. Gu (2003) describes the task of learning vocabulary as a problem solving task that could not be effectively approached if the learner does not adopt certain strategies. By the same token, Ellis (1994) highlights the need for conscious and explicit learning mechanisms to cope with the demands of the task. Schmitt (2000) classifies vocabulary learning strategies (VLS) into two main categories: Strategies that help the learner discover a new word's meaning, and strategies that help them consolidate the retention of a new word that has been encountered. Consolidation strategies are the processes that allow the learner to store new vocabulary items and be able to use them when communicating (Schmitt 2008, p. 838). In the present study, the focus is on the vocabulary consolidation strategies used by Tunisian pre-service primary school teachers. The study seeks to answer the following research questions:

- 1/What are the vocabulary learning strategies used by Tunisian pre-service primary school teachers?
- 2/ What are the basic dimensions of the pre-service primary school teachers' vocabulary learning strategies?
- 3/ Do male and female pre-service primary school teachers differ in their vocabulary learning strategies?

Theoretical framework

The need for vocabulary learning strategy research

In spite of the large body of work on vocabulary learning strategies, there is a critical need for more research into this area. The literature has not provided us yet with a theory that can explain the way vocabulary is learnt. According to Schmitt (2008), how language learners can develop a rich vocabulary has not enjoyed unanimity among researchers. Therefore, there is a critical need for more research into vocabulary learning and vocabulary learning strategies, in particular (Cohen & Wang, 2018; Viara, 2016).

As far as the Tunisian context is concerned, one must highlight that there is a dearth of research into vocabulary learning strategies. Meziane (2012) stresses the need to do more research to explore Tunisian English students' lexical problems and the way they approach the task of vocabulary learning. One must also reiterate that it is not possible to generalize the findings of studies that were carried out in contexts different from ours. Gu (2003) highlights that research into vocabulary learning and vocabulary learning strategies is context specific and therefore teachers should not make the mistake of generalizing different findings of studies to their own context. In a similar vein, Rose (2012) confirms that research frameworks need to be context specific rather than generalized.

Summary of the main consolidation vocabulary learning strategies

Repetition strategies

As the appellation suggests, repetition strategies could be defined as any kind of repetition carried out by the learner for the purpose of memorizing a new vocabulary item (Schmitt, 2000). Repetition can be silent, aloud, or written. One must state that this strategy should not be mixed up with revision, or what is also referred to as distributed practice. Irrespective of the strategy used by the learner, regular review or distributed practice must be carried out if the learner wants to remember the new vocabulary items they have learnt. One must reiterate that effective contextualised vocabulary learning requires between 5 and 16 encounters with the new word (Nation, 2001, p. 93). Gu (2003) points out that repetition helps the learner store the new word into the longer-term memory. However, it must be borne in mind that the effectiveness of repetition as a vocabulary learning strategy has not been immune from criticism. Nation (2015, p. 136) states that the quality of repetition is of the essence. He explains that if the learner does not pay enough attention to the word and engage in some sort of deep processing, he/she is unlikely to commit it to memory.

Association strategies

Association strategies allow the learner to link a new vocabulary item to other items learnt previously, or to particular circumstances and situations (Cohen, 2011, p. 147). Association strategies are considered to be among the most effective consolidation strategies. Cohen (2011) affirms that the associational patterns for learning vocabulary allow the learner to successfully remember the new vocabulary items. Li (2008, p. 80) explains that successful retention requires that the learner pay attention to the stimuli, rehearse the information to be remembered at time intervals and elaborate it. Elaboration is a cognitive learning strategy through which the learner associates new pieces of information to the concepts already in the memory. It is credited with enhancing the retention of new vocabulary items in the long-term memory (Rahmatian & Armun, 2013, p. 49).

Dictionary use

On his list of discovery strategies, Schmitt (1997) included the use of both monolingual and bilingual dictionaries. Although he might have regarded them as tools for helping the learner understand the meaning of a new word, it must be taken into account that the learner might use the dictionary in the hope of easing the retention of new vocabulary items. Looking up a new word leads to a deep processing of its meaning as the learner gets the chance to read the different uses illustrated with examples. The learner might also create some personal associations with things such as the look-up situation, the page in the dictionary; pictures, etc. (Coady & Huckin 1997, p. 112). However, it is worth noting that some language teachers denigrate the use of bilingual dictionaries, and in some cases, they even try to prevent their learners from using them. Coady and Huckin (1997) state that, contrary to the belief spread among many teachers and teacher trainers, the appropriate use of a bilingual dictionary helps the learner memorize new vocabulary.

Translation

The experience of teaching has made me realize that a lot of students and learners use translation as a strategy for learning and memorizing vocabulary. I have noticed that the majority of them translate the new English word into Arabic. The students who translate into French are usually those who went to French schools or speak French at home. Unfortunately, In Tunisia, a lot of language teachers think that the use of translation is a bad habit that comes to nothing (Ishler, 2010). As teachers, we should not rush into making judgements without consulting the literature and the findings of recent research. Harmer (2001) emphasizes that, as a language learning strategy, the use of the L1 is very fruitful. As far as vocabulary is concerned, a number of studies have found that translation might be an effective cognitive strategy (Hummel, 1995; Laufer & Shmueli, 1997; Prince, 1996).

Note taking

The experience of teaching has also made me realize that a lot of students rush to take note every time I use a new word or expression, they deem interesting. They either scribble the new word in the margins or at the end of their notebook. Alhathri (2014, p. 13) confirms that making notes in the margins, between lines or in a separate vocabulary notebook, is an effective strategy to remember the meanings of new words. Barbier, Roussey, Piolat, and Olive (2006) highlight that language learners differ in what they do in note taking and when they take note. Therefore, they call for more research into note taking as a learning strategy.

Practice

As a vocabulary learning strategy, practice could be defined as the use of a new vocabulary item for the purpose of memorizing it. Language learners can practise new words, either orally, or through using them in written sentences. Mitchell and Myles (2013) state that learning takes place through producing language, either spoken or written. They also highlight that practice improves automaticity. Lopez (2018) explains that, in vocabulary

learning, the concept of lexical automaticity refers to the successful and quick retrieval of words while speaking. Lopez (2018, p. 25) stresses that developing this ability is being overlooked by both, teachers and learners. One must reiterate that language learners can also practise new vocabulary items silently through what is referred to as inner speech. In learning a foreign language, inner speech is a process of vital importance (De Guerrero, 2018). Therefore, as teachers and researchers, we must consider it a strategy.

The study

The participants

The participants who took part in the present study were 202 (84 males and 118 females) students training to qualify as primary school teachers. They were selected through a convenience sampling process. They were students at a Tunisian University. They were enrolled on a degree course called Educational Sciences. They finished high school and are studying for three years to get a degree that will allow them to be officially recruited as primary school teachers. The students come from two main backgrounds. At high school, they either specialized in science subjects, or literary subjects. On the sciences of education programme, students take the following modules: Languages (Arabic, French, and English), science subjects, arts (music and painting), human rights, and psychology.

The instruments

The questionnaire

Data was collected through a questionnaire that was distributed face to face and filled in on the spot. The questionnaire consisted of 23 items. Each item was incorporated with five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The questionnaire was mainly based on the taxonomies and the classification systems of Oxford (1990) and Schmitt (2000). The Strategy Inventory for Language Learning (SILL) (Oxford, 1990) was developed to investigate language learning strategies in general. However, it is worth noting that most language learning strategies listed in it are either vocabulary learning strategies, or can be used for vocabulary learning tasks. Segler (2001) confirms that the vast majority of language learning strategies listed in taxonomies such as Oxford's are either vocabulary learning strategies that belong to the memory category, or can be used for learning vocabulary. Schmitt's (2000) taxonomy of VLS was referred to since it covers most of the VLS in an organized way that would make the analysis of the data easy. In designing the questionnaire to be used in the present study, I had recourse to the SILL as it is a highly valid and reliable research instrument. The fact that it was translated into at least 17 languages and administered to 10000 learners illustrates its validity and reliability (Chamot, 2001). The SILL proved to be a valid and reliable research instrument (Mohammadi & Alizadeh, 2014).

Results and discussion

To answer the first research question (RQ 1: What are the vocabulary learning strategies used by Tunisian pre-service primary school teachers?), I had recourse to the students' responses to the questionnaires items. I focused on the percentage of students selecting each alternative. To ease the interpretation of the participants' responses, I divided the respondents' answers to the questionnaire statements into four tables. In table 1 (Item 1 to item 4), I interpreted the use of vocabulary learning strategies in general. In table 2 (item 5 to item 9), I discussed the use of note taking and repetition as a vocabulary learning strategies. In table 3 (item 10 to item 19), I interpreted the use of associations as vocabulary learning strategies. In table 4 (item 20 to item 23), I commented on the use of translation and the use of dictionaries.

Table 1. Use of vocabulary learning strategies in general

Statements	SA	A	N	D	SD
1/I do not have a specific method to remember the words I come across	10.9	13.7	18.8	36.7	19.9
2/I use only one method to remember new words	5.0	6.9	16.8	54.5	16.8
3/To memorize new vocabulary, I try to use and combine many methods	24.8	50.5	10.9	10.9	3.0
4/I am trying to find a good method for remembering English vocabulary	33.7	34.7	22.8	5.9	2.0

Table 1 shows that the vast majority of the respondents are using more than one vocabulary learning strategy. In other words, to memorize new vocabulary items, they use a combination of strategies. More than 70 % of the respondents expressed their agreement with the statement *To memorize new vocabulary, I try to use and combine many methods*. Nearly 70% of the students did also express their disagreement with the statement *I use only one*

method to remember new words. It is also worth noting that more than half of the participants stated that they are still searching for a good method for remembering English vocabulary.

Table 2. Note taking and repetition

Statements	SA	A	N	D	SD
5/I always use a notebook to write down the new vocabulary I come across in the media or when I talk to a native speaker	16.8	29.7	8.9	32.7	11.9
6/When I come across interesting new vocabulary, I save it on my phone, or on my tablet.	19.8	36.6	11.9	25.7	5.9
7/In order to memorize a new word, I repeatedly say it in my mind	23.8	51.5	12.9	7.9	4.0
8/In order to memorize a new word, I repeatedly say it aloud	27.7	27.7	18.8	21.8	4.0
9/In order to memorize a new word, I repeatedly write it	24.8	31.7	13.9	20.8	8.9

One can conclude that opinion is divided on note taking as a vocabulary learning strategy. However, one can make the observation that the respondents save new vocabulary items on their phones or tablets more than they do in their notebooks. Opinion was also divided on the use of repetition as a vocabulary learning strategy. Repeating the new word in mind is the most frequently used repetition strategy.

Table 3. Association strategies

Statements	SA	A	N	D	SD
10/In order to memorize a new word, I try to link it to a situation (For example, when and where I was when I came across that word, the context, who I was talking to, etc.)	37.6	36.6	11.9	11.9	2.0
11/In order to memorize a new word, I try to associate it, or associate part of it, to a word in Arabic with similar sounds	12.9	32.7	17.8	23.8	12.9
12/I create rhymes to remember new English words, even if they do not make sense	10.9	23.8	32.7	26.7	5.9
13/In order to memorize a new word, I link to a visual image in my mind	21.8	47.5	14.9	11.9	4.0
14/In order to memorize a new word, I spell it in my mind	19.8	41.6	18.8	14.9	5.0
15/In order to memorize a new word, I try to associate it, or associate part of it to a French word with similar sounds	22.8	30.7	11.9	22.8	11.9
16/When I come across a new word, I search in my memory and see if I have synonyms or antonyms of it	29.7	40.6	15.8	9.9	4.0
17/In order to memorize a new word, I have to remember the sentence in which it was used	23.8	28.7	30.7	10.9	5.9
18/In order to memorize a new word, I try to connect it to my personal experience	10.9	35.6	25.7	25.7	2.0
19/In order to memorize a new word, I try to use it in imaginary situations in my mind	8.9	29.7	29.7	24.8	6.9

Table 3 shows that linking the new word to a situation is the association strategy most used by the informants. Making connections through antonyms and synonyms is the second most used one. Linking the new word to a visual image ranks third. Memorizing by creating rhymes is the association strategy least used.

Table 4. Translation and dictionary use

Statements	SA	A	N	D	SD
20/In order to memorize a new word, I try to find its translation in Arabic	26.7	40.6	14.9	11.9	5.9
21/ In order to memorize a new word, I try to find its translation in French	9.9	41.6	18.8	19.8	9.9
22/In order to memorize a new word, I check its meaning and its use in an English dictionary.	15.8	29.7	26.7	13.9	13.9
23/In order to memorize a new word, I check its meaning in a bilingual dictionary(English Arabic) or (English French)	15.8	35.6	21.8	12.9	13.9

More than 60% of the respondents translate the new English word into Arabic for the purpose of easing its retention. Translating the new word into French is less common. Only 9.9 strongly agreed with the statement *In order to memorize a new word, I try to find its translation in French.* In contrast, 26.7 % strongly agreed with the statement *In order to memorize a new word, I try to find its translation in Arabic.* Looking up new words for the

purpose of memorizing them is a strategy used by nearly half of the respondents. Bilingual dictionaries are used more than English dictionaries. To ease the interpretation of the descriptive statistics, the strategies most commonly used by the participants were listed and ranked in a descending order. Oxford's (1990) categorization was used and therefore the focus was mainly on the means higher than 3.5. Table 5 details the descriptives of the vocabulary learning strategies.

Table 5. Descriptives of the vocabulary learning strategies

Items	Mean	SD
-Linking the new word to a situation	3.9	0.89
-Combining vocabulary learning strategies	3.8	0.87
-Repeating the new word in mind	3.8	0.92
-Searching for synonyms and antonyms	3.8	0.94
-Linking the new word to a visual image	3.7	0.83
-Translating the new word into Arabic	3.7	0.98
-Repeating the new word aloud	3.5	1.03
-Spelling the new word in mind	3.5	0.86
-Remembering the sentence in which I came across the new word	3.5	1.04

Principal component analysis

To answer the second research question (RQ2:What are the basic dimensions of the pre-service teachers' vocabulary learning strategies?), I ran a principal component analysis. Mooi, Sarstedt, and Recz (2018, p. 275) define (PCA) as a process that helps reduce large numbers of variables to only several components for the purpose of getting a clearer idea about the various relationships and correlations that might exist between the variables. I opted for it as it is the most commonly used procedure in SPSS, and it is exploratory by nature. To determine the number of principal components that can be retained for the analysis, I relied on three main criteria, the Eigen value criterion (>1.00), the total variance explained and the Cattell's scree. The four principal components accounted for 61.59 % of the total variance. Mooi et al. (2018, p. 276) explain that there is no commonly agreed threshold for a variable's communality. However, they state that the extracted factors should account for approximately 50% of a variable's variance. The Kaiser-Meyer-Olkin (KMO) index of Sampling Adequacy has the value 0.688. It can be adjudged acceptable and mediocre as long as it is higher than 0.5. The Bartlett's test of Sphericity is significant at level $p < .05$. In order to interpret the principal components, I labelled each one of them on the basis of the variables that load the highest. I also had recourse to theory and the findings of previous research.

Table 6. Varimax Rotated Principal Component Matrix of the Vocabulary Learning Strategies

Items	Loadings						
	1	2	3	4	5	6	7
13/In order to memorize a new word, I link to a visual image in my mind	.802						
16/When I come across a new word, I search in my memory and see if I have synonyms or antonyms of it	.775						
17/In order to memorize a new word, I have to remember the sentence in which it was used	.591						
19/In order to memorize a new word, I try to use it in imaginary situations in my mind	.675						
21/ In order to memorize a new word ,I try to find its translation in French		.759					
12/ I create rhymes to remember new English words, even if they do not make sense		.728					
15/ In order to memorize a new word, I try to associate it, or associate part of it to a French word with similar sounds		.718					

20/In order to memorize a new word ,I try to find its translation in Arabic	.776
23/In order to memorize a new word, I check its meaning in a bilingual dictionary(English Arabic) or (English French)	.713
5/I always use a notebook to write down the new vocabulary I come across in the media or when I talk to a native speaker	.794
6/When I come across interesting new vocabulary; I save it on my phone, or on my tablet.	.636
10/In order to memorize a new word, I try to link it to a situation, etc.(For example, when and where I was when I came across that word, the context, etc.)	.773
14/In order to memorize a new word, I spell it in my mind	.512
7/In order to memorize a new word, I repeatedly say it in my mind	.806
15/In order to memorize a new word ,I try to associate it, or associate part of it to a French word with similar sounds	.422
8/In order to memorize a new word, I repeatedly say it aloud	.853
18/In order to memorize a new word, I try to connect it to my personal experience	.602

On principal component 1, statement 13 *In order to memorize a new word, I link to a visual image in my mind* and statement 16 *When I come across a new word, I search in my memory and see if I have synonyms or antonyms of it* load the highest. Therefore, this component will be called ‘Memorizing through visual images, antonyms and synonyms’. This component is a combination of two types of association strategies (Cohen, 2011). On principal component 2, statement 21 *In order to memorize a new word, I try to find its translation in French* and statement 12 *I create rhymes to remember new English words, even if they do not make sense* load the highest. Therefore, this component will be called ‘Memorizing through translating into French and creating rhymes’. This component is a combination of two types of strategies, translation and association (Cohen, 2011; Harmer, 2001).

On principal component 3, statement 20 *In order to memorize a new word, I try to find its translation in Arabic* and statement 23 *In order to memorize a new word, I check its meaning in a bilingual dictionary (English Arabic) or (English French)* load the highest. Therefore, this component will be called ‘Translating into Arabic and using dictionaries’. This component is a combination of two types of strategies, translation and dictionary use (Coady & Huckin, 1997; Harmer, 2001).

On principal component 4, statement 5 *I always use a notebook to write down the new vocabulary I come across in the media or when I talk to a native speaker* and statement 6 *When I come across interesting new vocabulary, I save it on my phone, or on my tablet* load the highest. Therefore, this component will be called ‘Note taking’ (Alhathari, 2014).

On principal component 5, statement 10 *In order to memorize a new word, I try to link it to a situation, (For example, when and where I was when I came across that word, the context, etc.)* and statement 14 *In order to memorize a new word, I spell it in my mind* load the highest. Therefore, this component will be called ‘Relating the word to a particular situation and spelling in mind’. This component is a combination of two types of association strategies (Cohen, 2001).

On principal component 6, statement 7 *In order to memorize a new word, I repeatedly say it in my mind* and statement 15 *In order to memorize a new word, I try to associate it, or associate part of it to a French word with similar sounds* load the highest. Therefore, this component will be called ‘Repeating the word in mind and associating it to a French word with similar sounds’. This component is a combination of two types of association strategies (Cohen, 2001).

On principal component 7, statement 8 *In order to memorize a new word, I repeatedly say it aloud* and statement 18 *In order to memorize a new word, I try to connect it to my personal experience* load the highest. Therefore,

this component will be called 'Repeating the new word aloud and connecting it to a personal experience'. This component is a combination of two types of strategies, repetition and association (Cohen 2011; Nation 2015).

Table 7. Descriptives of subscales of the vocabulary learning strategies

Sub-scale	Number of items	Mean	SD	Alpha
-Memorizing through visual images, antonyms and synonyms	4	3.59	1.07	.787
-Memorizing through translating into French and creating rhymes	3	3.42	1.04	.748
-Translating into Arabic and using dictionaries'	2	3.48	1.21	.719
-Note taking	2	3.23	1.21	.679
-Relating the new English word to a particular situation and spelling it in mind	2	3.76	1.09	.655
-Repeating the word in mind and associating it to a French word with similar sounds	2	3.41	1.25	.628
-Repeating the new word aloud and connecting it to a personal experience	2	3.40	1.12	.614

Out of seven means, two can be adjudged high as they were higher than 3.5. The five ones that were not high fall into the medium usage level as they were superior to 2.5. On a scale from 1 to 5, Oxford (1990, p. 291) categorizes a score from 3.5 to 5 as high, a score from 2.5 to 3 as medium and a score from 1 to 2 as low. The seven Cronbach's alpha reliability coefficients can be adjudged acceptable (Hulin, Netemeyer, & Cudeck, 2001).

Impact of gender

To answer the third research (RQ3: Do male and female pre-service primary school teachers differ in their vocabulary learning strategies?), I ran an independent samples *t test* on the seven components. All the Levene's tests have a significance level far higher than 0.05. Therefore, the null hypothesis was accepted and equal variances *t-test* was used. As shown in table 8, all the *t test* results have *p* values far higher than .05. Therefore, one can conclude that there are no statistically significant differences between males and females in their vocabulary learning strategies.

Table 8. *T test Results*

Components	Male (n=84)		Female (n=118)		<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
-Memorizing through visual images, antonyms and synonyms	-.19	.98	.04	.82	-1.57	.11
-Memorizing through translating into French and creating rhymes	.05	.98	-.01	.96	.36	.71
-Memorizing through translating into Arabic and using dictionaries	-.04	.95	.00	.87	-.32	.74
-Note taking	-.02	.93	.00	.77	-.19	.84
-Memorizing through relating to a situation and spelling in mind	.08	.82	-.01	.79	.75	.45
- Repeating the word in mind and associating it to a French word with similar sounds	.05	.78	-.01	.83	.48	.62
- Repeating the word aloud and connecting it to a personal experience	.07	.93	-.01	.87	.57	.56

Descriptive and inferential statistics showed that the vast majority of the respondents are using a combination of vocabulary learning strategies. In other words, each respondent reported the use of more than one vocabulary learning strategy at the same time. One can argue that this can be regarded as a good sign. According to O'Malley and Chamot (1990), good language learners are those who use a variety of learning strategies and combine them in an orchestrated way. In the same vein, Griffiths and Cansiz (2015) explain that successful language learners use and carefully orchestrate strategy repertoires that suit their own individual needs. The present study did also show that the use of the various types of association strategies is very frequent. One can also argue that this can be regarded as a good sign. Association strategies are considered to be among the most effective consolidation strategies. Cohen (2011) affirms that the associational patterns for learning vocabulary allow the learner to successfully remember the new vocabulary items. In the present study, gender has no impact

on the use of vocabulary learning strategies. This conclusion is at variance with the findings of some studies (Lee, 2010; Bozinovic & Sidik, 2011; Tyers 2011). However, one must reiterate that it does also corroborate the findings of a number of studies carried out in different contexts (Amelia, Setiyadi, & Sudirman, 2015; Tsai & Chang, 2009; Zokaee, Zaferanieh, & Naseri, 2012). Cohen and Macaro (2007) state that the effect of this gender in vocabulary learning strategy research is still debatable since different studies have come to different conclusions.

Conclusion

The present study was carried out for the purpose of exploring the vocabulary learning strategies used by Tunisian pre-service primary school teachers. The study aimed also at examining how males and females differ in their vocabulary learning strategies. The findings showed that most Tunisian pre-service teachers combine a set of strategies and are not reliant on one strategy in particular. The findings showed that association strategies are the most commonly used ones. No statistically significant differences were found between the strategies used by males and those used by females.

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INVESTIGATION OF SCIENTIFIC STUDIES ON CLASSROOM MANAGEMENT DISCIPLINE MODELS OF CLASSROOM TEACHERS THROUGH CONTENT ANALYSIS

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ABSTRACT

An effective and successful classroom management significantly affects student participation and academic success. With the discipline model applied by the teacher on classroom management, it prevents the formation of undesirable behaviors in students, and increases the desire and motivation towards the lesson. As a part of classroom management, discipline supports students to learn more effectively and efficiently. In this respect, discipline is necessary for both students and teachers in providing a positive learning environment. The study is a general evaluation study conducted to examine the classroom teachers' classroom management discipline models. For this purpose, for 50 articles randomly selected from the studies conducted between 2015-2020; Distribution by years, type of research, research methods frequently used in studies, data collection tools, frequently used sample and sample size were evaluated. For this purpose, the "article review form" was used and the articles were subjected to content analysis.

Keywords: classroom management, discipline, content analysis.

INTRODUCTION

An effective and successful classroom management significantly affects student participation and academic success. With the discipline model applied by the teacher on classroom management, it prevents the formation of undesirable behaviors in students and increases the desire and motivation towards the lesson.

Although classroom management is separate from discipline, it is not independent of discipline. Classroom management is the role of the teacher in creating the classroom environment. Ensuring and maintaining the educational order in the classroom is a part of classroom management. Discipline exists as a necessary and important part of classroom management. The main goals of discipline and management are to develop personal control and acceptance of responsibilities (Özdemir et al, 2011: 234).

Classroom management also requires understanding the dynamics of the classroom (Arslan, 2012). Classroom management discipline models are important at every step from primary education to higher education. The fact that the instructors are more student-centered, close and positive relationship-oriented increases the manageability of the classroom (Khatib and Bagheri, 2018).

Discipline models are various models that the teacher can choose according to classroom management. Some of these are those:

Glasser Model (Reality Therapy): The basic principle of this approach; The student who exhibits undesirable behavior takes responsibility for this behavior. According to Glasser; Rules are essential and the student must be forced to follow the rules. This should not mean punishing or praising the student who exhibits undesirable behavior. Punishment and praise prevent students from taking responsibility for their undesirable behavior. Punishment creates a feeling of hatred in students, praise; may cause students to expect praise for some or all of their behaviors (Çelik et al. 2015: 251).

Behavior Modification Model (B.F. Skinner): Teachers can apply rewards precisely to student behavior. Teachers measure the change in behavior after the reinforcers are applied and reverse the method to control the effect of the reward. This system can eliminate many predictive tasks in classroom discipline by clarifying the cause-effect relationship (Celep, 2004:179).

Logical Results Model/Social Discipline (R. Dreikurs): The aim of this model developed by Dreikurs (1982); To enable the student to self-discipline. According to this model; Every student's behavior has a purpose. The main purpose of student behavior; take your place in the group. A well-adjusted student gains social acceptance by accepting and contributing to the group's demands. It is stated that students who exhibit undesirable behaviors make false efforts to make themselves feel important or to meet their other basic needs (Yalçınkaya and Küçükkaragöz, 2006).

Effective Teacher Education Model (Thomas Gordon): The first step in the Effective Teacher Education Model is to identify who is creating the problem. If the problem is with the student, Gordon, as a counselor and helper, suggests listening to the teacher empathetically. The teacher helps the student solve his own problem. If the problem belongs to the teacher, the teacher and the students should find a common solution (Celep, 2004:235).

Glasser's reality therapy/choice theory model (GTM): This model is a discipline system that will enable students to behave well by taking responsibility for their behavior. According to this model, the teacher should be friends with the students, encourage and help them. When teachers do this, student motivation increases and the incidence of undesirable behaviors decreases (Senter and Charles, 2002).

Canter's defense discipline model: The model is a model developed to solve the problems that teachers face in the classroom. The basic features of the model in the defense discipline are to have teacher and student rights in the classroom, to create appropriate learning environments in rewards and punishments, to apply rules and results without discrimination, to use the appropriate disciplinary hierarchy, to use the appropriate disciplinary hierarchy. teachers have defensive attitudes in the classroom environment (Manning and Bucher, 2007).

As a part of classroom management, discipline supports students to learn more effectively and efficiently. In this respect, discipline is necessary for both students and teachers in providing a positive learning environment.

In this study, it is aimed to examine the contents of the articles published on classroom management discipline models of classroom teachers. For this purpose, answers to the following questions were sought:

1. What is the distribution of studies on Classroom Management Discipline Models by years?
2. What is the type of work done within the scope of Classroom Management Discipline Models?
3. What are the research methods frequently used in studies on Classroom Management Discipline Models?
4. What are the data collection tools frequently used in studies on Classroom Management Discipline Models?
5. Which sample is frequently used in studies on Classroom Management Discipline Models?
6. What is the sample size frequently used in studies on Classroom Management Discipline Models?

METHOD

In this research, content analysis method was used to examine the studies on classroom management discipline models. According to Cohen, Manion, and Morrison (2007), content analysis is defined as the process of summarizing and determining the basic contents of written information and the messages they contain. In this study, since the criteria of the studies to be analyzed for content were determined in advance, the coding process was carried out according to these predetermined criteria and the themes were arranged. In the next step, the findings were interpreted.

Population and Sample

The population of the research consists of articles that are accessible and included in academic journals indexed in the Google Academic (<https://scholar.google.com.tr>) Database published between 2015-2020. Among the selection criteria of the articles, articles made between 2015-2020 and containing "Classroom management discipline models" were considered. As a result of the search in the database, 223 articles were found. However, since 223 articles made between 2015-2020 within the scope of the research were seen too many for detailed analysis, 50 of them were randomly selected and the sample of the research was determined.

Data collection tool

Each article examined within the scope of the research was subjected to content analysis using the article evaluation form created by the researcher in line with expert opinions. While creating this draft form, assistance was received from 1 lecturer who is an expert in the field of Measurement and Evaluation, 1 lecturer who is an expert in the field of Curriculum and Instruction, and 1 lecturer who is an expert in the field of Turkish language. After the consensus of the experts was obtained, the "Article Classification Form" created by the researchers was used in the research.

Data analysis

Content analysis, one of the qualitative research methods, was used to analyze the data obtained. The process of content analysis is to gather similar data within the framework of certain concepts and themes and to interpret them in a way that the reader can understand. The content analysis of all articles according to each item in the form was made by the researchers independently and these analyzes were compared. These compared analysis results are expressed in terms of frequency and percentage values.

FINDINGS AND INTERPRETATION

In this part of the research, the findings obtained as a result of the content analysis are included.

According to the questions determined within the scope of the research, the findings of the studies carried out within the scope of Classroom Management Discipline Models between the years 2015-2020 are as follows.

Table 1: Distribution of Studies Conducted in the Scope of Classroom Management Discipline Models by Years

Years	f	%
2015	5	10
2016	7	14
2017	8	16
2018	9	18
2019	9	18
2020	12	24
TOTAL	50	100

Table 1 shows the distribution of studies conducted between 2015-2020 within the scope of Classroom Management Discipline Models. It is seen that 10% of the works were carried out in 2015, 14% in 2016, 16% in 2017, 18% in 2018, 18% in 2019 and 24% in 2020. According to the findings; Studies carried out within the scope of Classroom Management Discipline Models have shown an increasing trend towards recent years.

Types of work carried out within the scope of Classroom Management Discipline Models between 2015-2020

Table 2: Types of Studies Performed in the Scope of Classroom Management Discipline Models

Category	f	%
Research-Examination	37	74
Theoretical (Compilation)	13	26
TOTAL	50	100

Table 2 shows the types of studies carried out within the scope of Classroom Management Discipline Models between 2015-2020. Accordingly, it is seen that 74% of the studies are research-examination type and 26% are theoretical studies. According to the findings, it is seen that most of the studies conducted within the scope of Classroom Management Discipline Models are studies in the research-examination type. In this context, it is thought that the lack of theoretical studies stems from the fact that school principals are more practical than theory-oriented about management styles.

Methods Frequently Used in Studies Conducted within the Scope of Classroom Management Discipline Models Between 2015-2020

Table 3: Methods Frequently Used in Studies Conducted within the Scope of Classroom Management Discipline Models

Method	f	%
Quantitative Method	13	26
Qualitative Method	27	54
Mix Metod	10	20
TOTAL	50	100

The methods frequently used in the studies carried out within the scope of Classroom Management Discipline Models between 2015-2020 are shown in Table 3. It is seen that 54% of the studies prefer qualitative research methods, 20% prefer mixed research methods and 26% prefer. quantitative research methods. In the studies, it is seen that especially the qualitative method is used much more than the mixed method and quantitative method. The reason why the qualitative method is preferred in the studies conducted within the scope of Classroom Management Discipline Models can be shown because it allows for an in-depth examination of the events. On the other hand, it can be said that quantitative and mixed methods are not preferred.

Data Collection Tools Frequently Used in Studies Conducted Within the Scope of Classroom Management Discipline Models Between 2015-2020

Table 4 Data Collection Tools Frequently Used in Studies Conducted within the Scope of Classroom Management Discipline Models

Data collection tool	f	%
Interview	23	32.86
Observation	12	17.14
Survey / Scale	20	28.58
Document	15	21.42
TOTAL	70	100

Table 4 shows the data collection tools frequently used in studies conducted between 2015-2020 within the scope of Classroom Management Discipline Models. It is seen that 32.86% of the studies used interviews, 17.14% used observation, 28.58% documents and 21.42% used questionnaires/scales as data collection tools. Based on the findings, it is seen that in the studies carried out within the scope of Classroom Management Discipline Models, interview as a data collection tool within the scope of qualitative method and a questionnaire/scale as a data collection tool within the scope of quantitative method is used more. The reason for the excessive use of the interview as a data collection tool may be that it allows deep meanings as well as superficial meanings. The questionnaire, which is another data collection tool, may have been preferred in terms of reaching a large number of people.

The Sample Frequently Used in Studies Conducted Within the Scope of Classroom Management Discipline Models Between 2015-2020.

Table 5 Frequently Used Samples in Studies Conducted within the Scope of Classroom Management Discipline Models.

Samples	f	%
Pre-school	17	23.62
Primary school	24	33.33
Middle School	13	18.05
High School	18	25
TOTAL	72	100

The samples frequently used in the studies conducted within the scope of Classroom Management Discipline Models between 2015-2020 are shown in Table 5. According to this, it is seen that 23.62% of the studies are pre-school and 33.33% are primary education institutions. school institutions, 18,05% of secondary school institutions and 25% of high school institutions were selected as samples. Based on these findings, it may be more important that the studies conducted within the scope of the Classroom Management Discipline Models research are at a higher level as a sample, especially in primary education institutions, considering that primary school children have a better understanding of discipline. may continue in the following years.

Sample Size Frequently Used in Studies Conducted Within the Scope of Classroom Management Discipline Models Between 2015-2020.

Table 6 Sample Size Frequently Used in Studies Conducted within the Scope of Classroom Management Discipline Models

Sample Size	f	%
1-20	17	35.42
21-50	8	16.67
51-100	6	12.5
101-300	7	14.58
301+	10	20.83
TOTAL	48	100

Table 6 shows the sample sizes used in the studies conducted between 2015-2020 within the scope of Classroom Management Discipline Models. 35.42% of the studies were between 1-20, 16.67% between 21-50, 12.5% between 51-100, 14.58% between 101-300, 20.83% It is seen that ' is used with a sample size of 301. and above. Based on the findings, it is understood that most of the sample size is in the range of 1-20. The use of the qualitative method in most of the studies can be expressed as a situation that directly affects the sample size. As it is known, qualitative methods aiming to obtain more in-depth information within the scope of research generally require working with a small sample group.

CONCLUSION

The purpose of this research is to examine the articles published between 2015-2020 within the scope of Classroom Management Discipline Models and to identify research trends. In line with the criteria determined for this main purpose, 50 articles were evaluated according to publication year, type, method, data collection tools, sample and sample sizes. In line with these evaluations, the following conclusions were reached.

When the distribution of studies conducted within the scope of Classroom Management Discipline Models is analyzed by years, it is seen that interest in studies in this field has increased in recent years. Because if some rules that affect academic life and shape the future are determined and applied together with students, they will be successful. The teacher should help students control their own behavior and solve their problems by guiding them. Teachers and students take part together in creating classroom rules and determining positive discipline conditions (Karaman and Taşkın, 2017:164).

It is seen that most of the studies conducted within the scope of Classroom Management Discipline Models are studies conducted in the research-examination type. In this context, the scarcity of theoretical studies can be explained by the fact that classroom management discipline models are practical rather than theory-oriented. It is thought that classroom management discipline models are an application that aims to improve teachers' self-development (Dudley, 2013) and cause them to tend to studies in the type of examination-research rather than theoretical studies.

It was observed that most of the studies conducted within the scope of Classroom Management Discipline Models preferred qualitative research methods, mixed research method was used partially less and quantitative research methods were used very little. The use of qualitative research methods in studies conducted within the scope of Classroom Management Discipline Models can be explained by the desire to obtain in-depth information about this practice. However, it can be stated that it would be beneficial to use mixed research methods more frequently in order to minimize the limitations of using qualitative or quantitative research methods alone.

The use of qualitative research methods and partially mixed research methods in the studies carried out within the scope of Classroom Management Discipline Models has led to the preference of data collection tools such as observation, interview and document within the scope of these methods. It is necessary to examine the activities of teachers during classroom management and their attention in applying the discipline model. It can be said that this process, which should be followed in depth, can be carried out better thanks to data collection tools such as observation, interview and document.

Based on these findings, the studies carried out within the scope of the Classroom Management Discipline Models research may be more important, especially when it is considered that the discipline understanding that primary school children will gain in primary education institutions may continue in the following years. From this point of view, it is to prepare the child for a healthy adulthood, to distinguish between right and wrong, good and bad, self-control, self-discipline, and to limit and help the child's human relations (Weilburger 2012:337).

According to the findings obtained within the scope of the research, it was seen that the sample size between 1-20 was preferred in most of the studies. The use of predominantly qualitative research methods within the scope of the studies examined also affected the choice of sample size, and in this sense, it is understood that a small number of sample groups are examined more easily and in detail.

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META-ANALYSIS STUDY ON THE EFFECT OF DIFFERENT VARIABLES ON NOMOPHOBIA AND PHOMOPHOBIA

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ABSTRACT

The goal of this study is to investigate the effect sizes of some variables related to nomophobia and fomophobia. Relational effect sizes between Ego Integrity, Social Media Use, Technology Addiction and Psychological Disorders were examined. The data were obtained from thesis and article studies conducted between 2016-2019. Study data were obtained from smartphone addiction (nomophobia) and fear of kidnapping (fomophobia). Studies meeting the criteria were obtained from popular databases such as Web of Science and Scopus. The study universe includes studies on nomophobia and homophobia addictions. Criterion sampling method was used in the selection of studies representing the universe. The data are based on the data obtained from the nomophobia and fomophobia measurement tools, the reliability of the measurement tools, and the arithmetic mean, standard deviation, correlation and sample size values of the quantitative studies. In accordance with these criteria, a total of 45 studies were included in the meta-analysis. In the meta-analysis, Begg and Mazumdar Rank Difference Correlation, Classic Fail-Safe N Test, Forest Chart, Q value, p significance level were calculated. The significance level of the research is 0.05. The results of the study were discussed within the scope of literature studies. Among the results of this study, the effect size of fomophobia on Psychological Disorders was remarkable. It is expected to shed light on the experts working in this field in order to better understand the psychological problems that arise with the new addictions of the digital age.

Keywords: Psychological disorders, technology addiction, using social media, ego.

INTRODUCTION

The use of smart phone is rapidly spreading especially among the young people. Most of the teenagers and young adults spend most of their times on the Internet connection. The increase in social media use and the demand on the new trends in functional features of telephones increases the interest in the Internet and technology.^{1,2} Being unable to access to the Internet on daily routines or the lack of device causes in youngsters discomfort, social relation failures and decrease in school success.^{2,3,4,5} During the developmental progress from adolescence to the adulthood, some tendencies are mentioned those represent the formation of addiction. Those tendencies are; the fear of losing the communication, fear of the lack of device, being unable to switch off the smart phone while sleeping or leaving it, decrease in social relations or feelings and behaviors such as individual anxiety. Those indications have similar symptoms with many disorders within the DSM-5 diagnosis criteri.⁶ The literature reveals that the nomophobis states in young adults have relationship with personality dimensions, adaptation, taking responsibility, emotional balance and openness to the development.⁷ In case of communication loss and being unable to access to the information, there is a median and high increase in nomophobic levels as well as sleep disorders.^{8,9} The adolescents having tendency towards nomophobia continuously carry charging cables with them, check their smart phones right after they wake up, they go to bed with their smart phones, connect to the social media actively every day, check their smart phones at least 50 times daily, they have at least 4 social media account memberships and spend at least 7 hours daily on social media.¹⁰ When there is a tendency towards the excessive demanding from social support need and like that have a positive effect on personal development; they can turn into the technology addiction and related some of the psychological disorders. Among the new psychological addictions of the new era, there are netlesthobia, nomophobia, fomophobia and selfilist. The current accessible digital addiction and related studies will be dealt within the scope of the literature through this study. The factors that affect the digital addiction and the effects of digital addiction on the mental state will be analyzed. This study has the characteristic of being the first meta-analysis study conducted through the literature associated with the types of digital addiction. Therefore, the meta-analysis results are expected to enlighten the experts conducting studies in the area.

METHOD

The data of this study are gathered according to the documentary analysis and those data are analyzed through meta-analysis technique. Meta-analysis is a kind of analysis that paves the way for reaching a general result by combining the findings obtained from different studies.¹¹

Data Collection

The data were obtained from the thesis and article studies conducted between years 2016-2019. The based data in the study were obtained from the measurement tools of (Fomophobia) the fear of missing out the trends and (Nomophobia) smart phone addiction. The studies complying with the criteria were reached from the index of ULAKBIM, YÖK, Google Academics, EBSCO host, Scopus and Web of Science. The target population of the study covers the studies related to the addiction of nomophobia and fomophobia. The criterion sampling method was used in the choice of studies representing the target population. Accordingly; the criteria were based as; the data to be obtained from the nomophobia and fomophobia measurement tools, the reliability of these tools to be given, the arithmetic average of quantitative studies to be given as well as standard deviation and values of the sampling size to be given. According to those criteria, total 45 studies were included into the meta-analysis. The sampling size that was included to the study is 18,558.

Data Analysis

Before the data analysis, the data was coded through descriptive coding according to the sub themes. The descriptive coding was presented on Table 1.

Table 1 Descriptive Coding Tabel

General Coding	Variables
Ego Integrity	Social Support Belonging Populairty Self Respect Sense of Leadership Sense of Internal Integrity Socialability Positive Ego Perception
Social Media Use	Facebook Use Social Media Preference Snapchat Use Social Media Participation Social Network Sites Use Twitter Use
Psychological Disorder	Anxiety Depression Hostility Stress of Being Unpopular Sense of Loneliness Stress of Being Not Belonging
Technology Addiction	Smart Phone Use Frequency Smart Phone Addiction Excessive Internet Use Facebook Addiction Message Control Frequency Social Media Use Frequency Problematic Internet Use Problematic Smart Phone Use Social Network Addiction Frequency of Being Unremained on the Connection

The bias values of the studies included to the meta-analysis were analyzed according to order difference correlation test of Begg and Mazumdar. The level of reliability was analyzed through Classical Fail-Safe N Test. The Homogeneity test was determined by analyzing Cone graphic, Q value and p significance level. The size effect was

calculated according to the g value of Hedges. The significance level in the study was 0.05. The data gaps were taken as the base for explaining the size effect levels (-0.15 - 0.15 unimportant; 0.15 – 0.40 low; 0.40-0.75 median; 0.75-1.10 high; 1.10-1.45 very high; higher than 1.45 perfect).¹¹

FINDINGS

In the study, the size effect of nomophobia was analyzed firstly according to the gender variable. Before the data analysis; the publication bias related to the individual studies were tested. According to Begg and Mazumdar rank order difference test, Tau coefficient was close to 1.00 and p value was higher than 0.05 (Tau= 0.279, p= 0.058). These findings show that the studies do not have publication bias. According to the homogeneity test; the data gathered heterogenously (Q=82.370, df=16, *p<0.001). Therefore; the general effect size was calculated according to Random Effect Model. The size effect study uneasiness was analyzed through forest plot that is illustrated on Figure 1.

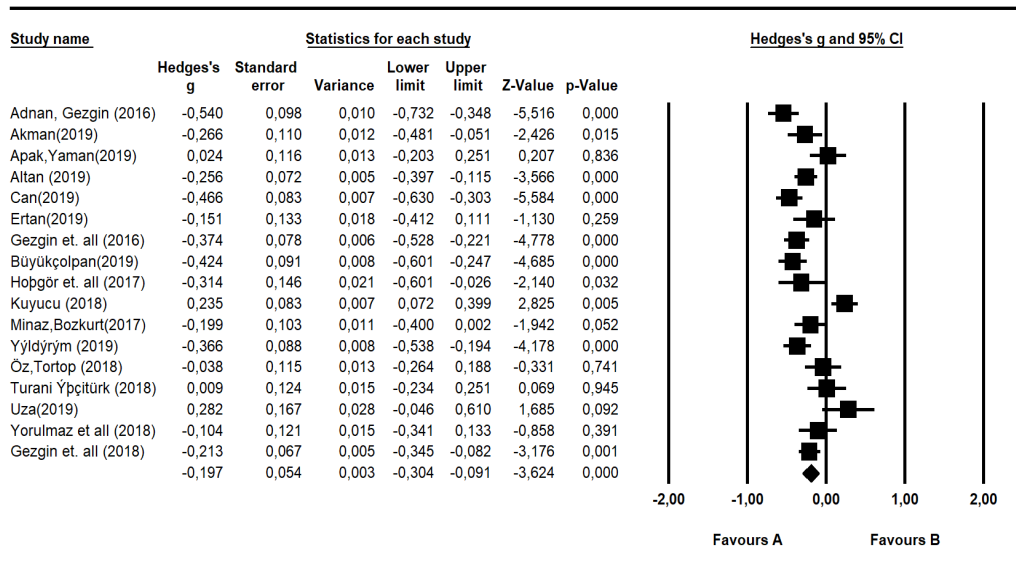


Figure 1 Forest Plot

The study uneasiness according to the gender distributes between -2.00-2.00 on Figure 1. The general effect size of nomophobia according to the gender was represented on Table 2.

Table 2 Nomophobia Effect Size According to the Gender

Variable	g	Serror	z	Lower Limit	Upper Limit	*p
Nomofobi	-0.197	0.054	-3.624	-0.318	-0.069	0.000

*p<0.001; Hedges's g=g; Lower Limit-Upper Limit: 95 percent confidence interval.

In terms of females; the total effect size has been found higher according to the gender variable on Table 2 (g=-0.197).

On the second phase of the study, fomophobia effect size values were measured according to the descriptive codings. Before the analysis; the publication bias was tested by Begg and Mazumdar Rank correlation analysis. As a result of the analysis (Tau coefficient is close to 1 and p>0.05), the publication bias was found. The reliability level of the studies included to the analysis was analyzed through Classic fail-safe N Test. The analysis results were given on Table 3.

Table 3 Classic fail-safe N Test Results

Variable	*p	**Alpha
Ego Integrity		1524
Psychological Disorder		2190
Technology Addiciton	0.05	2905
Social Media Use		1756

*p>0.05; **Alpha= Number of studies that will create difference

There is a need to conduct additional study with the minimum “Alpha” amount that will change the analysis results on Table 3. According to those data; the reliability of the study is high. According to the homogeneity test; the general effect size was analyzed within the base of Random Model ($p < 0.001$). The general effect size analysis results according to the descriptive codes are given on Table 4.

Table 4 Fomophobia Effect Size According to Descriptive Codes

Variable	Hedges’g	Serror	z	Lower Limit	Upper Limit	*p	Hedges’g
Ego Integrity	0.621	0.158	3.922	0.311	0.931	0.000	Median
Psychological Disorder	1.224	0.270	4.528	0.694	1.754	0.000	Very High
Technology Addiction	0.819	0.132	5.215	0.560	1.078	0.000	High
Social Media Use	0.538	0.112	4.781	0.317	0.758	0.000	Median

* $p < 0.001$; Hedges’s $g = g$; Lower Limit-Upper Limit: 95 percent confidence interval.

On Table 4; the effect size of Ego Integrity variable on Fomophobia has been found as positive and on the median level ($g = 0.621$). In other words; the effect size of social support, belonging, popularity, self-respect, sense of leadership, sense of internal integrity, sociability and positive ego perception variables on Fomophobia was positive and on the median level. The effect size of fomophobia on psychological disorders is positive and on the very high level ($g = 1.224$). In other words; anxiety, depression, hostility, stress of being unpopular, sense of loneliness and stress of not belonging have effect on fomophobia positively and on very high level. The size effect of technology addiction on fomophobia was positive and on the high level ($g = 0.819$). This means; there has been a positive and high level effect size on fomophobia according to Smart Phone Use Frequency, Smart Phone Addiction, Excessive Internet Use, Facebook Addiction, Message Control Frequency, Social Media Use Frequency, Problematic Internet Use, Problematic Smart Phone Use, Social Network Addiction and Frequency of Being Unremained on the Connection. Among the findings, the Social Media Use has been found to cause a positive and median level effect size on fomophobia ($g = 0.538$). In other words; it can be said that the variables of Facebook Use, Social Media Preference, Snapchat Use, Social Media Participation, Social Network Sites Use and Twitter Use has a positive and median level effect size on fomophobia.

DISCUSSION

Within this study; the effect size has been analyzed between nomophobia and fomophobia and the psychological disorders, technology addiction, social media use, ego integrity and gender differences. According to the gender variable the effect size of nomophobia in this study has been found as on the median level and on females it was higher. The literature studies reveal the nomophobic addiction in females as median, high and very high level. The results of the literature studies support the results related to gender variable in this study.^{1,3,4,8,12,13,14,15,16,17,18,19,20,21,22,23, 24,25,26} Some of the literature studies reveal results that the digital addiction levels do not show difference according to the gender.^{2,3,4,13,22,27,28,29} Those different results might be due to the sampling size and its distribution within the scope of the study. The fomophobia’s causing very high level effect size on psychological problems is seen as essential in terms of the awareness about the disorder that era causes addiction. The literature studies support the results of this study under the subjects of nomophobia and depression and anxiety; social belonging and stress of being unpopular and the fomophobia; fomophobia and social anxiety; aggressiveness and feeling good; anxiety, depression, stress and fomophobia; nomophobia and psychological problems; social relations and technology use; loneliness, hope and nomophobia; concerns, stress, problems in social relations and fomophobia; academic success, sleep disorders and nomophobia.^{10,12,16,20,25,30,31,32,33,34,35,36,37}

The technology addiction has a median effect size on fomophobia whereas high level on social media use. This study’s results are supported by the literature studies about nomophobia and smart phone addiction and the Internet; nomophobia and being unable to stay far from the smart phone, carrying a spare charger, and Internet addiction; fomophobia and Facebook addiction and social media use.^{12,15,32,35,38,39,40,41,42,43,44} According to the ego integrity there is a positive and median level effect size on fomophobia. This effect is on the positive dimension within the ego integrity needs. The essential of ego integrity as social support, belonging, popularity, self-respect, sense of leadership, internal integrity, sociability and positive ego perception increase the effect size on fomophobia. The increase on this effect supports the possibility of the reason of the ego needs on the unhealthy level. The results of this study are supported by the literature study results about fomophobia and the need for social relations, being accepted and sense of self-sufficiency; nomophobia and wish of self-realization and being unable to establish communication; fomophobia and sense of belonging and popularity among adolescents; fomophobia and ego-respect.^{12,18,23,44,45,46,47,48}

RESULTS

As a result; the literature studies on digital addiction have been revealed as general results through the meta-analysis method. The effect size between the psychological problems and nomophobia and fomophobia of the digital addiction types has been on the remarkable level. To concentrate on studies about reducing the destructive psychological effects of digital addiction is suggested. The digital addiction effect has been higher on the significant level in females in terms of the gender. It is suggested to concentrate more on the studies about the reasons of this effect on the females. The general effect size of technology addiction on fomophobia has been found high. The reason of this effect can be due to the technology tool role. Conducting studies on this topic is suggested. The social media use variable has caused an effect size on fomophobia on the median level. This effect on fomophobia is thought be related to the social media use duration and aim. New meta-analysis studies are suggested to conduct that would reveal the effect size of the digital addiction according to the variables.

There are a few limitations in this study. Firstly; the general effect size obtained from the gender difference covers the Turkish sampling. In order to reach generalizable results for gender difference, more studies on foreign sampling need to be added to the literature. As this study covers the domestic and foreign samplings of effect sizes according to the descriptive codes about fomophobia, the results are generalizable. However, the types of digital addictions except nomophobia and fomophobia that met the criteria were excluded from the analysis. If this limitation makes for sufficient quantitative studies in the literature about the different addiction types; then they are suggested to be included to the meta-analysis.

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OPINIONS AND PERCEPTIONS OF EDUCATIONAL SUPERVISORS WORKING IN TRNC ON THEIR AUDITOR'S DUTIES AND THE FULFILLMENT OF THEIR SUPERVISORY DUTIES

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ABSTRACT

The aim of this research is; The aim is to reveal the views and perceptions of the education supervisors working in the TRNC about their supervisory duties and the fulfillment of their supervisory duties, and to propose solutions in line with the results. The research is a qualitative research method and is a case study. A semi-structured interview form was used as a data collection tool in the research. In the interview form, five questions were asked to the supervisors to determine their views and perceptions about supervisory duties and the fulfillment of supervisory duties. The research group consists of 17 auditors working in the 2020-2021 academic year. The obtained data were analyzed according to descriptive and content analysis methods. At the end of the research, education supervisors; Regarding the fulfillment of their supervisor duties, the majority of the education supervisors think that they are not able to fulfill them fully. The majority of the supervisors are of the opinion that they can fulfill their teacher supervision and guidance duties at most. Some supervisors, on the other hand, perform more preliminary research, research general supervision and investigation duties. Supervisors are of the opinion that the authorities are not sufficient in the performance of their duties and the adequacy of the powers given to the supervisors and that the legal powers that support this view cannot be used. The auditors are of the opinion that the lack of clear authority in this regard. The auditors think that the prepared auditor's reports are mostly ignored and not evaluated regarding the consideration and evaluation. Supervisors mostly think that the distribution of tasks related to the assignment of supervisor duties to supervisors is not fair, clear, transparent and planned. The majority of the education supervisors are of the opinion that the MEDDYK Board Law should be implemented, the regulations related to the law should be put into effect, and the Supreme Council should be established and the duties should be carried out openly and transparently in accordance with the law.

Keywords: Educational Supervision, Supervisor, MEDDYK.

INTRODUCTION

It is the main duty of the administrations for the institutions to reach their determined goals. Managements have to make audits to achieve the determined targets. In management processes; The early detection of the malfunctions in the functioning of the institution and the taking of measures can only be achieved through an effective audit. Audit; The process, which is indispensable in social activities where the human element predominates; (Cengiz, 1992), determining the compliance of organizational actions and transactions with the principles and rules adopted in line with the foreseen purposes, (Gönülaçar, 2007; Sağır & Göksoy 2016) against the arbitrariness of the management; It can be defined as the monitoring of whether the determined goals and duties are carried out fully and effectively within the stipulated time (Uluğ, 2004), and the process of controlling behaviors in the public interest (Taymaz, 1993; Sağır & Göksoy 2016).

Audition is required in educational institutions as in every institution and is carried out by senior education administrators, school principals and education supervisors. Although supervision in education spreads over a wide area, it comes to the fore especially as the supervision of school and classroom supervision (Aydın, 2020). According to Taymaz, inspection; It is the task of examining, polling and investigating whether education and training activities are carried out in accordance with the laws, regulations and regulations in force. It is among the duties of educational supervisors to reach the planned goals of the teacher, to improve the learning-teaching process in the classroom, and to ensure professional change and development (Seçkin, 1991). Definitions related to audit; reveals the function, purpose and importance of auditing from different perspectives. Although the duties of education supervisors differ according to the countries, they can generally be expressed as supervision and evaluation, guidance, vocational assistance and on-the-job training, examination and research, and investigation (Taymaz, 2002).

Management theories and audit philosophies, which are influential in organizations and administrations, also reveal why and how an audit will be made. According to this; He defined it as the process of controlling human behavior due to his pessimistic view of human nature in classical organization and management theories; and it was thought that it should be kept under constant control. Neo-classical organization and management theories, on the other hand, looked at human nature optimistically and from this point of view, control; saw the employee as a process of guidance and on-the-job training. Modern organization and management theory, on the other hand, is

control with the perspective that human beings can be good or bad from birth; He saw it as the process of controlling one's own behavior, that is, self-control. Post-modern organization and management theories emphasize that people should be trusted and control; (Sagir & Göksoy, 2016). In this context, different opinions have emerged about the function of auditing and what the duties of auditors should be according to different audit approaches.

All the work of education supervisors regarding their duties is based on general education philosophies and supervision perspectives. Although there are many educational philosophy movements, it is seen that three main educational philosophies are directly related to supervision in education. These are essentialism, empiricism, and existentialism. essentialism idealism created by William L.Bagley; It is knowledge that is absolute, unchanging, and realism is based on the view that eternal knowledge determined by the laws of nature other than human is valuable. Essentialism in supervision, on the other hand, sees the supervisor as the person who teaches the information about teaching to the teacher and knows the truth best. Teachers, on the other hand, are responsible for explaining this information to students mechanically. Empiricism emerged from the utilitarianism, progressivism, and restructuring movements. Unlike the view that argues that knowledge is absolute and exists outside of human beings; They argued that human beings can produce their own laws and principles based on scientific methods, that what is accepted as true today cannot be accepted as true tomorrow according to changing conditions, and that knowledge is a result of the interaction between scientific thinking people and their environment. Experimental thought is in control; Discussed in the work of John Dewey. According to this; teachers should know the realities of the time they are in, but they should not be content with a small piece of knowledge. Supervisors, too, should see schools as laboratories for testing old hypotheses and working on new ones, with teachers. Supervisors should guide the learning to be discovered through trial and error as well as the transmitters of knowledge.

Existentialism, on the other hand, opposed essentialism and empiricism, arguing that rational thinking limits human exploration. According to this philosophy, the individual is the source of all reality. The individual's right to find his worth and truth must be respected and liberated. According to existential philosophy, man cannot be shaped and limited by others. According to this educational philosophy, in supervision; The individual preferences of the teacher should be respected and left free. The supervisor should not prepare an environment for the teacher to discover himself and should not direct him. It should help only when necessary (Supervision and Instructional Leadership, 2014).

Supervisors have to perform their duties in accordance with the laws, regulations and circulars in the education system they inspect, while performing their duties according to their beliefs and understandings about inspection. How and in what way the audit duties will be carried out is determined by law; The existing audit structure also shows what kind of audit philosophy is based on. In the written passing exam for those who will be appointed as a supervisor for the first time in the Turkish Republic of Northern Cyprus, in addition to the laws and regulations regarding supervisory, educational psychology in Educational Sciences, program development and teaching, guidance; As for Educational Sciences Field Knowledge; Questions about school self-control, school development plan, performance management in education, educational problem solving method, total quality in education are asked (Exam Conditions for the Vice President Education Supervisor and Education Supervisor Staff who will serve in the National Education Supervision and Steering Committee and Assignments, Chapter IV). In addition to the examination criteria of the supervisors, the subjects constituting the exam tests show which skills and knowledge are given importance, and also form the legal basis for what kind of inspection and supervisor is requested (TRNC Public Service Commission Presidency, Circular No: 38/2020).

Education in the Turkish Republic of Northern Cyprus; It is under the control and supervision of the Ministry of National Education and Culture (TRNC Constitution.1986, National Education Law,). In accordance with the "National Education Supervision, Evaluation and Guidance Board (MEDDYK)" Law, which entered into force on April 7, 2006, the structure of the board and the duties, powers and responsibilities of the chairman, chief supervisor and supervisors were determined within this structure. According to the MDDYK Law, the duties, powers and responsibilities of the supervisors; 1. To report the results of the audit, evaluation, research and examination studies carried out under the supervision of the responsible education chief supervisor and the deficiencies, faults, inadequacies and inconveniences detected during the inspection to the Supreme Council Presidency through the responsible education chief supervisor, 2. In the course, teacher and institution education inspections and To guide, give direction and train teachers within the framework of the principles and criteria to be observed in their evaluations, 3. To carry out other duties appropriate to the position assigned by the Head of the Education Supervisory Board, Vice-President or chief supervisors, to conclude the duties assigned to him with a report, 4. Fulfilling the duties effectively and efficiently against the President of the Supreme Council and the

vice-president and the chief education supervisors are given as fulfilling the other duties assigned by their superiors (MEDDYK, 2006).

In addition to the duties, authorities and responsibilities given to the supervisors in the staff service scheme, to fulfill the duties given by the President of the Supreme Council or the chief education supervisor depending on the work programs, planning, division of labor and cooperation principles determined by the Supreme Council, to supervise the field and branch, to guide the teachers, to give direction and to It is among the duties and powers of the education supervisors to provide support to the education supervisors from the education staff to be determined by the Supreme Council in order to train them on the job. While the duties, authorities and responsibilities of the supervisors in the staff service scheme are given in general; How the duties will be carried out is also specified in the MEDDDYK Law. While the duties of the supervisors are given in general terms in the MEDDYK Law and the supervisor service scheme, clear and clear definitions are not made (MEDDYK, 2006).

All duties determined in the Law of the National Education Supervision, Evaluation and Steering Committee; It is carried out by the supervision and evaluation boards formed and the chief education supervisor and education supervisors affiliated to them. These; Education Supervision, Evaluation and Guidance Supreme Board (Supreme Board), Education Supervisors General Board (General Assembly), District Education Supervision, Evaluation and Steering Boards and School Education Supervision, Evaluation and Steering Board (School Boards) (MEDDYK, 2006, Episode 1). In the Education Supervision and Evaluation Boards, the chairman, vice-president, chief supervisors and supervisors have duties, powers and responsibilities.

Supreme Council; It consists of the president, assistant principal (vice president), five chief education supervisors and five education supervisors. The Supreme Council convenes with the majority of the total number of members and takes decisions with two thirds. It is the highest board where the decisions regarding the audit are taken. To make inspection and post-audit evaluations of the Supreme Council in educational institutions, to take part in in-service training activities, to carry out preliminary research and investigation processes, to guide the effective and efficient work of education and training institutions, to assist in the preparation of laws, regulations and regulations related to education. To carry out inspections and evaluations of courses and institutions, to ensure coordination and cooperation between institutions and institutions, to monitor the success level of education and training institutions with the performance method, to evaluate the education system according to standards and statistical data, to provide modern guidance services to administrators and teachers, to ensure innovation and efficiency in education. It has many duties, powers and responsibilities, such as leading the implementation of changes in education, conducting research and examinations related to education.

The General Assembly, on the other hand, consists of the President of the Supreme Council, the vice-president, chief education supervisors and education supervisors. It gives opinions and suggestions to the Supreme Council on matters related to the supervision and evaluation of education. It convenes with the absolute majority of the total number of members and receives the proposals to be submitted to the Supreme Council with the approval of two-thirds of the attendees. District Inspection, Evaluation and Guidance Boards consist of the chief education supervisor appointed by the ministry and representatives of education supervisors, district schools and parent-teacher associations.

School Education Supervision, Evaluation and Steering Committees are composed of school principals, assistant principals, workshop chiefs, department chiefs, teachers, parent-teacher union representative, relevant teacher union and student representatives, under the presidency of the school principal. The main duty, authority and responsibility of the board is to carry out the scheduled self-audit activities, to evaluate and report and to provide information and suggestions to the Ministry of Education.

MEDDYK Law; In the supervision of institutions and teachers, which are the supervision and evaluation bodies that allow joint decisions to be taken with the participation of all stakeholders in supervision, and that allow multiple performance and self-control studies to be carried out; It has been prepared with a contemporary understanding of supervision for the future, emphasizing guidance in supervision, aiming to improve education and training by making data-based research, examination and evaluations, with the principles of transparency, openness and scientificity. Although the audit duties determined according to the MEDDYK Board Law are carried out on behalf of the minister; It can be given by the Supreme Council and other executive bodies. (MEDDYK, 2006). Prior to the MEDDYK Law, there was a regulation to determine the duties and powers of the Inspection Board, which was envisaged to be composed of chief supervisors and the three most senior members, under the director of the department, according to the Law on the Inspection Department, which regulates inspection (Law on the Inspection Department).

The aim of this research is to reveal the opinions and perceptions of the education supervisors working in the "Ministry of National Education and Culture, Supervision, Evaluation and Guidance Board" regarding the "supervisory duties and the fulfillment of the supervising duties" determined in the National Education Supervision and Evaluation Board Law.

METHODOLOGY

The research is a case study, which is one of the qualitative study methods. Case study according to Creswell; It is a method in which the researcher examines the limited situations in time and sees what happens in the real environment (Subaşı & Okumuş, 2017). It is a research method in which data collection methods such as observation, interview and document analysis are used, and a qualitative process is followed to reveal perceptions and events in a natural environment in a realistic and holistic way. Qualitative research emphasizes researching and understanding social phenomena in their environment with an understanding based on theory building. Accordingly, it is necessary for the researcher to be flexible, to reshape the research process according to the collected data, and to follow an inductive approach in the analysis of the collected data in the formation of both the research design and the research design (Yıldırım & Şimsek, 1999). A semi-structured interview form was used as a data collection tool in the research.

Research Group

In the interview form, there are five questions for the purpose of "revealing the opinions and perceptions of the supervisors working in the Law on the Supervision, Evaluation and Steering Committee of the Ministry of National Education and Culture". In this direction, at the beginning of the 2020-21 academic year, 17 supervisors working under the chairmanship of the TRNC Supervision, Evaluation and Steering Committee participated in the research. Before the analysis of the research data, the interview forms that included the opinions of the interviewers were coded as D1, D2, D3.....D17 and the identity of the interviewers was hidden.

At the beginning of the 2020-21 academic year, 18 supervisors, including a chief supervisor, are working under the chairmanship of the TRNC Supervision, Evaluation and Steering Committee. In the 2020-2021 academic year, two of the 18 auditors working on the board are auditors who have just retired at the time of the study and have served for more than ten years. Board supervisors, who have units in two different regions, Nicosia headquarters and Famagusta office; apart from the supervisor who conducted the study, 17 supervisors, including a lead supervisor, were selected.

Table 1. Demographic Characteristics of the Participants

Variables	f	%
Gender		
Female	13	76.47
Male	4	23.52
Education		
Undergraduate	6	35.29
Master's degree	9	52.94
Doctorate	2	11.76
Year of Tenure as Supervisor		
1-4	8	47.05
5-8	-	-
9-13	4	23.52
14 and above	5	29.41

Data Collection Tools

A semi-structured interview form was used as a data collection tool in the research. In the interview form, there are five questions for the purpose of "revealing the opinions and perceptions of the supervisors working in the Law on the Supervision, Evaluation and Steering Committee of the Ministry of National Education and Culture". The questions, which were tested by being subjected to the pilot application, were changed by taking the opinions of two experts and given their final form. The interview form consists of two parts. In the first part, there are questions to determine the demographic information about the participants (gender, education level, and years of service in the supervisory position), and in the second part, there are five questions that aim to reveal the opinions and

perceptions of the supervisors about supervisory duties and the fulfillment of supervisory duties. The questions were prepared in a way that would allow the participants to completely reflect their own views and perceptions, without being guided in accordance with the purpose of the research.

Data Collection

The data of the research were collected between 1-13 May 2021 through semi-structured interview questions. Data collected through interviews with four supervisors, provided that the participant supervisors are at a distance depending on the anxiety status and preferences arising from the covid-19 pandemic; face to face with a supervisor; by meeting on whatsapp, with ten supervisors; via e-mail, with two supervisors; It was collected in four different ways, e-mail and face-to-face. Supervisors working in the center of Nicosia were interviewed in their own study rooms or in the rooms where they would be comfortable, and they were given the opportunity to respond warmly, frankly and freely. The answers given by the supervisors according to their own experiences were noted in writing with their own words. The notes taken in the face-to-face interviews were converted into word files on the computer and the interview data were shown to the interviewees who wished, and approval was obtained. The data collected via e-mail, on the other hand, were removed from the printer and filed after checking their accuracy.

Data Analysis

There are different analysis methods in qualitative research. In this research, descriptive analysis and content analysis were performed. descriptive analysis; The data can be organized according to the themes revealed by the research questions, or it can be presented by considering the questions or dimensions used in the interview process. In this type of analysis, data is described in a logical and understandable way. The descriptions are interpreted by considering the cause-effect relationships and the results are reached. In the descriptive analysis, the views of the participants are reflected in a striking way without changing them. Associating the emerging themes, making sense of them and making future predictions are among the comments made by the researcher (Yıldırım ve Şimsek, 1999). Before the analysis of the research data, the interviewers were coded as D1, D2, D3.....D17. By reading the data obtained in the interview forms, the themes that will form the research findings were determined. Themes were created by taking into account the similarities and differences of the coded expressions, and data that were not related to the subject were not taken into account. Reliability is very important in content analysis. In order to obtain reliable results in qualitative research, the coding and themes made by different people based on the same text should be consistent. The obtained data was ensured to be reliable by taking expert opinions on the suitability of the coding made in accordance with the themes. For the external reliability of the study, all data collection tools were kept so that they could be used in a similar study.

FINDINGS

Education supervisors; Table 2 presents his thoughts and suggestions about the supervisory duties determined in the Law on the National Education Supervision, Evaluation and Steering Board, and the fulfillment of the supervisor's duties.

Table 2-A. Opinions of Education Supervisors about the duties of supervisors and fulfillment of supervisor duties determined in the Law on the National Education Supervision, Evaluation and Steering Board

Auditor Duties Determined in the MEDDYK Law and Their Thoughts on the Fulfillment of Supervisor Duties	f	%
Unanswered	1	5.88
Supervisor duties are fulfilled.	6	35.29
Supervisor duties are not fully fulfilled.	9	52.94
Supervisor duties must be carried out in accordance with the law.	1	5.88

As seen in Table 2-A; the opinions of the education supervisors about the supervisory duties determined in the MEDDYK Law and the fulfillment of the supervisor's duties; It has been determined as "Supervisor duties are fulfilled", "Supervisor duties cannot be fully fulfilled", "Supervisor duties must be carried out in accordance with the law.". The majority of the Supervisor are of the opinion that the duties of the Supervisor are not fully fulfilled, and some of them are done. Some of the views of the education supervisors reflecting the supervisor's duties and the fulfillment of the supervisor's duties are given below.

"Even though the Supreme Council was not formed, the supervisors, who tried to fulfill their duties in the best way, tried to do the teacher supervision in the best way, despite the majority of the teachers they were responsible for. In addition, the vehicle problem and frequently changing political administrations naturally made it difficult to carry out regular inspections." D9).

"While the supervisor's main duty should be to contribute to the development of the teacher, it is obvious that he cannot fully fulfill his main task due to his/her heavy workload" (D7).

"We cannot fulfill some of the duties that the Supreme Council should give, the duties that should be taken as a decision taken by the Supreme Council, because the Supreme Council does not exist" (D4).

"My opinion regarding the fulfillment of the supervisory duties determined in the law is that most of the transactions and duties are done illegally due to the fact that the Supreme Council in the MEDDYK Law has not been established for years. It is that the institution does not perform any of its duties legally." (D5).

"The current current structure is not correct. Every school should do its own self-regulation and evaluation." (D17).

"There is no obstacle to the supervisor's service class and working principles defined in the law" (D11).

"I think that I have fulfilled the duties assigned to me by the MEDDYK President in accordance with the law" (D12).

"I think that the supervisory duties determined by the law are fulfilled as best as possible, as far as the number of supervisors allows" (D6.)

"Even though the supervisor has written the duties in the law, the duties must be done with conscientious empathy. There are deficiencies in duties and authorities" (D8).

"I fulfill all the duties specified in the MEDDYK Law. I believe that the Supreme Council should be formed as soon as possible and things should be facilitated"(D14).

Table 2-B *Suggestions of the auditors on the supervisory duties determined in the MEDDYK Law and the fulfillment of the supervisor's duties*

Auditor Duties Determined in the MEDDYK Law	f	%
Suggestions on the Fulfillment of Auditor Duties with		
The Supreme Council should be formed.	5	29.41
The supervisory staff should be increased.	4	23.52
Preliminary investigation-Investigative tasks should be separated.	2	11.76
Supervisors should receive in-service training.	1	5.88
School Self-Controls should be done.	1	5.88
School and District Boards should be established.	1	5.88
Bylaws should come into force.	1	5.88
Consideration of supervisor reports and grades in promotions	1	5.88

As seen in Table 2-B; While among the supervisors, the supervisor duties determined in the MEDDYK Law and the supervisors prioritize the creation of the Supreme Council in the MEDDYK Law, and the filling of the supervisory positions; They also included other suggestions about their duties and working principles.

Table 3. *Opinions of Supervisors on Which of the Supervisor Duties Determined in the Law on the National Education Inspection, Evaluation and Steering Board*

Opinions of Supervisors on Which of their Supervisory Duties They Fulfill More	f	%
Preliminary research-research-examination-general audit-investigation	4	23.52
Teacher supervision and guidance	7	41.17
Fulfilling all tasks	6	35.29

In Table 3, the Opinions of Supervisors on Which of the Supervisors' Duties Determined in the Law of the National Education Supervision, Evaluation and Steering Board Do Less/More "preliminary research-research-examination-general supervision-investigation", "teacher supervision and guidance", "all duties fulfillment". Supervisors mostly emphasized their views as "teacher supervision and guidance" and "fulfilling all duties". Some supervisors, on the other hand, perform more preliminary research-research-general inspection-investigation duties.

Some of the opinions of the supervisors on which of the supervisor duties determined in the Law on the National Education Supervision, Evaluation and Steering Board are more/less than they do are given below.

"I cannot spare time for teacher supervision due to duties related to investigation, preliminary research, and writing of informatics books. Guidance for novice teachers is important" (D17).

"I mostly worked in investigation, preliminary research, general audit, research and examination tasks. If these duties were given less, I could spare time for candidate and branch audit" (D1).

"I think that I have fulfilled the articles regarding the supervisor's duties determined in the Law on the National Education Supervision, Evaluation and Steering Board of Supervisors" (D16).

"According to our law, and among the duties assigned by the chairman of the board, I mostly perform the duties of guidance and supervision for candidate teachers. In this direction, I am preparing the documents that will go to the public for the staffing process. I am in constant contact with the schools where I am the responsible supervisor of the group, and I help both schools and teachers, as well as our ministry, in order to eliminate the problems related to online education in particular. As a duty that I have not fulfilled, I can say the operations of the manager and assistant manager staff and making an investigation" (D11).

Table 3B. Suggestions of Supervisors Regarding Which of the Supervisor Duties Determined in the Law on the National Education Inspection, Evaluation and Steering Board

Suggestions for the Auditor Duties Determined in the MEDDYK Law and the Fulfillment of the Auditor Duties	f	%
The investigator who wants to do the investigative duties should do.	1	5.88
The number of supervisors should be increased.	2	11.76
The investigative task should be made a separate specialization.	1	5.88

As seen in Table 3B; Regarding which duties the supervisors perform more intensively, they expressed the views that "the number of supervisors should be increased", "supervisors who wish to undertake investigation duties" and "investigation duty should be made a separate specialization".

Table 4.A Opinions of Supervisors on the Consideration and Evaluation of Supervisor Reports, which are prepared in accordance with the supervisor's duties determined in the Law on the National Education Inspection, Evaluation and Steering Board.

Opinions on the Consideration and Evaluation of the Prepared Auditor's Reports	f	%
It is mostly ignored and not evaluated.	8	47.05
It is taken into account and evaluated.	6	35.29
Consideration and evaluation of the President of MEDDYK or It is the responsibility of the Department Managers.	3	17.64

As seen in Table 4A; The opinions regarding the consideration and evaluation of the prepared supervisor reports were determined as "they are taken into consideration and evaluated", "mostly not taken into account and evaluated", "the consideration and evaluation of them is the responsibility of the MEDDYK president and department managers". Supervisors are mostly of the opinion that reports on assignments are not taken into account and evaluated, but some are taken into account and evaluated. A few stated that the evaluation of the reports is the responsibility of the head of MEDDYK and the department directorate.

Some of the auditors' opinions reflecting the consideration and evaluation of the prepared auditor's reports are given below.

"I think the main issue is getting feedback on the written reports, creating a sustainable structure for this and revealing the necessary transparency" (D10).

"Preliminary research and investigation reports are evaluated, but no feedback is given to the supervisor who conducts the preliminary research and investigation. It is not given to the person about whom the report is written. Suggestions are not taken seriously. I can say that it is better now." (D4).

"It was taken into consideration when it suited the politicians, not at all when it didn't" (D3).

"We do not receive feedback on the written reports. A report is written. What happened? What's left? The supervisor is not informed. Even if they do not comply with the reports,

the result of the evaluation should be reported to the supervisor. Preliminary investigation and investigation reports should be evaluated together with all supervisors” (D17).

“If there is corruption in the media, which is generally on the agenda of the society, or if there are complaints from many people in schools, the events are taken into consideration and evaluated. I think that documents were lost and not evaluated due to political pressures on other issues and the absence of an archive and Supreme Council”(D5).

“I think the auditors' reports were not taken into account. It is taken into account from time to time. However, it is often not taken into account due to political changes” (D1).

“After examining the education and training practices of the schools regarding my branch, identifying and reporting the deficiencies and inconveniences, I think that the issues in the reports were taken into consideration and necessary steps were taken when I brought them to the information of the MEDDYK President or the relevant department manager” (D13).

Table 4.B Supervisors' Suggestions Regarding the Consideration and Evaluation of Supervisor's Reports prepared in accordance with the supervisor duties determined in the Law on the National Education Supervision, Evaluation and Steering Board

Recommendations for Consideration and Evaluation of Prepared Auditor's Reports	f	%
Establishment of the Supreme Council and the Supreme Council should be evaluated.	4	23.52
Must be on Legal Ground.	1	5.88
The Supreme Council should be given the power of warning and condemnation.	1	5.88
The Supreme Council should evaluate, whether it will be taken into account or not.	1	5.88

As seen in Table 4B; The auditors emphasized the suggestion that the prepared auditor's reports should be taken into account and "evaluated by the Supreme Council".

Table 5A. *Opinions of the supervisors on the fulfillment of the supervisor duties determined in the Law on the National Education Inspection, Evaluation and Steering Board, and the adequacy of the powers given to the supervisors*

Opinions of the Auditors on the Performance of Audit Duties and the Adequacy of the Authorizations Given to the Auditors	f	%
Legal Powers are not enough.	8	47.05
Legal powers are sufficient.	5	29.41
Legal powers cannot be used.	3	17.64
Powers are not clear and unambiguous.	1	5.88

As seen in Table 5A, the opinions of the supervisors on the fulfillment of their supervisor duties and the adequacy of the powers given to the supervisors were determined as "legal powers are not sufficient", "legal powers are sufficient", "legal powers are not used", "authorities are not clear and unambiguous". The most frequently emphasized view is that "legal powers are not sufficient" and the least emphasized is the view that "authorities are not clear and unambiguous".

Some statements of the participants reflecting their views on the fulfillment of the supervisor's duties and the adequacy of the powers given to the supervisors are as follows.

“The supervisor has serious problems in terms of authority. For example, if an on-site Supervisor considers a problem, the supervisor does not have the authority to intervene or solve the problem alone. There are birds that harm some fruits and plants. I liken the education supervisor to them in order to scare them away” (D7).

“We are not a penal committee if the authority means punishment. If the law can be brought to a state where it can work properly, the negativities will disappear” (D14).

“As per the MEDDYK Law, I think that education supervisors are obliged to fulfill all their duties specified in the law, and in this context, they use their legal authority to the fullest in the fulfillment of these duties” (D13).

“ My suggestion; it is to fill the sufficient positions in accordance with the law by taking the law under the law of teachers, to establish the Supreme Council legally as soon as possible and to fulfill the duties of the supervisors legally”(D5).

“Authorities can be used for guidance and direction. However, there are problems with other missions. In the event that a report is written that a candidate teacher cannot be a candidate, the supervisor does not consider himself equipped with authority in this regard, since there is no Supreme Council. This is an important decision and one that must be taken by the Supreme Council. The Supreme Council ensures that impartial and democratic decisions are taken. Evaluating the educational problems that change over time in the Supreme Council leads to more effective decisions and the supervisor to feel powerful.”(D4).

“The salary scale should be corrected. The MEDDYK Law is the most democratic law in the TRNC. As long as the regulations come into force” (D8) .

“The powers given to the supervisors are sufficient for the supervisors who understand the importance of their work. My suggestion would be to ensure that the supervisors know very well the TRNC laws and the regulations in education. Because all duties in this board are carried out within the framework of laws and regulations” (D11).

Table 5B. *Suggestions on the fulfillment of the supervisor's duties as determined in the Law on the National Education Supervision, Evaluation and Steering Board and the adequacy of the powers given to the supervisors*

Suggestions of Auditors on the Performance of Audit Duties and Adequacy of Authorizations Given to Auditors	f	%
The law should be implemented (the Supreme Council should be formed) and the regulations should come into effect.	5	29.41.
Authorizations should be given to stop warning-condemnation-stage progress.	4	23.52
The supervisor's scale should be drawn up.	3	17.64
The law should be revised.	1	5.88
Powers should be clear and unambiguous.	1	5.88
The law should be brought under the Teachers Act.	1	5.88
The experience observation reports of the supervisors should be recorded in the registry files.	1	5.88

As seen in Table 5B, the supervisors; They put forward many suggestions about the adequacy of the powers given to the supervisors. The supervisors emphasized the proposals to establish the Supreme Council by operating the law and to give the supervisors powers to warn, condemn, and stop the progress of the steps. It has been revealed that it is important to draw the supervisor's scales to a higher level for the performance of the tasks. In addition, suggestions were made to put the law under the teachers' law, to make the authorities clear and clear, and to include the supervisors' experience observation reports in the registry files.

Table 6A- *Opinions of the supervisors on the distribution of the supervisor duties determined in the Law on the National Education Inspection, Evaluation and Steering Board*

Opinions of Auditors Regarding the Distribution (Assignment) of Audit Tasks to Auditors	f	%
The distribution of duties should be made in a clear, transparent and planned manner.	4	23.52
Duties should be given equally and fairly.	3	17.64
The number of supervisors is insufficient for equal distribution.	3	17.64
Supervisors should not refuse assignments.	2	11.76
The distribution of duties is not in accordance with the law.	1	5.88
Investigative duties should be assigned to those who ask.	1	5.88
Task distributions are under the responsibility of the MEDDYK president.	1	5.88
Duties are distributed equally and fairly.	1	5.88
President of MEDDYK; with the vice president and chief auditor	1	5.88

In Table 6A, the opinions of the supervisors about the distribution of the supervisory duties to the supervisors are “the distribution of duties should be made in a clear, transparent and planned manner”, “the duties are not distributed equally and fairly”, “the number of supervisors is insufficient for equal distribution”, “supervisors should not refuse the assigned tasks”, “the distribution of duties”. should be in accordance with the law”, “investigation duties should be given to those who want it”, “the distribution of duties is under the responsibility

of the head of MEDDYK”, “the duties are distributed equally and fairly”, “the president of MEDDYK should serve after consultation with the vice president and the chief auditor”. Many views have emerged regarding the assignment of duties to supervisors. In this regard, it was emphasized that the distribution of duties was not made in a clear, transparent and planned manner, that the duties were not distributed equally and fairly, and that the number of supervisors was insufficient for equal distribution of duties. Some of the statements reflecting the views regarding the assignment of supervisory duties to supervisors are given.

“I think investigative duty is a separate area of expertise. I think that the supervisors who will do this task should be trained very seriously, and the training should be not only theoretical but also practical. I also think that he should observe it at work. My real opinion is that the investigation should be carried out by separate investigative officers, not by the supervisors.” (D7).

“I think that all the duties in the law should be given by the Supreme Council. Since there is no General Assembly and Supreme Council, we have no experience on how it should work. I am not sure whether we are working democratically or not, as we are not aware of the tasks and works being done. If we have an annual work plan, the evaluation can be made more easily if the tasks and studies are shared openly and transparently. The law must be implemented and the Supreme Council must be established. It is not right to operate as if the old law continues” (D4).

“I think that the duties of supervisors determined in the MEDDYK Law are distributed fairly and equally to all education supervisors, taking into account the degree, type, branch and urgency of the task” (D13).

“The duties assigned by the law of the Board are clear. We became auditors because we adopted this law. Everything will be more correct and beautiful when we maintain its functionality with laws and regulations. Nobody assigns you a task. Your duties are clear according to the law” (D8).

“There has never been a fair distribution of duties. Duties related to preliminary research, investigation and general audit are not given equally. Supervisors who are constantly taking on preliminary research and investigation duties cannot spare time for their other duties”(D1).

“My view on the distribution of the supervisory duties determined in the MEDDYK Law to the supervisors is that it is not distributed fairly and transparently. teachers in schools; According to the teachers' law, the teacher makes the board meetings legal. This is what I did as both an administrator and a teacher. However, even the minutes of the meeting are not seen in the MDDYK and they are not signed. Only attendance is done” (D5).

Table 6B- Recommendations Regarding the Distribution of Supervisors' Duties Determined in the Law on the National Education Supervision, Evaluation and Steering Board of Supervisors to Supervisors

Suggestions of Supervisors Regarding the Delegation of Inspection Tasks to Supervisors	f	%
The Supreme Council should be formed.	4	23.52
The number of supervisors should be increased.	2	11.76
Preliminary investigation-investigation tasks should be separated.	1	5.88

As seen in Table 6B; While emphasizing the proposal to establish the Supreme Council regarding the distribution of supervisory duties to supervisors; It has been suggested to increase the number of supervisors and to separate the preliminary research-investigation tasks as separate areas of expertise.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

As a result of the research, the majority of the education supervisors stated that they "could not fully fulfill their supervisor duties, and some of them fulfilled the supervisory duties" regarding the fulfillment of supervisor duties. Regarding the fulfillment of the duties, supervisors primarily; “Establishment of the Supreme Council and increasing the supervisor staff, making the preliminary research-investigation duties a specialty separate from other duties, providing in-service training to the supervisors as well as receiving in-service training, conducting school self-audits, establishing school and district boards, making the regulations related to the law. and to take into account the supervisor's reports and grades in the nobility approval and promotions".

In a study conducted by Aküzüm and Özmen (2013), it was revealed that there is an atmosphere of tension in the schools where the supervisors with investigation duties go for guidance, the teachers who come for the investigation do not want to be guided by the supervisors who conduct their investigations due to the judgmental behavior in the investigation, and the teachers see the investigations as a pressure factor. Supervisors' supervision, guidance and on-the-job training duties and investigative duties are different tasks. Guidance activities should be based on sincerity, trust and understanding away from the fear of threat and punishment, while investigation duties include punishment. Therefore, it is important for supervisors to supervise teachers in their own branches and to ensure this balance (Göksoy & Sağır, 2016).

Supervisors mostly work as "teacher supervision and guidance" and "fulfilling all duties". Some supervisors, on the other hand, perform more preliminary research, research general supervision and investigation duties. The supervisors expressed their opinions on which tasks they performed more intensively, depending on different reasons. In this regard, the supervisors suggested that "the number of supervisors should be increased", "supervisors who wish to undertake investigation duties" and "investigation duty should be made a separate expertise". In the research conducted by Fedai (2012) on the TRNC Supervision and Evaluation Board Supervisory Board supervision system, teachers wanted to see supervisors as "guide"; determined.

Inspectors stated that more attention and consideration should be given to the consideration and evaluation of the supervisor's reports prepared regarding the duties. They stated that it is the responsibility of the MEDDYK President or Department Managers to be taken into account and evaluated. In a similar study; Demirtaş and Yaşam (2015) determined that the decisions taken based on the evaluations of the supervisors were not implemented and that the enforcement powers were ineffective. In a similar study conducted by Fedai (2012) in the same audit institution, it was determined that the reports of the auditors were not valued, information was not provided, and they were not open and sharing due to political concerns.

When the supervisor's views on this subject are examined, it has been determined that some supervisors see the evaluations as preliminary research and investigation and teacher reports. It also includes the evaluation of the reports, which are written in every field related to the duties of the supervisor in accordance with the MEDDYK Law and contemporary inspection criteria, and which are submitted and processed on every subject such as preliminary research, investigation, examination, general inspection, teacher observation reports, by the Supreme Council. Regarding the consideration and evaluation of the supervisor's reports prepared in relation to the duties, the supervisors are of the opinion that the reports are "formed by the Supreme Council, legally evaluated in the Supreme Council, the Supreme Council is given the power of warning and condemnation, and the department managers decide whether to take it into account"

Supervisors are of the opinion that the authorities are not sufficient in the performance of their duties and the adequacy of the powers given to the supervisors, supporting this view, that the legal powers cannot be used and the powers are not clear and unambiguous. Some of the supervisors think that the authorities are sufficient.

Depending on the opinions and perceptions of the supervisors, "The law should be implemented (the Supreme Council should be formed) and the bylaws should be enacted, the authority to stop warning-condemnation-stage progress should be given, the supervisor's scale should be taken to a higher level, the law should be revised, the authorities should be clear and unambiguous, the law They should be brought under the Teachers' Law, experience observation reports should be recorded in the registry files. Regarding the TRNC MEDDYK, in a study on "teachers' view of supervisors' leadership characteristics"; It has been determined that supervisors believe that supervisors do not have the authority to develop and create better conditions (Fedai, 2012).

Regarding the distribution (assignment) of the duties of the supervisors to the supervisors, "the distribution of duties should be made in a clear, transparent and planned manner, the duties should be given equally and fairly, the number of supervisors is insufficient for equal distribution, the supervisors should not refuse the assigned duties, the distribution of duties should be in accordance with the law, the investigation duties should be given to those who request it, the task their distribution is under the responsibility of the head of MEDDYK, the duties are distributed equally and fairly, the head of MEDDYK; They are of the opinion that after consultation with the vice president and chief auditor, they should make appointments. In this regard, the supervisors made suggestions that "The Supreme Council should be formed, the positions should be filled, preliminary research-investigation duties should be separated".

In the research, different opinions, perceptions and suggestions of supervisors about their duties and fulfillment of supervisory duties have emerged. In order to carry out efficient, effective and process-based contemporary audit practices, the following suggestions have been developed in line with the opinions and suggestions of the auditors.

- ❖ Executive boards determined in accordance with the MEDDYK Law should be established, and the by-laws on working principles should come into force. Inspectors should take an active role as the main implementers of the work in eliminating and revising the problems related to the operation of the law or bylaws.
- ❖ Audit duties should be carried out in accordance with the law and Supreme Council and other committees should be established.
- ❖ Duties and responsibilities of inspectors should be clearly defined by law.
- ❖ A “Supreme Board” should be formed in order to evaluate the reports and suggestions given by the education supervisors in accordance with the law regarding their duties.
- ❖ Audit duties should be planned according to the academic calendar.
- ❖ By employing supervisors, classroom observations and guidance should be made by branch supervisors.
- ❖ Planned in-service trainings should be given to supervisors regarding their duties. Supervisor training should be oriented to the needs of the inspectors.
- ❖ Supervisor duties should be in line with the teachers' law and other laws.
- ❖ School self-regulation studies should start in accordance with the law.
- ❖ Local and school-level internal control mechanisms implemented in many countries should be put into practice by taking into account the cooperation and coordination with the central government.

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OPINIONS OF UNIVERSITY, SECONDARY/HIGH SCHOOL ADMINISTRATORS, TEACHERS AND STUDENTS ON EDUCATIONAL POLICIES IN TRNC VOCATIONAL TECHNICAL SCHOOLS DURING COVID-19

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ABSTRACT

The crisis created by the coronavirus around the world continues to have negative effects on our social, financial, spiritual lives and education, especially on health, and it does not seem possible to say anything clear about when it will end. The coronavirus has created a serious crisis around the world, and this crisis has put on our agenda that open and distance education applications are actually indispensable as a basic learning resource in solving the problems faced in education. The problem is not regional but global, and if the right steps are not taken in education at this point, the pandemic process seems to cause serious educational disruptions around the world. For this reason, it is clear that the education system needs functional touches that will reduce the negative effects of the pandemic on education and disperse the dark clouds on education, both on a global scale and on a national scale.

Significant movements are observed in the texture of the Turkish Cypriot society, in its demographic structure, in the quality of the family, in its understanding of consumption, in human rights, in the political field, in science and technology. In this context, from the education itself; It is expected that every child will continue to develop, socialize, transform democracy into a way of thinking and life, ensure vertical mobility in society through equal opportunities and meet the demand for labor in the economy.

Regarding the current and future education policy of students, teachers, secondary/high school administrators and universities in the current and future education policies of the TRNC National Education System against covid-19, vocational technical, secondary/high school schools, current and future education policies in the TRNC during the Covid-19 process. Future expectations and the views of students, teachers, administrators and academicians from universities in education policy are emphasized.

Keywords: Vocational Education, Teacher-student, Administrators, Education Policy

INTRODUCTION

Vocational and technical education aims to develop necessary skills and create desired behaviors by providing a suitable learning environment for the youth of the society (Alkan, Doğan, & Sezgin, 2001). Vocational and Technical Education Schools and Institutions, which ensure the training of qualified workforce for social development (Çağlar and Reis, 2007, p. 152), are also defined in the Vocational Education Law (1986) as “secondary education institutions leading to diploma in the field of vocational and technical education and vocational and technical education institutions. higher education institutions providing technical education and formal and non-formal education institutions of all types and degrees where document and certificate programs are applied.

Evaluations are made on the TRNC education policies during the covid-19 process, to shed light on the problems experienced in the education system in the TRNC, to describe in detail what the problems are, to evaluate the problems in the context of the effects of different segments (administrators, parents, etc.), to raise awareness about the causes of the problems and possible solutions. .

The main purpose of education is to give personality to the individual, to increase the welfare of the society and the level of well-being of the individual. For this reason, education can be seen as a process that increases the production capacity of the country's political, social, economic and scientific institutions.

From an individual point of view, education is the process of changing the behavior, knowledge, abilities and motivation of the personnel in order to increase the success of reaching the goals. Education is a management tool that aims to improve the current success of the organization in terms of effectiveness and efficiency (Yüksel, 1990).

Contemporary education is a form of education aimed at raising versatile, participatory, creative and sensitive people. In other words, the aim of modern education is to ensure the development of the individual not only mentally but also physically, socially and emotionally. Contemporary education should give importance to individual differences, wishes and interests of the person, and should strive to make him more ready for adult and business life (Üçcan, 1992). Contemporary education is the whole of the policies, organizations and methods

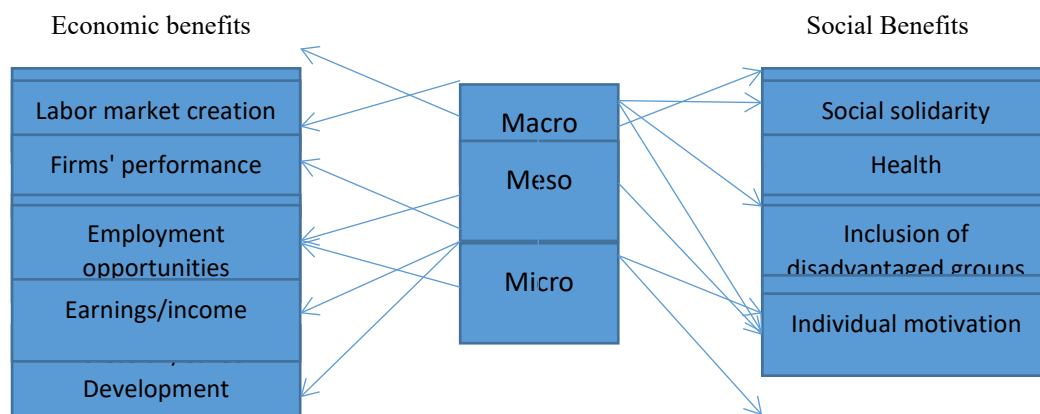
that lead them to produce new information and technologies that will create the era in the near future, while transferring the existing knowledge efficiently and effectively to new generations in order for societies to reach contemporary welfare measures. According to this definition, today's education systems have to have a dynamic, not a static structure, an innovative rather than a traditional structure. Like every institution, the educational institution produces the outputs (in the form of goods and services) that the society needs from the input (human - material) from the environment in which it is formed. As long as the outputs of societies have more value than their inputs, the educational institution can survive by functioning. Otherwise, the modern education function will not be able to be fulfilled at the level desired by the modern society (Sağlam, 1992).

The aims of Turkish Cypriot national education are to try to be realized not only in formal, open and non-formal education institutions, but also at home, in the environment, in the workplace, everywhere and at every opportunity. All activities related to education are subject to the supervision and control of the Ministry in terms of compliance with the general objectives of Turkish Cypriot national education. It is quite natural for us to experience anxiety, panic and fear as a society due to the pandemic experienced all over the world, but it is not possible for us to exclude children from these negativities.

It is possible for children and adolescents to experience stress or show anxiety reactions in the face of life events such as the pandemic process. It is natural for children, in particular, to have difficulties in understanding concepts such as pandemics or viruses due to their cognitive development levels and limited medical knowledge. In this new order, which contains a lot of uncertainty, there is no doubt that 'Education' is one of the sectors most affected by the process.

Given the devastating impact of the COVID-19 Pandemic on the world, it is of paramount importance to respond to the educational needs of children and youth in such a time of crisis. This document can be a response to a crisis that will significantly disrupt education opportunities globally, for education administrators at various levels of education administration in public and private education institutions; It aims to support to develop adaptive, coherent, effective and equitable education.

Undoubtedly, the COVID-19 Pandemic is first and foremost a public health issue, and mitigating its impact will largely depend on the attitudes of scientists and drug manufacturers to develop a drug or vaccine to prevent or treat COVID-19 infections and ensure their large-scale distribution. will be. In the absence of effective drug interventions, mitigating the impact of the pandemic will depend on actions by public health and government officials that can slow the rate of spread of the infection, such as social distancing.



The pandemic and the necessary approaches taken against the pandemic will affect social, economic and political life. Movement restrictions created by social distancing have severely affected businesses and businesses by reducing economic supply and demand. This effect; It will be more challenging in countries with the weakest health infrastructures and the most vulnerable segments of the country population. Restrictions caused by non-drug interventions such as social distancing have also affected education at all levels.

In addition, differences among students due to their support directly at home or by private educational opportunities by parents, differences in the capacity of different school types to support distance learning, differences between students' flexibility, motivation and skills for independent and online learning may worsen the existing opportunity gaps. In addition, between school systems; Where necessary, differences in the capacity to design and implement effective training will increase opportunity gaps in jurisdictions. As a result, unless planned and effective action is taken in education, the COVID-19 pandemic will likely cause the largest

worldwide educational disruption in a generation. This disruption will affect the livelihoods of individuals and the hopes of communities.

Therefore, it is imperative that education managers take urgent steps to develop and implement strategies to reduce the impact of the pandemic on education. We believe that; collaboration can help in effective training design; The first and simplest collaboration will be to find out what schools, communities and countries are currently doing to preserve educational opportunities throughout the pandemic.

Teachers' participation in professional development activities increases the quality of classroom education and the interest of the student in the lesson. In this context, various development programs are organized in order to support the professional development of teachers in many countries and the participation of teachers is encouraged. According to the data of the PISA 2015 national report (MEB, 2016), it is stated that 50.9% of teachers in OECD countries participated in a professional development program in the last three months during the PISA implementation period. In Turkey, only 24% of teachers attended such training. An even more negative situation emerges when these low rates of professional development programs are examined in the context of vocational high schools.

When the vocational and technical education systems in the world are examined, it is seen that there are significant differences between developed countries such as the European Union, USA, Japan and Australia. The three major economies, also referred to as the driving force of the European Union, are Germany, France and England. There are significant differences between these three countries in terms of vocational and technical education systems. Considering the Asian continent, Turkey, Israel, Korea, and Jordan are among the countries that have relatively increased the number of students enrolled in vocational and technical education since the 1970s (MEB Research and Development Department, 2006 cited by Keating, Medrich, Volkoff, and Perry, 2002).

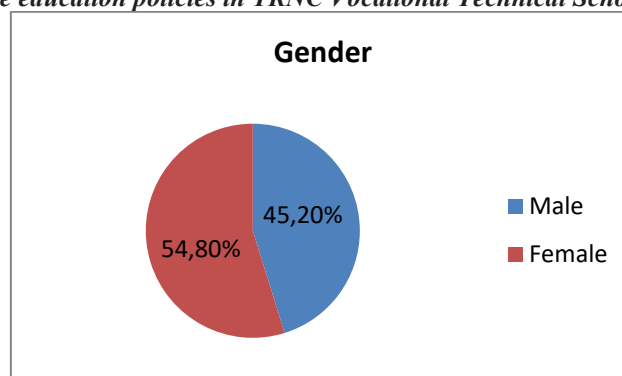
This will continue for at least a few more months, as students and teachers cannot come together physically at schools and universities. A protracted pandemic will limit students' learning opportunities during the period of social distancing due to restrictions on gathering. It is well known that the time spent on learning, or learning time, is one of the healthiest indicators of learning opportunities.

Vocational and technical education is a type of education that all countries attach great importance to according to their own economic growth targets and expectations and criticisms are directed more intensely compared to general high schools where academic education is given (Özer, 2018). The most important reason for this is the multidimensional contribution of vocational education to the social and economic development of the society as well as the personal development of the individual. From this point of view, vocational education is not only an educational activity aimed at providing individuals with some vocational and technical skills, but is considered as a much broader concept that includes the individual, society and the country's economy.

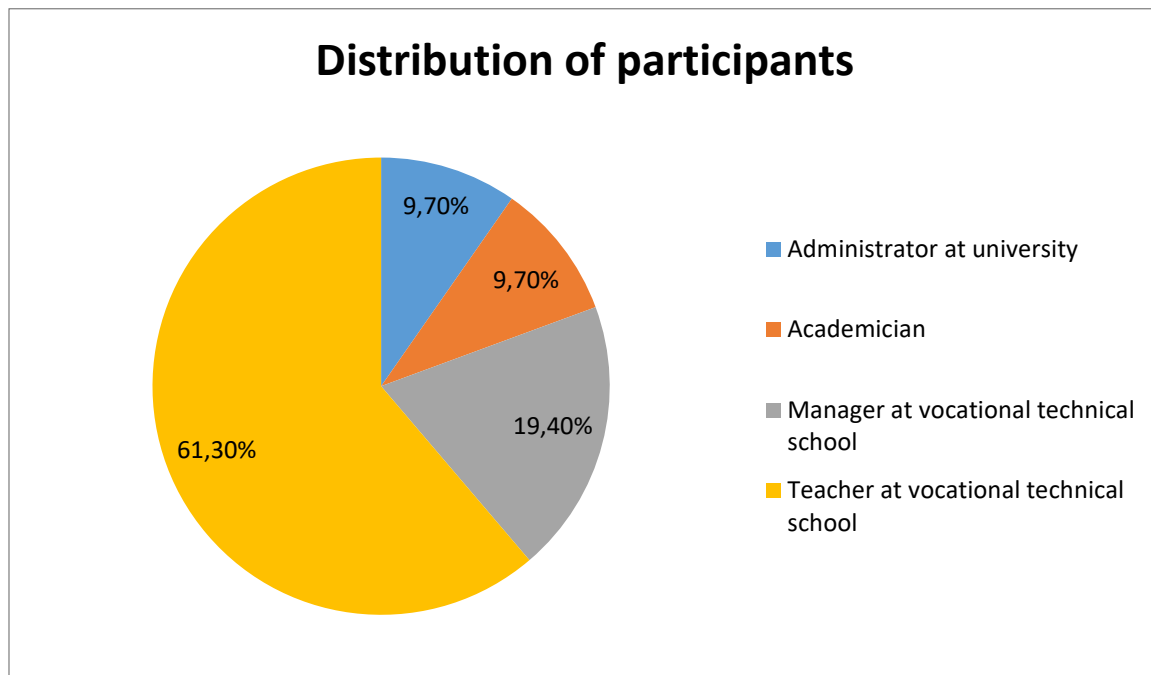
METHODOLOGY

Vocational and technical secondary education institutions are educational institutions that are responsible for educating students as the workforce needed by their vocational fields and at the same time preparing them for higher education in accordance with the objectives of general secondary education. In the present study, results were produced through discussion on the evaluation of education policies of administrators, educators, teachers and students in vocational technical high schools in TRNC during the Covid-19 process. .

Figure 1. *Demographic characteristics of university, secondary / high school school administrators, teachers and students regarding the education policies in TRNC Vocational Technical Schools during Covid 19*



45.2% of the participants in the study on the determination of the education policies of the TRNC Vocational Technical Schools during Covid-19 are male and 54.8% are female.



Among the administrators, academicians, administrators in high schools and teachers participating in the research on the education policies of TRNC vocational technical schools during Covid-19, the highest participation was the teachers in vocational technical schools with 61.3%.

The effects of education policy on changes in vocational technical high schools and online education during Covid-19

According to the answers of the participants, a government directive is applied in the majority of the TRNC to prevent students and teachers from coming to school during Covid-19.

The mandate is renewable, extending from two weeks to one month. In a few cases, the lessons were indefinitely, first on WhatsApp, then on Zoom and in the Ministry of Education, with the supervisors and the basic classes of secondary schools, and sample slides were uploaded to the lectures and questions. Then, the lessons were periodically published in BRT. Pandemic guideline The guides were sent to the school administrations by the Ministry. In this process, working and training arrangements were transferred from department managers to school administrators.

Some answers stated that the guidelines from the ministry did not match the reality of the schools. Some of the respondents spoke of clear plans for an implementation strategy that could support schools in maintaining teaching throughout the crisis. Some schools use online platforms to maintain teaching, while in some countries governments use educational television to broadcast content.

When asked what the government or school networks have done to support students' academic education to date, a large majority of respondents answered "nothing," followed by encouraging schools to use online resources.

Which needs of education policy do participants (students, teachers, administrators and academics) consider most critical in this process?

The areas considered to be of highest importance are: ensuring academic learning for students, supporting students who are deficient in self-study abilities, ensuring students' well-being, providing professional support to teachers. However, many of the participants evaluated the revision of the graduation directive, ensuring the reliability of the assessment process, and determining new priorities for the curriculum.

Respondents were also asked which of these issues would be the most difficult to address. Topics identified as very challenging by most participants are to ensure the continuity of academic learning (lack of internet infrastructure) for students, to support students who have deficiencies in terms of self-study skills, to ensure continuity and reliability in measuring student learning, to support families to support student learning, and to ensure that students and teachers are healthy. ensuring that they are. However, a significant portion of the participants also rated the remaining topics as very challenging.

The Educator, Administrator, and Teacher's Responses to the COVID-19 Crisis

The areas that are considered the most challenging in terms of education by most people are the accessibility of technological infrastructure, addressing the mental health of students, balancing digital and non-digital activities correctly, planning the recruitment of interns to institutions and organizations, and managing the technological infrastructure.

Similar to this study on the education policy in vocational technical high schools in the TRNC during the Covid-19 process, it is in line with the results of the PISA 2018 survey. According to PISA, even in member countries of the Organization for Economic Cooperation and Development, an average of nine percent of 15-year-old students do not have a quiet space to study at home, and in Indonesia, the Philippines and Thailand these figures exceed thirty percent. Even in Korea, which scores the highest in PISA, one in five students in the most socioeconomically disadvantaged schools have no space to study at home. In Denmark, Slovenia, Norway, Poland, Lithuania, Iceland, Austria, Switzerland and the Netherlands, more than 95 percent of students said they have a computer for work at home, but in Indonesia only 34 percent of students. For example, nearly all 15-year-old students in socioeconomically advantaged schools in the United States have a computer at home to work on.

In this process, in line with the above analysis, there was not enough demand from the institutions for the interns. During Covid-19, the students were evaluated due to insufficient facilities at home, insufficient internet, insufficient computer and telephone barriers, students' adaptation to online education and the lack of internship opportunities.

Discussion, Conclusion and Recommendations

TRNC Ministry of National Education (TRNC) directed the closure of schools due to the pandemic to EBA, as the syllabuses and books for high schools in the MoNE moodle came from the TR, and after a short time, the state television Bayrak Radio Television (BRT) managed the process and transmitted the learning contents through television and media. tried to present it to his students. Due to the Covid-19 pandemic, it is observed that the courses conducted for secondary school over the BRT channel within the scope of distance education applications are generally composed of basic courses and branch courses such as Painting, Music, Physical Education are not included in practice, and there is no significant study for the education of individuals with special needs. If we look at the educational practices carried out over BRT for students studying at secondary and high school level, it is known that the educational activity carried out aims at a television-centered, one-way and mass education, and not all teachers working at education levels are included in the process.

State authorities should take measures by taking into account the psychological, social and economic transformations, both at the beginning of the pandemic process and in the following process. It is important to plan activities and practices that can facilitate the adaptation of students to the school environment in the post-pandemic period, especially taking into account the bio-psycho-social developments of the students in the education system (Kara, 2020). In this respect, while providing academic support to students with distance education, on the other hand, the fact that the psychosocial aid process has been activated through psychological support and guidance in order to minimize the anxiety and traumatic effect of being at home for a long time and being deprived of social activities on students and their families, open and distance education Although the integration of psycho-social support practices into their practices is very valuable in this traumatic process, it seems important to plan activities and practices for returning to school after the pandemic.

Even temporary closure of schools brings high social and economic burdens. However, the anxiety that comes with school closures also affects people, especially for disadvantaged children and their families, it can be more serious such as irregular and interrupted learning, child care problems, parent and child relationships and economic costs for families who cannot work (Daniel, 2020).

The fact that educational institutions were caught unprepared for the coronavirus made it necessary to suspend the assessment and evaluation processes based on passing/fail in many countries (Bozkurt et al., 2020) or to hold online exams instead of traditional exams and tests without adequate validity and reliability studies (d'Orville,

2020). As a matter of fact, the situation in universities on the island has been close to this. In this case, there is more information on how the learning needs of the students who study at universities that do not have UZEM (Distance Education Application and Research Center) or which have UZEM but are not sufficient in terms of infrastructure, content, and personnel are met, and how their course success, measurement and evaluation processes are carried out. highlights the need for detailed studies. Considering the online exam applications, which were carried out on such a large scale for the first time due to the pandemic and which could not be audited, as a pilot application, according to the data to be obtained at the end of the process, the deficiencies of the online exam applications should be eliminated and the system should be strengthened.

It is seen that the distance education applications in the higher education system in the TRNC are mostly carried out asynchronously. It has been observed that there is a need for preparation in terms of infrastructure and content for graduate programs. There are uncertainties regarding the measurement and evaluation of student success in distance education practices carried out in other education levels and higher education. As Can (2012) stated, the ability to measure and evaluate student achievement in the open and distance education process in a healthy way depends on the creation of a measurement and evaluation unit. In this process, infrastructure should be established and security measures should be provided at the point of access of students to exam applications. In addition, the analysis of the question items to be used in online and offline central exam applications should be performed by measurement and evaluation experts.

The fact that the Education Informatics Network (EBA) belonging to the Ministry of National Education of the Republic of Turkey is also available to TRNC high school students who apply to take the YKS exam as of 30 March 2020 can be considered as a positive step in targeting equality of opportunity in education. It can also be said that making it available to TRNC high school students makes a significant contribution to students studying with Turkish books in high schools. A union is a union ('TDK', ty) established by workers or employers to protect and further develop their interests in business, earnings, social and cultural matters, or a legal entity formed to protect and develop the common economic, social and professional rights and interests of public officials. The union is the structure that expresses the organizations with personality. Conducting productivity researches, preparing reports on the results, making suggestions and working together with employers on these issues are among the powers and activities of the unions ('TES', n.d.). As an education stakeholder, we can say that KTÖS and KTOEÖS are actively involved in the process as a union with the studies they have done and the suggestions they have made, and make valuable contributions to the sustainability of education.

Coping with negative life experiences in challenging processes such as the epidemic is not a situation that the Ministry of National Education can overcome alone, but is a social process that requires every segment, especially education stakeholders, to do their part seriously. At this point, we can say that KTÖS and KTOEÖS are in conflict as an education union.

There is no doubt that the value of the teacher in education is much more valuable and important than the physical or technological infrastructure of educational institutions. Distance education or continuing education with methods other than traditional approaches do not reduce the role of the teacher in the system. It is important to facilitate the access of teachers and students to learning materials during periods when education needs to be carried out remotely, as in the current pandemic process. In pandemic processes such as Covid-19, despite the possibility of schools being closed, it is important to ensure the continuity of the communication network of the Ministry of National Education with teachers, and that teachers create structures that will enable them to communicate among themselves and with their parents. When educational institutions open their doors to their students, education should be started by taking into account the mental health of students, as well as measures such as social distance, masks and cleaning. As the right sources of information, teachers should answer children's questions about the process without giving more than the information they need, without causing confusion, without triggering their fears and anxieties. Due to this negative experience of teachers and students during the pandemic process, it is important to create and implement support action plans for parents and students during the period when educational institutions are closed and preparations are made for opening afterwards.

In this process, the necessity of taking into account the fact that learning deficits may increase due to the fact that independent working and learning abilities are not fully developed, children with special needs, attention deficit and hyperactivity, and learning difficulties are better understood in this process. It has been seen that this support should be provided by governments and education stakeholders to students who cannot reach the structure. In the TRNC, it will be beneficial to provide education opportunities to large masses by creating sufficient infrastructure to provide access to the internet network throughout the country. In this process, it has been revealed that the scientific committee formed only in the field of health is not sufficient, and that there is a need

for an 'Educational Board'. The existence of the Education Science Board, which will be composed of academicians from their disciplines and experts from the MEB, will contribute to the process.

The importance of conceptual discussions has emerged in order to prevent the negative perception that may arise towards distance education and the negativities that may be experienced by students and teachers who experience distance education for the first time. The effectiveness of distance education activities given to students and the factors affecting their participation in materials, activities, online education and live lesson applications should be determined.

The pandemic process is not a process that the Ministry of National Education can overcome on its own regarding the disruptions to be experienced at the point of education, but is a social process that requires everyone to do their part seriously. The primary goal of all countries where the epidemic has been seen has been to ensure the uninterrupted continuation of education. In the pandemic process, in the period when schools were closed, despite the disruptions and deficiencies in distance education applications, the Ministry of National Education and YODAK in the TRNC quickly implemented the existing open and distance education opportunities in order not to interrupt education at all education levels. At this point, it would not be wrong to say that it is trying to get through the process with the least damage by taking action and acting together with its stakeholders.

On the basis of economic development, it is important to train a sufficient number of qualified personnel required by the labor market. But more importantly, it is the training of personnel with the qualifications that the market needs. One of the factors affecting the quality of vocational and technical education is the need for continuous updating of curricula. Considering that vocational and technical education is basically a learning and teaching issue, it is important to organize and update the curriculum (curriculum) in line with the needs of the labor market.

As a result, a country's own sociological and economic realities and future visions are the main factors that shape the character of vocational education. At this point, the current situation of the vocational and technical education system in our country has important and deep-rooted structural problems, and all these problems, the lack of communication with the sectors, are a reflection of the sociological and economic structure of the country in a historical process.

According to the opinions of teachers working in TRNC schools;

The 1st Pandemic had a very high negative impact on TRNC education.

2. This effect will cause serious learning losses in at least two academic years.
3. The main reason for the resulting negative impact is that the Ministry of National Education and Culture does not have a planned process or procedure for crisis management, and therefore its performance in managing the crisis over time is low.
4. The educational levels most negatively affected are respectively higher education, vocational technical education, primary education and general secondary education.
5. The dimensions that are most negatively affected are;
 - Opening the gap between the knowledge and skill levels between students who have and do not have the opportunity to access distance education applications.
 - Opening the difference between the knowledge and skill levels of students attending private schools and public schools
 - There were deficiencies of the students in the field of vocational technical education.
 - Negative effects of private sectors and insufficient internship of students due to the pandemic,
6. The factors that need to be changed immediately in order to eliminate the negativities that have arisen and to be prepared for a new crisis are listed as follows (circular issued by KTOEÖS):
 - Technological infrastructure of schools and the central organization of the Ministry,
 - Guidance and guidance services
 - Learning – teaching methods,
 - Qualifications of the Ministry's human resources,
 - Educational supervision
 - Measurement and evaluation methods
 - Teaching programs
 - Competencies of education administrators
 - Teachers' competencies
 - Transition between levels and central exams
 - Class passing, graduation conditions.

Depending on the outcome of the study, recommendations to policy makers and education administrators at all levels were also included in the report.

Recommendations;

- Taking necessary measures in the Ministry of National Education and Culture for serious educational losses that may arise due to the fact that the effects of the education will continue for 1-2 more years,
- Providing distance teachers training during the pandemic process,
- Depending on the conclusion that the area most affected by the pandemic process is higher education, YODAK, the Ministry of National Education and Culture and University administrations should come together and take measures to minimize the negative impact in the field of higher education.
- Implementation of online council decisions during the pandemic process,
- The finding that vocational technical education will be negatively affected in the second place should also be taken seriously. Because vocational technical education has undertaken the task of training technical personnel in the development move of a society. In this context, measures to be taken through scientific studies should be determined by organizing workshops and/or search conferences to eliminate the negative effects of the pandemic in cooperation with the MEKB Vocational and Technical Education Department and all relevant sector organizations.
- Rational planning should be made in order to make projects to strengthen the technological infrastructure of all schools, especially the central organization of the Ministry of National Education and Culture, including distance education opportunities, and to evaluate the scarce resources of the country more accurately.
- Enriching and recording the MoNE moodle system with its own teachers and administrators,
- Based on the finding that the gap between the knowledge and skill levels of students who have the opportunity to access distance education applications and those who do not, holistic plans should be made to support the children of families who do not have these technologies economically,
- Focusing on a strategic educational transformation plan that includes change in education with an innovative perspective that will provide students with 21st century skills,
- It is recommended that the decisions taken in the council decisions be implemented in a collaborative manner within the Vocational Technical Department of the Ministry of Education and Culture.

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THE EFFECT OF MATHEMATICS CONTENT KNOWLEDGE OF CLASSROOM TEACHERS ON TEACHING MATHEMATICS

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ABSTRACT

The purpose of this research is to examine the effects of the content knowledge of the teaching of mathematics on mathematics teaching, factors and self-efficacy perceptions by taking the opinions of primary school teachers about their competencies in teaching mathematics and their competencies in mathematics teaching. For this purpose, the research was carried out with an interview form, one of the qualitative research studies. The data of the study were collected from 30 classroom teachers on a voluntary basis with a semi-structured interview form consisting of four open-ended questions. The obtained data were analyzed by content analysis method. As a result of the research, it was determined that the mathematics content knowledge of the participants in mathematics teaching differs in terms of gender, seniority, and grade level. In the light of the findings, suggestions were made to researchers and classroom teachers.

Keywords: Classroom teacher, Mathematics Content Knowledge, Mathematics Teaching

INTRODUCTION

Mathematics course increases the mental processes of individuals and develops their ability to interpret events/facts occurring around them. It is said that among all programs, mathematics teaching programs are a separate science that includes many concepts and skills (Baykul, 2009). Mathematics course includes many abstract concepts and besides teaching these abstract concepts, students are also provided with the skills of analysis, problem solving and evaluation. (Ministry of National Education (MEB), 2018). For this reason, mathematics course has an important and comprehensive education in each of the primary, secondary and high school education programs (Gürbüz, Erdem, & Gülburnu, 2013). Teachers who undertake the education-teaching task in all educational institutions.

Teacher; Teachers Law 6/2008 made by the Constituent Assembly of the Turkish Republic of Northern Cyprus No. 25/1985 is defined in the article as: It describes the permanent personnel who fulfill the main and permanent duties required by the education and training services that the Ministry and the education and training institutions and organizations affiliated to the Ministry are obliged to carry out. In line with this task, teachers constitute the cornerstone of educational institutions. Teachers are individuals with educational skills who convey the necessary information to the students, make them interested and sensitive to the lesson, renew their knowledge and organize them according to the conditions of the day. In this case, it places teachers at the center of education and training functions (Baloğlu, 2001).

Education and training, on the other hand, consists of teachers, students, environment, applied teaching methods, and effective interaction with each other, including the transfer of subjects suitable for development (Büyükkaragöz and Çivi, 1999).

In the light of the duties undertaken by the teachers, it is accepted that the classroom teachers are active in the ways that they touch the lives of the students and that they will follow today, tomorrow and in the future. The content knowledge that classroom teachers have in all the lessons they teach affects the teaching methods they

use, the materials used, and the extent to which they add technological developments to the education process (Ma,1999).

The fact that the mathematics course contains many abstract concepts in its own structure and that the abstract concepts are clearly transferred to the students depends on the teachers' content knowledge and their ability to transfer it. The fact that primary school teachers' knowledge of mathematics is sufficient is also related to the teacher's own perception of competence in teaching mathematics (Çakmak, 2004).

In cases where classroom teachers' knowledge of mathematics is not sufficient, teachers can make their students realize their own inadequacies with this perception, and even fail to consider learning correctly, causing students to exhibit an anxiety and reluctant attitude towards the mathematics lesson (Alkan, 2010).

It is a fact that at each stage of the education process, the teacher has the greatest responsibility in terms of both setting an example and lecturing and guiding the student (Gitlin, Burbank, Kauchak, & Stevens, 1999). Particularly, primary school teachers, who are the level at which the student adopts the teacher as a model, play a greater role in this process compared to other factors. Therefore, the qualifications of the education programs of primary school teachers gain importance (Halliday, 1998).

Shulman stated the difference between content knowledge and content knowledge education in 1986. According to Shulman, knowledge of field education; It refers to which methods and techniques teachers use their knowledge, which evaluation criteria they will pay attention to, and which materials they will use to convey the subject to their students. At this point, expressed by Shulman, it includes teachers' ability to use the language and way they can understand in explaining their field education knowledge to their students or others. With this statement made by Shulman, it shows that teachers in various research countries perceive mathematics not as a science of concepts but as operations. As a result, it was observed that the mathematics lesson transferred to the students was learned not as comprehension but as analysis by rote (Van de Walle, 2008).

In addition, in the research conducted within the scope of self-efficacy beliefs of classroom teachers towards mathematics lesson, it was observed that the higher the self-efficacy beliefs of classroom teachers, the more successful they were in teaching mathematics to their students and enabling their students to develop positive attitudes in this direction (Pul, Aksu, 2020).

Self-efficacy perception and content knowledge are very important in the teaching of mathematics. The formation of self-efficacy awareness in the students who are guided and modeled by the teachers and their ability to develop a positive attitude towards the mathematics lesson depend on the teachers' attitudes and skills in this area (Benzer, 2011).

In this study, the opinions of primary school teachers working in TRNC primary schools on mathematics teaching were sought and answers were sought for the following questions;

- a) General opinions of primary school classroom teachers on the effects of mathematics content knowledge on mathematics teaching,
- b) Opinions about the content adequacy of the mathematics course,
- c) Their views on the important factors in teaching the mathematics course,
- d) Opinions and suggestions regarding the elimination of deficiencies in the teaching of the mathematics course,
- e) What are the views of primary school classroom teachers depending on the variables of gender and grade level they teach.

In line with this goal, primary school teachers' knowledge of mathematics affects their attitudes and mathematics teaching skills (Thompson, 1984). With this explanation, what does mathematics mean for primary school teachers? It is necessary to determine the meaning of mathematics content knowledge on the effect of mathematics teaching methods and techniques (Raymond & Santos, 1995). The methods and techniques used by classroom teachers can be affected by teachers' field knowledge. In this respect, students' attitudes and skills towards mathematics are also affected.

Classroom teachers have an important place in primary school, which we can count as the beginning of students' school life. In primary school, students reach basic mathematics field awareness under the guidance of their classroom teachers. In this respect, teachers' mathematical content knowledge and methods of transferring their knowledge are of great importance. In addition, the content knowledge that classroom teachers receive is theoretical and far from the classroom environment (Haser, 2006).

Since the subject discussed in this study is "The Effect of Mathematics Content Knowledge of Classroom Teachers on Teaching Mathematics", it has been tried to determine the effect of content knowledge on teaching goals and objectives, to reveal the problems faced by teachers who have experience in this subject, and to reach forward-looking opinions and suggestions about content knowledge. Thanks to the data obtained, it is thought that teachers who teach mathematics in TRNC primary schools can guide the development of their knowledge of mathematics lessons.

Dursun and Dede (2004) revealed in their research that the mathematics lesson is cyclical among the "Teacher Mathematics Student". With the conclusion reached from here, it is seen that the mathematics content knowledge of the teacher who teaches a mathematics lesson is the most basic element of the circular structure on mathematics teaching. Because teachers are the ones who teach and initiate the flow of information and direct the development of attitudes and skills. Insufficient or incomplete content knowledge of a teacher can say that this cycle cannot be completed from the beginning or it may contain deficiencies.

It is known that many national and international studies have been carried out on the teaching of mathematics. As stated before, the mathematics course is an active course in daily life and gives direction to the mindset. For this reason, researchers have given great importance to mathematics teaching. While conducting the researches, they set out from how the mathematics lesson can be taught and how attitudes towards the mathematics lesson can be developed. Realizing that the starting point has many components, they mentioned teachers' mathematics learning, field knowledge, methods and techniques they use, technological knowledge, and their own beliefs about the mathematics lesson.

In the research conducted by Akar in 2009, it emphasized what the teacher who teaches mathematics should know as content knowledge and the importance of content knowledge. In the investigation of the adequacy of mathematics content knowledge, it was tried to reveal the extent of the teachers' mathematical knowledge, the sufficiency of the knowledge in mathematics teaching and its contribution to the mathematics knowledge that the student received throughout his education life. The content knowledge, which is discussed with the basic dimensions of mathematics teaching, was developed into the language of the adequacy or insufficiency of the knowledge of the teachers when the mathematics courses they took at universities became teachers themselves.

Again, in a study examining the proficiency of teachers in mathematics teaching from various perspectives, it was revealed that there were differences between the mathematics education teachers received and the mathematics education they presented in classroom environments. In this study, it was also determined that female teachers' self-beliefs towards mathematics lesson were lower than male teachers. A teacher's low self-belief is among the factors that affect the effective learning of that course. We can say that teachers who know what they know and can transfer it to the environment in the most appropriate way can develop efficient education and training (Akbayır, Akça, 2021).

In addition to these, it was determined that the teachers' use of materials helped to conceptualize the mathematics lesson from an abstract language to concrete. In the study conducted by Yazlık (2020), it was observed that more than 80% of the teachers participating in the research expressed the necessity of using concrete materials in the teaching of mathematics. It was stated that concrete materials made a significant difference in the teaching of abstract concepts, contributed to the permanence of learning, and visual materials increased the interest and attitude towards the mathematics lesson. It also emphasizes that the use of materials is at the forefront in concrete materials that teachers choose or create themselves, due to the time consuming use of materials and the wide range of programs. Teachers need to be able to follow information technologies in the developing information age and adapt them to educational environments. Üredi and Ulum (2020), who researched the Technological Pedagogical Content Knowledge of teachers, stated that most classroom teachers have difficulty in using the developments in this field in classroom environments, since they do not have technological content knowledge. However, it is seen that the materials used by the teachers in the classroom environments affect permanent learning and focus the interests and curiosity of the students on the lesson. It will be very easy to concretize a lesson that includes more than one abstract concept such as a mathematics lesson to students with the use of technological materials. It is very important for teachers teaching mathematics lessons to have technological content knowledge as well as mathematical content knowledge.

METHODOLOGY

Research Model

In order to determine the effect of mathematics content knowledge of primary school teachers on mathematics teaching in the TRNC, evaluations will be made by making qualitative observations in the research.

Qualitative research; It was used to determine the vital nature of individuals in different branches of science. If we give examples of these branches of science, we see that they are first used in sciences such as anthropology, psychology and sociology. The qualitative research method, which has various forms, has been named more than once. According to the content of the form, these names are 'natural research', 'interpretive research' and 'field research'. natural research; describing natural works, interpretive research; field research involving individual opinions against a phenomenon; It includes an in-depth examination of any subject in its social environment (Baltacı, 2017).

Qualitative research is a method of questioning and interpretation based on the problem it deals with, as well as explaining the cause and result of the problem in its natural environment (Guba & Lincoln, 1994; Klenke, 2016). It describes an individual-interpretive process that enables the revealing of the previously determined or undetected problematics, and the rational expression of the problematic in its natural environment, with the qualitative research method, in which methods based on qualitative data, including observation, interview form and document analysis, regarding the causes, results and suggestions of the problematic are used (Seale, 1999).

In the research, the interview technique based on qualitative research was used for problem solving. Interview technique; This technique emerged as a technique used by Charles Booth in seminar research in the 1880s. Booth has used this technique, based on a wide range of surveys applied to the masses. This technique, also called structured interview, includes closed-ended questions. Simple random sampling is known as social research in which an empirical and statistical evaluation is made (Lazarsfeld; Wert, 1954).

If a qualitative research method is adopted among the data collection techniques, the interview technique is generally used in accordance with the method. It is the presentation of the participants' interpretations of many events that take place in the social environment, their experiences, opinions or problems with the help of open-ended questions. While analyzing numerical data in quantitative research, the analysis of comments is made with the interview technique (Yüksel, 2020).

Research Universe and Sampling

The universe of this research consists of 1634 primary school teachers working in the TRNC Ministry of National Education Department of Primary Education in the 2020-2021 academic year.

In this study, the sample number was 30 in examining the opinions of the Classroom Teachers depending on the level of the Effect of Mathematics Content Knowledge on Teaching Mathematics. The selected sample consisted of 30 primary school teachers working in the TRNC Ministry of National Education Department of Primary Education in the 2020-2021 academic year as a random sampling.

Research Group

Table 1. Distribution of teachers participating in the research by gender, region, professional seniority and grade level characteristics

Personal Information		Frequency (f)	Percent (%)
Gender	Female	19	%63,3
	Male	11	%36,7
Total		30	100
Grade level of education given	1.class	4	%13,3
	2.class	8	%26,7
	3.class	6	%20,0
	4.class	6	%20,0
	5.class	6	%20,0
Total		30	100

63.3% of the teachers participating in the research are female (f19), 36.7% are male (11); 13.3% (f4) of these teachers are 1st grade, 26.7% (f8) 2nd grade, 20.0% (f6) 4th grade, 20.0% (f6) teach at the 5th grade level.

Data Collection Tool

Data tools related to the problem of the research were formed from the interview form. The interview form consists of two parts. In the first part, there are personal information (gender, grade level of education given) questions of the participants related to the research. In the second part, there are research questions to solve the research problem. The research questions are;

Question 1: How would you explain the effect of mathematics content knowledge on mathematics teaching?

Question 2: What are your views on mathematics teaching proficiency?

Question 3: How would you explain the factors that should be considered in the teaching of mathematics?

Question 4: What are your suggestions on this subject in order to eliminate the inadequacies in the teaching of mathematics?

In the research, the interview form prepared by the researcher was approved and applied by including the expert opinion. The research was based on the principle of volunteerism.

FINDINGS

Table 2. Findings on teacher opinions

Questions	Theme	f	%
How would you explain the effect of mathematics content knowledge on mathematics teaching?	High impact	11	36,7
	Content knowledge is mandatory for teaching.	6	20,0
	It facilitates organizing and transferring information.	5	16,7
	Increases self-efficacy and performance.	3	10,0
	Provides effective teaching	3	10,0
	Content knowledge is more important in the second level of primary school.	2	6,7
What are your views on mathematics teaching proficiency?	Enough for primary school level	11	36,7
	Inadequate for implementation	7	23,3
	It is sufficient in terms of content	5	16,7
	Insufficient teaching materials	4	13,3
	Not suitable for the age and readiness of 2nd level students	2	6,7
	Insufficient in terms of measurement and evaluation	1	3,3
How would you explain the factors that should be considered in the teaching of mathematics?	Student's qualifications (field knowledge, personal characteristics, attitude)	6	20,0
	Methods and techniques used	6	20,0
	Class characteristics (physical, cognitive)	5	16,5
	Teacher's qualifications (age, experience, university from which he graduated)	4	13,3
	Teaching materials (textbook, technology support)	3	10,0
	associating with daily life	3	10,0

	Use of effective communication techniques	2	6,7
	Program qualifications	1	3,3
What are your suggestions on this subject in order to eliminate the inadequacies in the teaching of mathematics?	Increasing teacher qualifications (content knowledge, pedagogy)	8	26,7
	Using different methods and techniques	6	20,0
	Updating training programs	4	13,3
	Reducing the student's anxiety level	3	10,0
	Providing material and technology support	3	10,0
	Renewal of books	2	6,7
	Preparation of teacher's handbook	2	6,7
	Moving away from exam-oriented (e.g. KGS) test studies	2	6,7
Total		30	100

As seen in Table 1;

- 1) When the answers given to the question "How do you explain the effect of content knowledge of mathematics on teaching mathematics?" were examined, 11 people said that the effect is high, 6 people said that content knowledge is necessary for teaching, and 5 people answered that it facilitates the organization and transfer of knowledge. Öner (2015) stated in his study that in order to teach any subject, it is necessary to have a certain level of understanding of that subject, but knowing the subject alone is not sufficient to teach it. This result supports the findings of the study. As a result, the classroom teacher needs mathematical content knowledge. Other information is complementary and includes information on how to teach mathematics.
- 2) When the answers given to the question "What are your views on the adequacy of teaching mathematics teaching?" were examined, 11 people were sufficient for the primary school level, and 5 people expressed their opinion that they were sufficient in terms of content. Primary school mathematics teaching is the basis of the academic success of the student, as it is valid for all other primary school lessons. All subsequent learning is built on this structure created in primary school. The subjects have a continuity and an ever-expanding integrity. As in every field, a content (program) that provides this order is required in mathematics. The content of the Mathematics course given in primary school is sufficient in terms of forming the basis for future classes. 7 people are of the opinion that it is insufficient in terms of implementation. This inadequacy; It was said that it was caused by the lack of time, crowded classes and deficiencies in the textbook.
- 3) When the answers to the question "How do you explain the factors that need to be considered in the teaching of a mathematics lesson?" are examined, 6 people learn the characteristics of the student (content knowledge, personal characteristics, attitude), 6 people use the methods and techniques, 5 people determine the characteristics of the class (physical, cognitive). and 4 people gave their opinions on the qualifications of the teacher (age, experience, university from which he graduated). At this point, in addition to many factors such as the physical conditions of the classroom and the curriculum, teacher competencies gain importance in order to teach mathematics effectively. (Çakmak, 2004; NCTM, 2000; Romberg and Carpenter, 1986).
- 4) "What are your suggestions for eliminating the inadequacies in teaching the mathematics course? When the findings related to the question "" were examined, 8 people gave the answer to increase the qualifications of teachers (content knowledge, pedagogy), 6 people gave the answer to use different methods and techniques, and 4 people gave the answer to update the education programs. With the answers they gave, teachers mostly complained about the lack of in-service training. In addition, it has been suggested to make children love mathematics by making it a game and to establish a connection with real life. It was emphasized that the traditional education (rote learning)

methods should be moved away and the appropriate programs should be prepared with the cooperation of teachers.

Table 3. Examination of teachers' opinions according to the grade level they teach (I-II. Grade)

Question	I. Grade (1.-2. classes)	f	%	II. Grade (3.-4.-5. classes)	f	%
1	High impact	4	33,3	High impact	7	38,9
	Content knowledge is mandatory for teaching.	4	33,3	Content knowledge is mandatory for teaching.	2	11,1
	Increases self-efficacy and performance.	1	8,3	It facilitates organizing and transferring information.	5	27,8
	Provides effective teaching	3	25,0	Increases self-efficacy and performance.	2	11,1
				Content knowledge is more important in the second level of primary school.	2	11,1
		12	100			18 100
2	Enough for primary school level	5	41,6	Enough for primary school level	6	33,3
	Inadequate for implementation	2	16,7	Inadequate for implementation	5	27,8
	It is sufficient in terms of content	3	25,0	It is sufficient in terms of content	2	11,1
	Insufficient teaching materials	2	16,7	Insufficient teaching materials	2	11,1
				Not suitable for the age and readiness of 2nd level students	2	11,1
				Insufficient in terms of measurement and evaluation	2	11,1
					1	5,6
		12	100			18 100
3	Student's qualifications (field knowledge, personal characteristics, attitude)	3	25,0	Student's qualifications (field knowledge, personal characteristics, attitude)	3	16,7
	Methods and techniques used	3	25,0	Methods and techniques used	3	16,7
	Class characteristics (physical, cognitive)	2	16,7	Class characteristics (physical, cognitive)	3	16,7
	Teacher's qualifications (age, experience, university from which he graduated)	1	8,3	Teacher's qualifications (age, experience, university from which he graduated)	3	16,7
	Associating with daily life	3	25,0	Teaching materials (textbook, technology support)	3	16,7
				Use of effective communication techniques	2	11,1
				Program qualifications	1	5,6
		12	100			18 100
4	Increasing teacher qualifications	2	16,7	Increasing teacher qualifications	6	33,3

(content knowledge, pedagogy)			(content knowledge, pedagogy)		
Using different methods and techniques	4	33,3	Using different methods and techniques	2	11,1
Updating training programs	1	8,3	Updating training programs	3	16,7
Reducing the student's anxiety level	1	8,3	Reducing the student's anxiety level	2	11,1
Providing material and technology support	2	16,7	Providing material and technology support	1	5,6
Renewal of books			Renewal of books		
Preparation of teacher's handbook	1	8,3	Preparation of teacher's handbook	1	5,6
	1	8,3	Moving away from exam-oriented (e.g. KGS) test studies	1	5,6
				2	11,1
12 100			18 100		

As can be seen in Table 3, 12 of the 30 classroom teachers participating in the research are in the I. Grade (1.-2. classes) and 18 of them are in the II. Grade in 3.-4.-5. Classes.

- 1) 1) When the answers to the 1st question are examined; II. Primary school teachers working at the level II. It has been observed that they think that content knowledge is more important in the first step. They also said that content knowledge facilitates the organization and transfer of knowledge. Classroom teachers working at the I. Level stated that content knowledge provides effective learning.
- 2) When the answers given to the 2nd question are examined; II. Classroom teachers working at the level II. He did not find the mathematics teaching at the level in accordance with the age and readiness of the students. In addition, they found it insufficient in terms of measurement and evaluation. Teachers working in the I. Level, on the other hand, considered mathematics teaching sufficient for this level.
- 3) When the answers to the 3rd question are examined; II. The most important factors affecting the teaching of mathematics by the primary school teachers working in this level are the teaching materials (textbook, technology support), the use of effective communication techniques and the qualifications of the program. On the other hand, the teachers working in the I. Level expressed their opinions as the relation of mathematics with daily life.
- 4) When the answers given to the 4th question are examined; It has been observed that the classroom teachers working in II. Grade have made suggestions to increase teacher qualifications. They also emphasized the necessity of moving away from exam-oriented (KGS) test studies. It was seen that the teachers working in the I. Grade suggested the use of different methods and techniques.

Table 4: Examination of teachers' opinions by gender

Soru	KADIN	f	%	ERKEK	f	%
1	High impact	11	57,9	Content knowledge is mandatory for teaching.	6	54,5
	Increases self-efficacy and performance.	3	15,8	It facilitates the organization and transfer of information.	3	27,3
	Provides effective teaching	3	15,8	Content knowledge is more important in the second level of primary school.	2	18,2
	It facilitates organizing and transferring information.	2	10,5			
	19	100		11	100	

2	Enough for primary school level	9	47,4	Enough for primary school level	2	18,2
	Inadequate for implementation	5	26,3	Inadequate for implementation	2	18,2
	It is sufficient in terms of content	3	15,8	It is sufficient in terms of content		
	Insufficient teaching materials	2	10,5	Insufficient teaching materials	2	18,2
				Not suitable for the age and readiness of 2nd level students	2	18,2
				Insufficient in terms of measurement and evaluation	2	18,2
					1	9,0
		19	100		11	100
3	Student's qualifications (field knowledge, personal characteristics, attitude)	4	21,1	Student's qualifications (field knowledge, personal characteristics, attitude)	2	18,2
	Methods and techniques used	5	26,3	Methods and techniques used	1	9,0
	Class characteristics (physical, cognitive)	4	21,1	Characteristics of the class (physical, cognitive)	1	9,0
	Teacher's qualifications (age, experience, university from which he graduated)	1	5,3	Teacher's qualifications (age, experience, university from which he graduated)	3	27,3
	associating with daily life	3	15,8	Teaching materials (textbook, technology support)	3	27,3
	Use of effective communication techniques	2	10,5	Program qualifications	1	9,0
		19	100		11	100
4	Increasing teacher qualifications (content knowledge, pedagogy)	6	31,6	Increasing teacher qualifications (content knowledge, pedagogy)	2	18,2
	Using different methods and techniques	5	26,3	Using different methods and techniques	1	9,0
	Updating training programs	1	5,3	Updating training programs	3	27,3
	student anxiety reducing the level of	2	10,5	student anxiety reducing the level of	1	9,0
	Providing material and technology support	2	10,5	Providing material and technology support	1	9,0
	Renewal of books	1	5,3	Renewal of books	1	9,0
	Preparation of teacher's handbook	2	10,5	Moving away from exam-oriented (e.g. kgs) test studies	2	18,2
		19	100		11	100

As seen in Table 3, 63.3% (19) of the 30 classroom teachers participating in the research were female and 36.7% (11) were male.

- 1) When the answers to the 1st question are examined; While female teachers generally think that the effect of mathematics content knowledge on mathematics education is high, male teachers think that mathematics content knowledge is compulsory for mathematics education. In addition, female teachers mentioned that content knowledge increases self-efficacy and performance and provides effective teaching. Male teachers also stated that they think that content knowledge is more important in the second level of primary school.
- 2) When the answers given to the 2nd question are examined; female teachers generally found mathematics teaching sufficient for primary school level. Male teachers, on the other hand, said that mathematics education is not suitable for the age and readiness of primary school 2nd level students and that it is insufficient in terms of measurement and evaluation.
- 3) When the answers to the 3rd question are examined; female teachers generally consider the methods and techniques used as the most important factor affecting mathematics teaching. Men, on the other hand, consider teacher qualifications and teaching materials as important factors. In addition, while female teachers talked about factors such as associating with daily life and using effective communication techniques, male teachers talked about the characteristics of the program.
- 4) When the answers to the 4th question are examined; female teachers generally suggested the use of different methods and techniques by increasing teacher qualifications. Men, on the other hand, suggested that education programs should be updated and that they should stay away from exam-oriented studies. In addition, female teachers suggested preparing a teacher's handbook.

CONCLUSION AND DISCUSSION

In this study, it was aimed to examine the effect of primary school classroom teachers' mathematics content knowledge on mathematics teaching. The opinions of the teachers were taken with semi-structured forms and various findings were obtained by examining the data obtained. The most important of these findings is that mathematics content knowledge is necessary, even compulsory, for mathematics teaching.

A teacher who does not have sufficient knowledge in the field cannot be expected to perform an effective teaching. On the other hand, if a teacher with sufficient field knowledge has difficulties in using and transferring his/her knowledge and skills for teaching, he/she cannot perform an effective learning (Gürbüz & Gülburnu, 2013).

In addition, this research has shown that field knowledge alone is not enough. Supporting factors are also needed for teaching to take place. These factors are; student's qualifications (field knowledge, personal characteristics, attitude), methods and techniques used, class characteristics (physical, cognitive), teacher qualifications (age, experience, university from which he graduated), teaching materials (textbook, technology support), associating with daily life are determined as the use of effective communication techniques and the qualifications of the program.

In this research, at the beginning of the factors that should be considered in order for the teaching to take place effectively; student qualifications, the methods and techniques used, the characteristics of the class and the qualifications of the teacher. By the qualities of the student, it is meant his mathematical intelligence, readiness, and interest or concern for the lesson. In this context, it has been seen that these qualities greatly affect learning. Dursun and Dede (2004) in their research; revealed that teachers see students' mathematical intelligence, readiness, and attitudes towards the lesson as an important factor in their success in mathematics. This supports the opinions of the teachers identified. Again in this study, methods and techniques were shown as another important factor. Demirel (2004) states that the methods and techniques used in the teaching of mathematics are an important element in the realization of learning. Therefore, it is necessary for teachers to have various teaching method and technical knowledge and to choose suitable methods and techniques for the students. In addition, the physical characteristics of the classroom as a factor affecting learning are also emphasized. These views of the teachers are also consistent with the results of the research conducted by Papanastasiou (2002). Papanastasiou investigated the effect of school environment on mathematics achievement and determined that the physical facilities of the school are an effective factor on students' mathematics achievement. In addition, it was mentioned that teacher qualifications also affect teaching. Gürbüz, Erdem and Gülburnu (2013) also obtained results that support these views with the data they determined in their research.

In the study, most of the classroom teachers suggested increasing in-service training in order to overcome the deficiencies in mathematics education. Primary school is the first and most important stage in which the student

develops personally and socially. Educational institutions fulfill their functions through teachers. Particularly, classroom teaching is not an ordinary job that anyone can do, it is a profession that requires expertise. In order for teachers to have this specialization, they must receive vocational training before the service and be trained during the service. Technological and social changes, the development of knowledge, and the change in student expectations and needs have led to the differentiation of teaching methods in educational institutions. Especially in the teaching profession, the education given at the university was insufficient. The ability of teachers to catch up with these changes and developments depends on qualified in-service training.

As a result, in this study, it was determined that the mathematics content knowledge of the classroom teachers had a high effect on mathematics teaching. In addition, supporting factors were also observed.

RECOMMENDATIONS

Primary education is the cornerstone of education. Teaching mathematics is also seen as one of the most important and difficult areas of education. Especially since it includes abstract concepts, it is difficult for students in younger age groups to learn mathematics. The most important role in concretizing and giving meaning to these abstract concepts again falls to the classroom teachers. For this reason, some suggestions can be put forward in the light of the information obtained in this research aimed at improving the content knowledge in order to make mathematics teaching effective:

- It should be ensured that in-service training activities are effectively planned, arranged according to needs and accessible every year.
- The biggest task falls to the teachers in order to prevent the students from developing negative attitudes towards the lesson and to make them love mathematics. Teachers should provide knowledge and skills by making mathematics education fun.
- The methods and techniques used in the mathematics lesson are very effective in the students' understanding and success of the lesson. For this reason, new student-centered teaching techniques should be applied by moving away from traditional methods (based on rote). Educational programs should also be open to development in all aspects and should be suitable for using new teaching techniques.
- The high number of students in the classrooms in our country and the lack of material and technical support are the most important obstacles to teaching. In this direction, classroom environments that are suitable for modern education, equipped and with fewer students should be created.

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THE EFFECTS OF SUPERVISORS ON THE BEHAVIOR OF INDIVIDUALS IN TAKING CONTROL OF EDUCATION

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ABSTRACT

It is defined as an indispensable part of life, and employees spend most of their days at work and with their colleagues for many years. For this reason, job satisfaction of the employee is a very important issue in terms of psychological and physical health, and efforts to increase job satisfaction by developing employees have been among the priority issues of institutions for many years. Development of talents, knowledge and skills of employees; It will positively affect working life and private life, and will also make employees feel valuable (Telman and Ünsal 2004). According to many researchers, job satisfaction, which is accepted as a dynamic phenomenon, expresses the positive feelings and attitudes of employees towards their jobs (Faragher, Cass and Cooper 2005). It was prepared with the expectation of creating a direct change of thought and behavior on the target audience in controlling education, and its main purpose is to evaluate the approaches and effects of supervisors on individuals.

Keywords: Education, Teacher Supervision, Supervision

INTRODUCTION

Auditing is a scientific field with principles, methods and, most importantly, theoretical basis. The inspector who will conduct the inspection must also have this scientific infrastructure, and must be an expert in his field, that is, he must have the competence to audit. Education is the process of bringing about the desired change in the behavior of the individual through his own life in a planned and programmed manner.

At the beginning of the basic principles of education is the development of the *inherited powers* of the individual through learning. Capabilities allow one to predict the extent to which a person can benefit from education. First of all, it is necessary to know the general and special abilities, weaknesses and strengths of the individual in order to help him choose the branch of education and profession.

An individual's general and special abilities, achievements and interests, body structure, temperament, emotional qualities, basic needs, habits, attitudes and value judgments form the personality of the *individual* as a dynamic whole. With all these qualities, the nature of the interaction of the individual with himself and his environment, as a stimulating system, determines his typical behavior and harmony.

Human *knowledge, power and abilities* are limited. His emergence on the stage of existence is not by his own will and power. He does not choose his parents, race, gender or color himself. It exists and is born with such an identity. In fact, he does not even have the power to accept or reject his existence. The unknowns that he could not solve with the experimental method! These unknowns continue to exist throughout life, as they do at birth.

Since education has an indispensable importance for all nations, it was felt necessary to establish a system for managing and supervising it, and inspection units were established based on this need. The issue of which groups will supervise the education and how the authorities will be limited depends on the decision to be taken by that society. Different answers can be given to the question of who should manage and supervise education, depending on the philosophy and history of that people.

Supervision is a guidance and professional help that can be applied in all areas of education, when needed and desired (Taymaz, 1993, 3). Supervision can be defined as a method of controlling behavior in the name of public interest. With this aspect, auditing is the most used regulatory tool. Because corrective actions are the first condition of ensuring compliance (Bursalioğlu, 1987, 186). Auditing is the process of determining whether the work done in the organization is in accordance with the determined goals, rules and principles (Aydın, 1993, 1). From this point of view, it is possible to define auditing as developing and controlling the process.

Auditing requires a superior view that can be gained through a professional education (Bursalioğlu, 1987, 187). When supervisors are not trained consciously about how to do what they are going to do and what to do, they think that they are doing their duty by engaging in routine activities without knowledge and thus lose their helping feature (Gardner, 1980, 2). It is seen as a necessity for the auditors to be professionalized regarding the work they will do before starting their audit duty. Because supervisors are both evaluators, trainers and judges.

In order for supervisors to be evaluators, trainers and judges, they also require a theoretical background, practical equipment, experience and strong skills in the aforementioned subjects. In summary, audit work is not an ordinary job that anyone can do, but should be seen as a job that requires expertise and should be accepted as such.

In addition to informing the individual and providing with professional formation, schools should work as institutions that develop *the personality of the individual*, train and establish contact with history and culture.

Social values are the forces that bring the members of the society closer to each other, keep them together and ensure their continuity. Social values reflect the feelings and thoughts of the society. Social values *that protect the qualities that make people human are basically based on* moral beliefs and principles. Respect for moral values such as *goodness, truthfulness, compassion, protection and loyalty* to lofty values are the basic bonds of society.

In all societies, unethical and unlawful acts such as *theft, bribery, lying, slander, and trespassing* are prohibited. Every society has established institutions to protect its own spiritual structure and has developed some mechanisms.

Auditing is an activity that requires acting on a set of principles. Although auditing principles are handled in different ways in different sources, the following form is emphasized in this study. Auditing is an activity with certain goals. The basis of control is democratic leadership. The existing structure and conditions determine the starting point of the audit. Supervision evaluates the educational environment as a whole. The primary problems of the educational environment constitute the starting point of the supervision activity. Auditing is an activity carried out on the basis of sharing responsibilities, cooperation and group approach.

There is a modeled process followed in the audit. Teachers are given the opportunity to express themselves during the supervision process. Continuity is essential in the audit, which is carried out by following a certain sequence. Communication and interaction are important in an audit where a positive human relations approach is followed. Individual differences in auditing, a continuous research tradition and the importance of consensus in success are believed (Hicks, 1969: cited in Aydın, 1993, 14-18). Complying with these stated principles and acting in this direction requires a comprehensive knowledge, skill and attitude.

According to these principles, auditing is not an activity to be performed by a person who is not trained in the field or who is not an expert in the field. Because to behave in accordance with each principle requires serious equipment and experience. The person who will carry out the audit should not act emotionally towards the person being audited for various reasons, should not be influenced by closeness or previous frictions. Because control is a matter of conscience as much as it is administrative. In other words, the supervisor should be free of all emotionality and should be guided by the principles of equality and objectivity when making evaluations (Sabuncuoğlu, 1991, 170). In this context, a special place should be given to human relations in the process of training supervisors. Because the supervisor should know the importance and methods of behaving positively towards the employees and ensuring their trust and understanding.

In the process of training auditors, it is important to gain the competencies required by the job or task. In this context, the training in the training process of the inspectors should be planned as specialization training and this training should cover the duties and basic roles of the inspectors. From this point of view, it is seen that supervisor training is based on three important reasons (Kirkpatrick, 1971; cited in Taymaz, 1973, 50):

- 1- It should be ensured that they get information about the subjects expected from the inspectors.
 - 2- Necessary knowledge, skills and characteristics should be provided for the effective performance of audit activities.
 - 3- Efforts should be made for inspectors to acquire the necessary willingness and habits to be successful.
- These three elements help the auditor to specialize. Being an inspector without providing these is like a doctor who has no experience with cadavers directly going into the operation.

According to Özdemir (2001), auditing, as a sub-system of management, serves the development of institutions, while it is a state duty in terms of public administration, it is seen as an area of expertise in terms of managerial competencies. In this respect, inspectors should receive a good education and be field experts. Because supervisors are educators who help teachers to solve the problems they encounter in their education and training activities, that is, to help the realization of all kinds of educational activities in the school more effectively. For this, inspectors must undergo a comprehensive training program. Because the auditor is no longer a field expert to be trained by trial and error.

Although it is a generally accepted view that inspectors should be put through an effective training formation, it is seen that they are generally trained by trial and error. It is difficult for supervisors trained in this way to adapt to the system, to be useful and to evaluate the system as healthy. These views are similar to the findings of many studies in the literature (Çiçek Sağlam and Demir, 2009; Doğanay, 2006; Dündar, 2005; İnal, 2008; Kavas, 2005; Renker, 2005).

In many developed countries, the fact that the majority of education administrators and teachers have received postgraduate education requires inspectors to receive a better education than administrators and teachers. The fact that the supervisors have received a good education and provided their expertise can increase their power of influence against the administrators and teachers both in the supervisory process and in their individual relations. Thus, depending on the power of influence obtained by the supervisors, it is ensured that they act more effectively and efficiently on the people they supervise and in the environment. If the inspectors see the impressive power they have obtained through training formation as insufficient, then they may prefer to use their authority, and in this case, the inspector and the inspected may come face to face and conflicts may occur. Therefore, before starting the profession, inspectors should receive sufficient pre-service training, have provided expertise, and should reach a sufficient level in terms of field knowledge and experience.

Yıldırım (2006, 723) states that personal and specialist qualifications should be among the qualifications sought in an inspector, and that the education received before being appointed to the profession plays an important role especially in acquiring the qualification of expertise.

According to the findings of Şahin, Çek, and Zeytin (2011, 1191), inspectors find the in-service training courses inadequate and point to "professional inadequacies of the trainers" as the reason for the inadequacy. It is seen that the principles and rules related to professional ethics are applied by unions or associations in all developed countries today. While unions provide some rights to their members, they also expect them to act in accordance with professional ethics.

According to Karagözoğlu (1985, 4), the basic principle accepted in the contemporary understanding of education is that the most effective way of helping and guiding teachers is provided by supervisors. The acceptance of this basic principle is based on the fact that the assistance and guidance activities to be carried out to teachers require a certain expertise and that supervisors are accepted as experts in their fields. For this reason, the professional support to be provided to teachers should be provided in accordance with the developmental supervision approach that will increase the opportunities for cooperation in the teaching and learning process (Treslane, 2008).

METHODOLOGY

Population and Sample of the Research

The universe of the research consists of supervisors and teachers working in the TRNC Famagusta and Nicosia. The sample of the study consists of 65 randomly selected high school teachers and 15 supervisors from the Ministry of National Education.

Research Question

- Is there a difference between direct thought and behavior change on the target group in controlling education?
- Is there a difference between thinking and behavior change in evaluating supervisors' approaches and effects on individuals?

Model of the Research

This research was conducted in the general screening model. General screening models are screening arrangements made on the whole universe or a group to be taken in order to make a general judgment about a universe with many elements. According to Yıldırım and Şimşek (2006), data collection techniques such as observation, interview and document analysis are used in qualitative research, and a process is followed to reveal perceptions and events in a realistic and holistic way in the natural environment. In addition, quantitative research designs provide the researcher with a flexible approach and contribute to the consistency of various stages within a certain focus.

Research Group

The study group of the research consists of 80 teachers working in 15 public schools in the TRNC center of Nicosia, Famagusta, Güzelyurt, Kyrenia in the 2020-2021 academic year. Purposive sampling method was used to determine schools and teachers, as it allows for in-depth research of rich sources of information.

Data Collection Tools

The data of the research was obtained with 30 semi-structured questions developed by the researchers. The prepared interview form was examined by 4 faculty members who are experts in their fields, and necessary corrections were made in line with the opinions of the experts. Afterwards, this form was read to 5 teachers and it was determined whether there were questions that they did not understand or that caused confusion. After the necessary corrections, the form has reached the application stage. After the content validity, construct validity and reliability of the questionnaire were ensured, it was used in the literature. Hazırlanan anket 30 sorudan oluşmaktadır. The prepared questionnaire consists of 30 questions. The questionnaires were hand-delivered to the schools and collected by hand. From this point of view, the validity of the form was ensured. The research data were written by taking notes during the interview. The written data were also checked after the individual interviews were completed. Interviews with the participants varied between 10 and 25 minutes. The interview method gives the participants the opportunity to respond according to their own perspectives, and since there are no pre-prepared questions like in the questionnaires, the participants freely explained their thoughts on the subject.

Table 1. Individuals' Levels of Agreeing with Statements and Scoring Limits

Scale Involvement Level	Rate	Rate Limits
Strongly disagree	1	1.00 – 1.79
Limited agree	2	1.80 – 2.59
Moderately agree	3	2.60 – 3.39
Agree a lot	4	3.40 – 4.19
Strongly agree	5	4.20 – 5.00

During the data collection through interviews, the participants were allowed to present different and rich ideas, and the opinions of the participants were not limited in any way. In order to ensure the reliability of the research, the findings were presented by coding with direct quotations from the participant's views and by specifying the participant numbers (such as P1, P2).

Data Analysis

In the analysis of the data, the records were first examined and the data was written down by sticking to the original. The interview data were coded and then organized according to the themes that emerged.

The opinions expressed by each participant were reviewed two or three times and the accuracy of the statements was confirmed by two researchers. The extracted codes were then reanalyzed and associated with themes (Bogdan & Biklen, 1998; Creswell, 2002). In this study, participant views were presented with the help of a realistic mode (Creswell, 2002; Van Maanen, 1988). In this way, the participants were allowed to freely share their views on the subject, without the researchers playing the role of arbitrator in matters such as what the participants said right or wrong. In order not to spoil the integrity of the opinions of the participants and for the readers to make their own comments, the opinions of the participants were presented by the researchers without abbreviation. The data obtained in the research were examined with qualitative research methods and evaluated with the help of content analysis. While analyzing qualitative data in the research, content analysis based on coding was used. As Yıldırım and Şimşek (2006) stated, during the content analysis of the data within the scope of the research, similar data were brought together within the framework of certain concepts and themes, and these were arranged and interpreted in a way that the reader could understand.

FINDINGS

Table 2 T-Test Results for Independent Groups to Determine Individuals' Opinions by Gender

Gender	N	X	ss	Sd	T	P
Female	65	64.16	25.22	102	0.04	0.13
Male	15	64	17.59			

As can be seen in Table 2, there is a significant difference between the opinions of teachers regarding the level of influencing behaviors of supervisors, according to their gender ($t(102)=0.04$, $p>.05$). In other words, there is no significant difference between the opinions of female teachers and male teachers regarding the level of supervisors' influencing behavior.

Table 3 shows the mean and standard deviation results of the supervisors' views on their behavior according to the education level variable.

Table 3 Opinions of Individuals by Level of Education

Education	N	X	SS
Undergraduate	15	2.85	0.74
Master's degree	10	2.68	0.72
Teacher Academy	10	2.92	0.62
Doctorate	5	2.71	0.72

As seen in Table 3, it is seen that the average scores of the opinions of the individuals according to their education levels vary between 2.68 and 2.92.

Analysis of variance (One-way) was used to determine whether the observed difference between the opinions of the supervisors regarding the individual's education level variable was significant or not. Analysis results are shown in Table 3.

Table 4. Variance Analysis of Supervisors' Opinions on Individuals' Education Levels

Source of Variance	Sum of Squares	Degrees of Freedom	Avarage	"F" Value	Result
Between groups	3.64	2	1.82	3.45	P > 0.05
Within groups	39.37	34	0.52		

When Table 4 is examined, no significant difference was found between the opinions of individuals according to the variable of education level. According to the education level variable, they expressed an opinion as "moderately agree" with the behaviors of all individuals.

Table 5 Results of One-Way ANOVA Used to Test the Differences of Supervisors in terms of their Opinions on Influencing the Behavior

Source of Variance	Sum of Squares	Degrees of Freedom	Avarage	"F" Value	Result
Between groups	1424,57	3	372.53	0.55	P > 0.05
Within groups	62613,86	100	568.21		

According to the ANOVA results given in Table 5, the perceptions of primary school teachers according to their branches do not show any difference regarding the level of influencing behaviors of the supervisors ($F(3-100)=0.55, p>.05$). In other words, the opinions of the teachers about the level of influencing behaviors of the supervisors did not show any difference according to the behaviors of the teachers.

DISCUSSION, CONCLUSION

There is a need for the existence of a set of ethical principles determined by each profession. Educational organizations are institutions in which human behavior plays an extremely important role. The professional ethical principles required for educational supervision are also indispensable and cannot be postponed. It is of great importance that the auditor, who is in intense cooperation and interaction during the audit process, behaves in the most appropriate way to the determined ethical principles.

In order to ensure that educational organizations continue their development in a healthier, more efficient manner and in line with the requirements of the age, primary school supervisors are expected to fully comply with ethical behaviors. In this study, it was concluded that supervisors do not have the desired level of competence in ethical behavior. In particular, it was concluded that the teachers' "notifying the inspection time in advance", "behaving objectively in the evaluations", "trying to get to know and understand the teachers" behaviors of the teachers "participated less" and that these behaviors were at the lowest level compared to other behaviors. It is of great importance for the auditors to show sensitivity in these matters for an effective audit. On the other hand, it was concluded that teachers "very much agree" with the behaviors of "does not wear jewelry that symbolizes their membership in any group", "is clean, neat and orderly", "does not want information about private life". This shows that the inspectors are meticulous in these matters. According to the opinions of the teachers, these three behaviors were shown at the highest level by the supervisors. Other behaviors are expected to be at this level, and this is inevitable for a healthy control.

In general, the common opinions of all supervisors participating in the research on the behavior of the individual were found at the level of 2.71 (moderately agree). This situation shows that the supervisors do not exhibit the desired level of behavior in complying with the principles. The prestige of a profession decreases or increases according to the degree to which all its members act and behave in accordance with the ethical principles and rules determined by the members of that profession. Those who do not comply with these principles and rules are warned, those who insist on not complying are excluded and even prevented from staying in that profession.

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THE EXAMINING OF THE IMPORTANCE OF TECHNOLOGICAL KNOWLEDGE COMPETENCIES OF TEACHERS IN TERMS OF VIRTUAL CLASSROOM MANAGEMENT

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ABSTRACT

Developments in information and communication technologies bring about changes in the field of education as well as in different areas of life. It is expected that teachers, who are a part of the education system that goes on the path of renewal in parallel with the developing technology, have knowledge and skills in the field of developing technology and use these skills in raising new generation students. Due to the global pandemic, there has been a mandatory transition in virtual classroom applications. Therefore, virtual classroom management is of great importance in terms of effective learning and teaching in virtual classrooms. The purpose of this research is to examine the importance of teachers' technological knowledge competencies in terms of virtual classroom management. In the study conducted with the document analysis method, which is one of the qualitative research methods, the relevant literature was examined and the findings were discussed. As a result of the research, the importance of teachers to have sufficient knowledge in this direction has been revealed in order to carry out the education carried to digital platforms with the pandemic effectively and efficiently. In virtual classroom management, unlike traditional classroom management, it is seen that there is a need for the development of technological infrastructure, as well as the need for teachers to be supported in order to develop their knowledge and skills through seminars and trainings in this field.

Keywords: Technology information, classroom management, virtual classroom management, teacher

INTRODUCTION

Rapid advances in technology have integrated technology and human life. Today, which is called the information society and the digital age, it is seen that the role of technology in various areas of life has increased (Yılmaz & Ayaydın, 2015). Change is one of the most important features of the age we live in. The knowledge, skills and competencies needed in social life are constantly changing from an individual point of view (Gülcü, Solak, Aydın, & Koçak, 2013). Technological advances and innovations, which have become an important element of life in the world where globalization is experienced, enter different areas of life and integrate with life (Aktaş, 2016). In particular, this situation has changed the education sector by affecting social life with the development of technology in the 21st century. For example, as a result of this change, technology can be actively used in schools and school environments (Varank, 2009). As a result of these technological changes and their reflection on education, the education system and its components are also updated.

With the developing technology, the skills expected from the teacher have changed. The place of the profile of the teacher, who transfers his knowledge directly to the student and focuses on rote learning; has taken the profile of a teacher who provides information to students with guidance, teaches learning, supports and facilitates them with technology (Şimşek, 2002). In general, within the context of this innovation and development, teachers need to innovate and improve their qualifications and skills (Doğru & Aydın, 2007).

In this direction, the role of technological advances is felt significantly in the training of qualified students who will meet the requirements of the age. Today, it is educators who make information technologies effective and efficient in educational activities. It is seen in many studies that the functionality of technology depends on human power. For this reason, teachers' qualifications are important in the management of information technologies and in establishing a relationship between this technology and students (Aktepe, 2011).

The effectiveness of teaching activities in the virtual environment reveals the effective management of virtual classrooms, some basic principles and rules in this field and the studies that need to be done. The pandemic shows

that traditional classroom management principles and practices and virtual classroom management principles and practices naturally require different skills. Because teaching practice is carried out in a virtual environment where distance education opportunities are available instead of a traditional classroom. The study found that students' internet use increased the gap in the relationship between students and lecturers and experts. It can be said that this result is due to the social and physical distance between teachers and students. This will naturally be reflected in the classroom management in a virtual environment.

For teachers to successfully manage the virtual classroom, they must use the principles of virtual classroom instruction to support their students' critical thinking and higher learning development. These qualifications can be achieved through reflection, collaboration and evaluation using online tools such as asynchronous virtual classrooms, focus groups and conference rooms (Rufai, Alebiosu & Adeakin, 2015). One of the biggest challenges during the pandemic is that classroom teachers are managing the new classroom environment, which they don't fully know, in a virtual environment. This situation seems to be more difficult than traditional face-to-face teaching. In this study, it is aimed to examine the importance of teachers' technological knowledge competencies in terms of virtual classroom management.

Education and Technological Knowledge Competence

Based on the definitions of technology in the literature and our experiences in our daily lives, we can say that technology is used in every aspect of our lives today. Technology is also necessary in the field of education, and education and technology affect each other (Yanpar, 2017). Educational technology in line with the definitions made; It can be defined as a dynamic process for the efficient use of tools and materials that emerged as a result of technological developments in educational environments, and their restructuring by evaluating the results (Ünal, 2010).

Today, with the developing age, knowledge, skills and attitudes related to technology have come to the fore in the teaching profession, as in all professions. At this point, the competence of teachers to use technology in educational activities becomes important, and their competence to use technology shows its effect on their own teaching success (Elif Küçük, 2016). Technological competencies are important for educators to be efficient and successful in their teaching and for the continuity of their professional development. An educator with technological competence can use different digital tools and environments to improve both their individual and professional competencies (Seferoğlu, 2004).

It is of great importance for teachers to develop themselves in terms of field, pedagogy and technology knowledge in order to be successful in their professional life. It should be ensured that teachers can use information and communication technologies at a sufficient level in order to follow the developments in their field, to add contemporary teaching models and strategies to the teaching process and to adapt to the period in which they live. Therefore, having a good knowledge of technology provides an advantage in improving the knowledge of teachers in their branches (Gündüz, 2018).

Classroom Management

Students learning simultaneously in 21st century classrooms, rapid learning and continuing to improve classroom management models offer versatile activities in education. Therefore, Sugai and Horner (2002) stated that teachers should be trained very well so that they know which movements to do when and in what way. Teachers should be aware of the strategies to be chosen to address students' behavior problems, the factors that affect students' behavior, and the best classroom management. Allowing students to spend free time in class can cause students in the classroom to misbehave. In order to avoid this method, Sugai and Horner (2002) stated that teachers should create flexible environments in the classroom, use their experiences in a planned manner and provide an efficient teaching environment; He stated that the physical conditions should be adjusted conveniently and a free communication environment should be provided for all students to share their ideas.

Classroom management is not just about the behavioral dimension. It consists of processes such as organizing the life in the classroom, organizing the teaching process, using resources efficiently, making positive use of the environment, guiding the student in the process, and preventing possible problems that may arise. Classroom management includes improving teaching conditions, making physical arrangements, using time effectively, drawing and arranging the field in relationships, establishing positive communication and supporting students throughout the process (Karip, 2002). Classroom management focuses on a teacher's teaching and promoting

learning to attract students' attention (Wolff, Jarodzka, & Boshuizen, 2017). Classroom management and behavior management are viewed differently by new teachers and by different teacher levels. Students have off-task and discipline problems; focused on eliminating this problem by teachers in the highly effective learning process of students (Wolff et al., 2015). Regardless of teacher level, a successful classroom management system starts on the first day of school and is crucial for success throughout this term (Bohn, Roehrig, & Pressley, 2004). From the first day, teachers should use detailed instructions to avoid confusion when it comes to rules and tactics to attract students' attention (Stichter et al., 2009).

Virtual Classroom Management and Technological Information

Online learning environments such as virtual classrooms have advantages such as flexibility, interaction, interoperability, and reduced space and time barriers (Rufai, Alebiosu, & Adeakin, 2015). In addition, it is predicted that the virtual classroom application will make a significant contribution to continuous education in emergencies such as Kovid-19, earthquake, war, forced displacement.

Liu (2015) stated that in general, virtual classrooms are more effective than real classrooms and distance education because virtual classrooms can visualize logical reasoning and abstract theories, and students in the virtual classroom group are more likely to reason logically more easily.

Effective virtual classroom management requires good curriculum planning, effective management of student behavior, and effective use and management of technical tools used in virtual classrooms. Technical tools for students require access to virtual lessons and the ability to use technical tools effectively. Gündüz and Can (2013) emphasize that teachers should have a solid professional knowledge, general culture, field knowledge and classroom management skills in order to manage the classroom effectively. Learning, socializing and developing desired behaviors, and success undoubtedly depends on their skills in classroom management. It can be said that these skills are necessary and important for teachers' success and effectiveness in virtual classroom management. According to Franklin and Harrington (2019), a teacher's role is not just to achieve program goals in the classroom. It is stated that effective classroom management can be achieved by sharing the roles and responsibilities of students and teachers and ensuring student participation.

Conclusion and Recommendations

There are several obstacles to effective technology integration in the virtual education environment. The most important of these obstacles is the lack of technical literacy of teachers (Muir-Herzig, 2004; Jedesko & Nissen, 2004; Usluel, Mumcu & Demiraslan, 2007). This situation has increased the importance of pre-service and on-the-job training for teachers (Muir-Herzig, 2004). In this context, it can be said that one of the most important factors to be considered in projects and researches aimed at ensuring effective technology integration in the learning-teaching process is teacher competence and teacher training (Yıldız, Sarıtepeci, & Seferoğlu, 2013).

The results of the research show that teachers need to understand and apply the basic principles and rules of this field and manage virtual classrooms effectively in order for the teaching activities carried out in virtual environments to continue effectively. Because, with the spread of the Kovid-19 pandemic virtual classroom application, it has been shown that the factors caused by teaching, learning, courses, technical infrastructure, laws and regulations and environmental reasons directly affect the teaching practice in the virtual environment.

In summary, clear rules and policies, the encouragement of familiarity with them, rapid instructor feedback through a variety of tools, a sense of community, and a variety of lessons and assessment types are essential to student success in the online classroom. Aware of the preventive nature of classroom management, the online instructor will anticipate potential problems and structure the classroom to address issues before they arise. Considering such potential issues, the instructor should become more aware of the diverse nature of the students who make up any class. However, it is argued that the online learning environment can be as rich and rewarding as the traditional environment if preventive classroom management is made an integral part of lesson preparation.

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THE IMPORTANCE OF OPEN EDUCATIONAL RESOURCES IN THE DIGITAL AGE

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ABSTRACT

Technology plays a much larger role in the digital age than in previous generations, and it has become important today that education adapts to this digitalization. Sharing educational resources was traditionally limited in the competitive world of higher education. Educational institutions keep their educational materials and resources private. Today, an increasing number of institutions and individuals have made such digital resources available for distribution on the Internet by removing legal, financial, and technical hurdles. Open Educational Resources (OER) creates the right way to provide free and accessible education to all and access information for the public good. It is important that OER is inexpensive and freely adaptable. The ability to adapt and modify content provides a significant advantage, especially when targeting specific populations such as the disabled or those with special needs. This research aimed to reveal the importance of open educational resources (OER) in the digital age. The research was carried out with the compilation study method, one of the qualitative research methods, and the researches made for the purpose of the research were examined.

Keywords: Digital age, Open Educational Resources, OER, Education

INTRODUCTION

Technology is the name of tools and devices that make life easier in all areas of life. The possibilities of technology are used in every conceivable field, from agriculture, industry, trade, banking, health, defense, education, science, sports and entertainment. Today, there is not a single area where technology is not used and technology products are not used. The first programmable computer produced in 1936 can be considered as the beginning of digitalization in the current sense (Sahinaslan, 2020). While technological innovation is effective in many areas, it also causes innovations in education. Due to these innovations, the field of education is changing rapidly. These innovations have the potential to renew the tools and equipment used in education to meet today's needs. In this changing environment, it is necessary to bring a digital dimension to education. Today, not being able to benefit from technological opportunities in education cannot meet the needs and expectations of the age (Karasar, 2004). The introduction of the Internet into our lives has made it easier to access information. Access to e-books, public and private digital libraries, digital encyclopedias, articles, blogs, websites and discussion forums where you can exchange information with one click has become easier. This digital transformation fundamentally changes the access and sharing of information. While digital transformation is developing rapidly around the world, schools are struggling to keep up with this speed. Almost all research shows that education has remained the same for centuries, the classroom environment and its components have remained the same, the location, teacher-student relations and teacher participation have not changed.

However, rapid digital changes in the world have moved the learning environment to a different place in terms of space. The traditional teacher-student hierarchy began to disappear. Students' ability to access information quickly eliminates the teacher's role of knowledge transfer. The wealth of information and publicly available information make teachers comparable to other teachers and educational resources (Taşkıran, 2017). As in all disciplines, rapid access to information is critical for society and individuals. Distance education applications that support education in the digital environment are gaining importance due to the ease of access to information (Çallı, Torkul, & İşman, 2014). The development of information technologies in the field of education has made it necessary to use more effectively. Those who cannot adapt to development face many problems. The situation in this area shows that it is almost impossible to provide education without the use of pedagogical techniques in today's education system (Sarsıcı, Çelik, 2019).

Access to information is the fundamental right of every human being, but this does not mean that there are no limitations. Teaching and learning tools were frequently seen as crucial intellectual property accessible to their students and staff in the competitive world of higher education. Today, a growing number of institutions and individuals distribute such digital resources through the internet without any legal, financial, or technical restrictions. Education becomes more accessible thanks to Open Educational Resources (OER). The Massachusetts Institute of Technology (MIT) Open Course Ware (OCW) program, which uploaded most of the course materials on the Web and made them available globally and free of charge, marked the beginning of open access in education in 2001. Many world-renowned universities followed their lead, increasing their impact in the academic area as well as among people seeking knowledge. The notion of Open Educational Resources was

initially mentioned at the UNESCO Open Courseware Forum for Higher Education in 2002, highlighting the idea of open sharing of knowledge and digital teaching, learning, and research materials (Butcher, 2011; Poposki, 2010).

Open Educational Resources (OER) includes research resources like as all and parts of e-courses, curriculum maps, textbooks, course materials, learning materials, lesson plans, simulations, multimedia content, audio and video recordings, experiments, applications and games. It consists of other materials that are designed to be used in teaching and learning as well as research and are available for use without any payment (Butcher, 2011; Groom, 2013). The purpose of this research is to examine the importance of open educational resources in the digital age.

DIGITAL AGE IN EDUCATION

Education has recently begun to undergo a complete transformation. This change continues to occur rapidly. Education is now everywhere, teaching mobile applications together what we need to know and what we need to know in the next step (Bates, 2016). Democratization of knowledge facilitates access to electronic encyclopedias, public and private digital libraries, dictionaries, digital books, articles and archives, social networks, blogs and websites, and exchanges information. This digital transformation completely changes the access and sharing of information. Digital transformation is happening rapidly around the world, but schools seem to have a hard time keeping up. Most studies show that education has not changed over the centuries, the classroom environment and its components are the same, the space, the lessons given at regular intervals, the teacher-student relationship and the central approach have never changed. As a result, rapid changes in the external environment pose a threat to the classroom. In traditional schools, where teachers are seen as the authority on knowledge, the hierarchy between teacher and student has begun to disappear. When students access information quickly, teachers lose their role in communicating information. The abundance, diversity, and accessibility of information have made teachers comparable to other teachers, learning resources, and other departments (Davidson & Goldberg, 2009).

In addition to the use of information technology in educational institutions, higher education institutions try to keep up with this change by offering online courses to break institutional boundaries in the digital age. Educational institutions have recently entered the process of transition to distance education, especially with the emergence of massive open online courses (Davidson & Goldberg, 2009). These lessons created a turning point. It has succeeded in combining two important long-term developments such as online learning and distance education (Bonk, Lee, Reeves, & Reynolds, 2015).

It is seen that the transformation caused by open education resources took place in three areas. In the field of digital assisted production, there are completely new lessons designed with a structure that combines not only audio-visual video recordings of lessons, but also various images, sounds, images, languages and graphics. Secondly, this online course transformation is done not only as a public course, but also in a structure that allows interaction between the student and the teacher. Finally, the modules of these lessons must have the certificate system enabled. It is stated that the industrialization of distance education is a new structure that takes full advantage of the potential of digital technology and forms the basis of the interaction between producers and consumers.

One of the important innovations brought by information technology is the development of open learning resources (OER). Under the slogan of education for all, UNESCO recognized the potential and created the concept of open learning resources. These supports are available to everyone free of charge and online. These materials may be reused, modified, combined and reproduced by the user as needed. Open learning materials and courses are members of the digital open family, rooted in the open software movement. Other members of the digital openness include open science, open data, open business, open policy, and open practices. There are two important statements that can be seen as a turning point in the international development of open education. These are the Cape Town Declaration on Open Education and the Paris Declaration on Open Learning Resources (Bonk, Lee, Reeves, & Reynolds, 2015).

OPEN EDUCATION RESOURCES

Open Educational Resources refers to educational tools and resources that are prepared and presented so that anyone can access them without any charge, and can be developed and republished under certain conditions (UNESCO, 2019). It has an intellectual property license that can be easily accessed, used and developed by open educational resources that support the progress in education for all and the processes of improving living conditions in developing countries; It is emphasized that there are resources for learning, teaching and research purposes. All kinds of resources that will provide access to and facilitate information such as videos, course

materials, computer software, modules, textbooks, tests can be evaluated within the scope of OER (Pawlowski & Hoel, 2012). Open Educational Resources;

- To contribute to the lessons of the students who continue their education life and to support their preparation for the exams,
- To ensure that all individuals who want to follow their developments in the field of science and technology,
- To pave the way for educators to improve themselves and therefore their teaching methods with accessible course-related resources and sample course teaching methods,
- To meet these needs of educational institutions that are insufficient in terms of resources.
- To contribute to making conscious choices by ensuring that students who will enter higher education life have preliminary information about the departments and courses they want to choose,
- By providing a universal information sharing environment, especially at the university level, to ensure that students in any country benefit from the resources (library, film and video recordings, archaeological excavation data, all course materials...) offered by the university anywhere in the world,
- It can be used to serve purposes such as creating a developing discussion environment, especially for students and educators (Kurşun & Çağıltay, 2011; Smith & Casserly, 2006; Baysal, Çakır & Toptan, 2015).

OER took its first steps with MIT (Massachusetts Institute of Technology)'s "OpenCourseWare" application, then distinguished universities such as Utah, California, Berkeley, Illinois, Brown, Michigan, Harvard, Yale openly use many educational resources with different applications at different times. They have contributed to the worldwide dissemination of OER by offering Many countries such as India, Australia, the Netherlands, South Africa, France and various international organizations and organizations, especially UNESCO, have used OER with different projects to contribute to educational activities and educational policies. In Turkey, the Turkish Academy of Sciences (TÜBA) and various universities are working on the use and dissemination of OER (Baysal, Çakır, & Koleksiyon, 2015).

ADVANTAGE AND IMPORTANCE OF OPEN EDUCATIONAL RESOURCES

The use of Open Educational Resources provides various advantages to educational institutions, academics and learners. It is foreseen that the gap between different classes in the society and countries in the international arena will decrease with Open Education Resources, the quality of education will increase and access to information will accelerate. In addition, it is stated that the number of people receiving informal education and lifelong learning tendencies will increase with OER. From the OER definitions, it is stated that the provided training resources can be used without any limitations, edited, used repeatedly if necessary, mixed and recreated in line with the purposes. One of the core values of OER is the universal use of these resources, independently of the education system and national curriculum frameworks (Grodecka, Sliwowski, 2014). Explained by the European Commission the values of OER, Open Educational Resources and open applications as having more personal learning, good learning experience. In addition, they stated that by increasing the access of individuals to information, it allows more efficient and better use of resources that provide learning equality. Students can access different educational resources suitable for their learning styles through OER. They find the opportunity to easily access information by using any device without space, support and time limitations.

Students become more active participants in the education process in collaboration with other participants in virtual learning environments. Thanks to OER, teachers have the opportunity to compare their own teaching materials with the teaching materials of other teachers and to use them as a resource. They can learn to publish their work worldwide with an open license and how to improve the quality of their teaching practices and encourage pedagogical innovations. Finally, OER can reduce the cost of accessing educational materials (McGreal et al, 2013).

CONCLUSION AND RECOMMENDATIONS

The initiative to grant free access to educational and scientific resources points to the direction of change in the education system. It enhances traditional education and learning systems with open education materials and online tools that can be used unlimitedly in standard and online education through objectives that enable collaborative and constructivist learning, critical thinking and exchange of ideas. and provides an opportunity to create new knowledge.

Certain digital skills, ICT resources, time and institutional resources should be provided for the widespread use of OER and its main purpose, which is to be easily accessible and used by everyone. In particular, where Open educational resources have limitations as most of them are in English, making resources available in local

languages aims to expand the use of the OER and make it accessible and usable for all cultural and educational integration needs.

In the education sector, where digitalization is being used more and more, teachers should be encouraged to share their resources and materials with their colleagues through OER. In this way, both students and teachers are provided with the opportunity to create a network with experts in this field by keeping the knowledge they need to have up-to-date.

Therefore, it is necessary to raise awareness of the advantages and possibilities of Open Educational Resources in general and to train teachers and academics. In addition, an organizational level OER policy and implementation plan needs to be adopted, as has been done by MIT, Yale, Berkeley, Stanford, Rice and many other world-renowned universities and recommended by the European Commission. The use of OER comes to the fore worldwide, and very serious investments and projects are carried out for the use of these resources. In order to increase such studies, seminars can be held for teacher candidates on the use of OER. The use of OER creates a very beneficial environment, especially for the development of teaching methods and practices.

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THE NECESSITY AND IMPORTANCE OF DIGITAL LITERACY IN THE COVID-19 PROCESS

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ABSTRACT

Digital Literacy is the awareness attitudes and abilities of individuals to identify, access, and use digital tools and resources appropriately. It also encompasses the entire process of managing, integrating, evaluating, analyzing digital resources, creating new knowledge, creating media expressions, enabling constructive social action, communicating with others in the context of specific life situations. Due to the Covid 19 pandemic, the transfer of education to digital environments and the distance education across the world have revealed the necessity of digital literacy. This research aims to reveal the importance and necessity of digital literacy in the Covid 19 process. In the study, which was derived within the scope of document analysis, the literature for the purpose of the research was examined. As a result, digital literacy skills are important in order to adapt to the changing and developing world and to access information.

Keywords: Digital literacy, Covid 19, education

INTRODUCTION

As a result of the dominance of internet technologies all over the world, services, information and opportunities have diversified accordingly. Many tools and equipment also necessitated new knowledge, systems and habits. Mobile technologies such as smartphones and tablets have rapidly penetrated the social and educational sphere, enabling us to accept new ideas and include them among the indispensables of our lives (Fırat, 2016). This situation changed the course of my life and awakened the idea that I should be open to innovations.

There are differences between the old generations and today's contemporary generations in terms of collecting and accessing information. Especially in terms of working life, there are significant differences (Friedl & Verčič, 2010). This situation reveals generational conflicts in both family life and working life. This generation, which emerged after the introduction and intensive use of digital technologies in the 1980s and later years, has a complex preference structure in terms of media use in their private and business life (Verčič & Verčič, 2013).

In today's world, where information spreads very rapidly, false information containing false information, low reliability, and false information made for provocation cause misleading results for individuals and society. Çubukçu and Bayzan (2013) state that the biggest factor in the formation of internet risks is the production and sharing of inaccurate, abusive and misleading information. In this case, the concept of digital literacy gains importance. In order to survive in the digital society formed by the rapid development of digital technologies, some concepts come to the fore. The concept of digital literacy is one of them. Digital literacy is one of the dimensions that constitute the most important pillar of digital citizenship (Ribble, 2011). Digital literacy can be defined as the ability to access information quickly using digital technologies, to question the reliability of information and to produce information by using it effectively. According to Çubukçu and Bayzan (2013), knowing different technologies and having the ability to use technologies correctly include accessing the right information in the digital environment, producing the right information, being aware of the right information and using technology in the learning-teaching process.

During the Covid-19 pandemic period, the importance of education is felt more with the realization of digital tools. Due to the COVID-19 epidemic, a pandemic was declared in the world in March 2020. Covid-19, which has an effect in all areas of life, has produced results that require the re-evaluation of education and training practices. One of the various measures taken for public health during the pandemic process in our country has been to take a break from face-to-face education. In order to compensate for the interrupted education due to the pandemic, emergency distance education applications have been started by educational institutions all over the world (Bozkurt, 2020). It is known that distance education is an option that can be used in the lifelong learning process, and emergency distance education is a necessity in times of crisis (Bozkurt & Sharma, 2020).

With the transfer of education to digital platforms due to the pandemic, the concept of digital literacy has become an important issue to be discussed. In particular, it is aimed to reveal the necessity of digital literacy levels of teachers and students, who are important stakeholders of education, and the importance of digital literacy in the distance education process with the research done.

COVID 19 AND EDUCATION

The Covid-19 pandemic affects life in many ways. One of the areas most affected by this process is education (Oranburg, 2020; Telli & Altun, 2020). While the educational activities of 300 million students worldwide were restricted in March 2020, this number reached 1.6 billion in April (UNESCO, 2020). As a result of the spread of the covid-19 virus all over the world, most countries have suspended physical education, but in order for the right to education to continue, they have switched to the distance education system.

In the Covid-19 pandemic, which has affected the whole world, schools have made a rapid transition to distance education in order to ensure the sustainability of education. Telli and Altun (2020) stated that distance education is not the last resort but the only solution in this process. Thinking that the balanced application of theory and practice in distance education will bring positive results in learning, Bozkurt (2020) emphasized that the technology used without planning and the practices carried out without considering the opportunities of the students may cause social inequalities. In order for schools to provide effective teaching in the distance education system, planning, design and goals must be determined in this process (Bozkurt & Sharma, 2020). Therefore, it is important to examine the application, learning process and student-teacher-system interaction dimensions of distance education carried out during the pandemic process.

In the distance education carried out in the Covid-19 pandemic, the contents were carried out with synchronous and asynchronous methods (Bergdahl & Nouri, 2020; Ertuğ, 2020; Njoki, 2020). Teaching in distance education can be carried out independently of time and place. Teaching in distance education takes place at the same time, but in different places, synchronously or asynchronously at different times and in different places. When the literature is examined, it is seen that applications such as Zoom, Microsoft Teams, Google Meet, Skype, Tencent Meeting, RoomBox, Classin for synchronous teaching, Google Classroom, Blackboard Collaborate, ClassDojo, Skolplattformen, Twinkl, Scoilnet, SeomraRanga, SeeSaw for asynchronous teaching in the Covid-19 pandemic. , Okulistik, Edmodo and similar applications are seen to be used (Burke & Dempsey, 2020; Mouchantaf, 2020; Sari, 2020; Talidong, 2020).

Digital Literacy

Digital literacy covers all of the skills and behaviors that people should have in digital environments. digital literacy; Along with the correct use of different technologies, it requires the ability to reach, produce and share the right information, and to have the skills to use technology in the learning-teaching processes (Çubukçu and Bayzan, 2013). Digital literacy includes the processes of finding information, trying to understand, analyzing, producing and then sharing information through technological tools. In recent years, with the use of information technologies such as the internet, computers, interactive boards and smart boards in education, the necessity for students to use these technologies have emerged.

According to Hague and Payton (2010), digital literacy is; It consists of skills, knowledge and understanding that enable critical, creative, distinctive and safe practices with digital technologies. Accordingly, digital literacy; creative thinking, extracting, evaluating and criticizing the obtained information, recognizing socio-cultural and historical effects and creating digital content, working together, using and adapting to new technologies, accessing appropriate and secure content by knowing how to use these technologies, communication through media build capabilities.

Individuals with digital literacy skills should be able to fully and accurately perform the steps of analysis, synthesis, evaluation and creating a new product, respectively. In order for individuals to be digitally literate; must have effective communication skills and the knowledge of how to ensure security in digital environments, the ability to use digital resources creatively, and the knowledge to accommodate the understanding of the social society.

Ng (2011) highlighted that a digitally literate individual uses respectful and appropriate language to avoid misinterpretations and misunderstandings as if they are communicating face-to-face, keeps their own information as private as possible, protects their own security and privacy, and understands when they are threatened. Additionally emphasized that an individual who knows how to deal with it, who knows how to file a complaint or forward it to which authorities. Savage and Barnett (2013) state that digital literacy means being both a

consumer and writer (producer) of digital content and having the skills, knowledge, understanding, values and attitudes involved in both roles. In the shrinking world with the effect of globalization, the availability of digital platforms for all citizens of the world has led to the emergence of the concept of digital citizenship, and the perception of being a good citizen is rapidly transforming into a good digital citizen (Çubukcu & Bayzan, 2013).

CONCLUSION AND RECOMMENDATIONS

Students, teachers, educational programs, administrators, etc. in the school system, who are most affected by the rapid changes and transformations in digital technologies. has been. One of the challenges for students and teachers is knowing how to behave in a digital environment. Students need to be aware of digital literacy in order to protect themselves in the face of negative situations. Therefore, all stakeholders (government, administrators, teachers, families, digital literate students should have the knowledge to train. After the students gain the awareness of digital literacy, they will be trained as individuals who can fill the concept of digital citizen who are more qualified and aware of their behaviors.

Digital platforms and developing technology, which have become an important part of education, especially with the Covid 19 pandemic, have once again demonstrated the importance of digital literacy. As a result, individuals need to be digitally literate and educate themselves accordingly in order to adapt themselves, their environment and their peers to the changing world, not to get lost in the digital world, not to stay away from developments, and to socialize digitally. Just as traditional literacy follows a developmental process, digital literacy must also undergo a similar development process and reach a fluent level by accelerating over time.

In this direction, it is recommended to organize trainings primarily for teachers and education stakeholders and to add digital literacy trainings to education programs.

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THE OPINIONS OF CANDIDATE TEACHERS ON DUTIES OF GUIDANCE OF EDUCATIONAL SUPERVISORS

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ABSTRACT

The aim of this research is to develop suggestions by examining the opinions of the teacher candidates working in the schools affiliated to the Ministry of National Education and Culture of the Turkish Republic of Northern Cyprus and the educational supervisors' views on the fulfillment of their guidance duties and their contribution to the internship process. In order to achieve this aim, interview technique, one of the qualitative research methods, was applied. A semi-structured interview form was used as a data collection tool. Both descriptive and content analysis were used in the analysis of the data. The study group of this research consists of 11 education supervisors, 3 retired education supervisors and 74 candidate teachers working under the Ministry of National Education in the TRNC. According to the data obtained from the research findings, nearly half of the candidate teachers stated that the guidance applied to them by the supervisors was not at the desired level. When the opinions of the education supervisors were examined, it was seen that many problems were encountered while performing their guidance duties. These problems are generally; insufficient number of vehicles, lack of branch supervisors, transportation difficulties, excessive workload, and long process in investigation tasks. In order for education supervisors to fulfill their duties efficiently, it has been revealed in the research that studies should be carried out to solve these problems that have been going on for years.

Keywords: Candidate teacher, supervisor, guidance, supervision

Introduction

In a dynamic world that changes, renews and develops at a very fast pace, educational institutions have to keep up with the developments in information and information technology that have increased dramatically. Organizations that remain indifferent to these dizzying developments, cannot adapt, cannot prepare themselves for new situations in the future, adapt, and follow innovations will be doomed to loss of power and extinction because the society cannot fulfill the functions expected of them. According to Aytaç (2012), the organization is a social structure that includes individuals and institutions that meet for a common purpose in order to achieve a goal that is planned to be achieved in order to achieve a certain goal (cited in Işık, 2019). The organization can only survive if it is managed in accordance with its aims (Şişman and Taşdemir, 2008). Management is the process of regulating the activities and actions that an organization carries out in order to implement, sustain, revive and implement its predetermined policies (Güçlüoğlu, 1985). In businesses, management is considered as a process and these processes are expressed as planning, organizing, executing, coordinating and controlling functions (Parlak, 2016). In this framework, auditing, which is the last stage of the management process and is a very important function, is defined as "*a function that shows the success of the decisions taken within the framework of the plan in the enterprise, and determines what has been done, where it has been reached and where it is*" (Efil, 2015).

Identifying the problems that arise in changing and developing conditions, determining new strategies for the solution of these problems, improving the existing ones and increasing the quality by increasing the performance, ensuring a more effective and efficient use of public resources can only be achieved with a successful audit (T.R. Ministry of National Education, 2013-2014). Whether the schools, which are educational organizations, can carry out their actions in accordance with the purpose, the effectiveness and efficiency of education and training is ensured by the audit (Köybaşı, Uğurlu, & Demir, 2017). As stated by Erdoğan (2002), "*The growth and development of a society depends on the successful execution of the activities of the institutions that compose it. The success of institutions/organizations is only possible by having an audit mechanism with certain scales.*" The expression expresses the importance of the word control once again (as cited in Gönül, 2020). Demirkasimoğlu (2011) stated the necessity of auditing in order to determine at what level an institution has achieved its predetermined goals, the process of developing its professional function and the effectiveness of using its resources.

Supervision is one of the constants of the education-teaching process. Auditing is a function that investigates and helps the reasons for insufficient performance in order to improve this situation when a performance situation is below the expected in an institution (Gümüş, 1999). Supervision aims to enlighten the horizons of teachers, students and stakeholders involved in this process, to create a desire for development and learning in them, and to increase their willingness and enthusiasm to work (Aydın, 2011). Contemporary Education Supervision,

which is a more modernized model, is replacing past supervision practices. One of the aims of the Contemporary Education Supervision; *“Assisting managers, teachers and other personnel to increase efficiency in education and training, to achieve the objectives of curricula at all levels, and to reach the modern quality education standards determined by the Ministry in education and training activities, to cooperate and provide guidance to them, to provide on-the-job training services”* (MEB,2006).

One of the most important links of the education system is the teacher. Teachers of the future are guides of future individuals. In an age where yesterday's knowledge has changed and renewed rapidly until today, the profile of teachers and students has also changed. Teachers are not only teaching but also learning, raising thinkers, bringing creativity to the fore, teaching the skills of discovering and revealing the different potentials of each child, developing verbal skills, understanding what they read and expressing themselves, questioning, analyzing information, problem solving and critical thinking. is the one who guides students to acquire their skills (McNeil, 1996:41, cited in Özçınar, 2019). At this point, the supervisor is the one who will help, and the first duty of the supervisor is to guide the teacher by contributing and supporting him/her to reach the targeted efficiency of all the action activities taking place in the school (Döş, 2005). Assistance to the teacher should begin as soon as he takes the first step into teaching. The candidacy period has an importance that will positively or negatively affect the decision-making process of the teacher about whether or not to continue in the teaching profession in the future. The experience to be gained in this process will reflect on future generations and indirectly on society (Özçınar, 2019). In the Turkish Language Institution (1998), while the word candidate is expressed as "a person being trained for a job", the word candidacy is defined as "training in a job" (Kara and Demir, 2020).

In the TRNC, candidate teachers start to work for 2 years under the responsibility and supervision of the supervisor, and at the end of these 2 years, those who show sufficient success, competence and suitability are appointed to the main teaching position. For those who cannot fulfill the necessary conditions, an additional period of one year is given to the trial periods. At the end of this additional period, candidate teachers whose eligibility is not approved are terminated by the Public Service Commission (MEB, 2015). In many studies, the problems experienced by teachers during their candidacy, which are the first years of the profession, the adaptation experienced at the beginning, the continuity of the classroom discipline, cultural and social harmony, motivation of the student, resource shortage, the method and techniques used in transferring information, student differences, communication problems, not adopting the school and colleagues. (Darling-Hammond, 2003; Fetherston & Lummis, 2012; Helms-Lorenz, Grift & Maulana,2016; Korkmaz, Akbaşlı & Saban, 2004; Öztürk, 2016). In this context, the audit process and the characteristics of the auditor performing the audit are also important. Although the candidate teacher has a high level of knowledge, he needs professional guidance due to his deficiencies in the field of practice, adapting to the different and dynamic school culture, inability to assimilate the task, and not being able to convey his theoretical knowledge with appropriate methods. Supervisor supports, guides, provides confidence and friendly approach for candidate teachers to gain competence (Yalçınkaya, 2002). The inspector always keeps himself up-to-date, constantly renews his experience, and acts as a carrier of information (Tebliğler Dergisi, 1991; cited in Taymaz, 2015, p.95). The supervisor supports the teacher in the organization of educational activities and guides the teacher to be objective while evaluating himself and his students (Bursalıoğlu, 1987, p.188; cited in Taymaz, 2015).

Although the duties, authorities and responsibilities of education supervisors are much broader, they are defined as Guidance, Supervision, Inspection, Research, Preliminary Research and Investigation (TRNC, National Education Supervision, Evaluation and Steering Committee (MEDDYK), 2006). Educational supervisors are appointed as education supervisors if they are successful in a multiple-choice exam covering the topics of educational supervision field knowledge, legislation, and educational sciences. With the appointment of education supervisors, it is expected that ministry bureaucrats and university academics will fulfill their duties, authorities and responsibilities with short-term, non-continuous in-service training that includes only theoretical knowledge (MEDDYK, 2006) and to help and support the candidate teachers who have just started the profession by playing the role of guidance. (Taymaz, 2015). According to Sağır and Göksoy (2020), newly appointed teachers should be compatible with the environment, train and update themselves, solve the problems they encounter, eliminate the identified deficiencies, increase morale and motivation to achieve success, classroom management, teaching methods and methods suitable for the course, It includes the use of tools and equipment, the help needed to make the teacher's self-evaluation, and the guidance role of the education supervisor. Preventing the problems that candidate teachers may experience related to education will be possible with the guidance of the education supervisor.

While each field requires a separate qualification in itself, the high workload reduces the efficiency of each field. Britton, Goodman, and Rak (2002) conducted a study in the USA, and it was revealed that supervisors' teacher development competencies were weak and they could not fully perform their guidance function (cited in Aküzüm; Özmen, 2013). Bengihan (2006), in a study conducted in the TRNC, revealed that the task diversity of

supervisors should be rearranged. Both the teacher education practices in higher education and the candidacy processes at school, which are the successor of this process, are of great importance in terms of gaining competence in the profession of candidate teachers (Işık, Çiltaş, Baş, 2010).

When the literature researches made in recent years are examined, it is necessary that the process of preparing candidate teachers for the teaching profession in the Republic of Turkey should be more comprehensive, more qualified, more planned and more effective and productive (Akyıldız, Altun, Kasım; 2020, Yılar, Sarıkaya). 2017; Özçınar, 2019) were discussed. In the Cyprus Turkish Education System, Bardak (2015) stated that the teacher education program was restructured in universities, and Kuter (2009) stated that they did not have communication and cooperation between the Ministry of National Education and Culture, the University and the schools for internship training. It was stated that candidate teachers who went to internship in order to transform the theoretical knowledge they learned at the university into practice as a requirement of the practice course, did not receive sufficient guidance support at the school they attended (as cited in Bardak,2015).

A few of the decisions taken at the 5th National Education Council of the TRNC Ministry of National Education and Culture; 1) Preparation of a joint protocol with YODAK, Ministry of National Education and Culture, Teachers' Union and Higher Education Institutions for the improvement of teacher education practices in accordance with our age, 2) The stakeholders, the relevant institution, the responsible teacher at the school where the candidate teacher is doing their internship, and the supervisors of the Ministry of National Education should take part in the implementation of the internship (practice) programs of pre-service teacher candidates, 3) Conducting frequent inspections of guidance and evaluation in schools, following an improvement and development-oriented approach in the mentoring process of the inspectors, and having a feedback-based communication with teachers, 4) Increasing the number of qualified supervisors urgently so that the supervisor's "Assessment, Guiding and Guiding" functions are prioritized 5) Based on the fact that auditing is a "must have", it was necessary for all stakeholders to internalize a common understanding and to carry out the audit in integrity (MEB, 2014). In the study of Şahin (2017), it was concluded that the guidance for teachers was not done in real terms and there were many reasons for this. In the research of Yalçın (2020), it is suggested that fundamental changes should be made in the supervision system in the TRNC and the Republic of Turkey, the supervision mechanisms of successful countries should be taken as an example, and Taşdemir (2016) that supervisors should improve themselves in regular in-service trainings on guidance.

Again, in the comprehensive research conducted by the Economic Policy Research Foundation of Turkey, it was suggested that the inspection mechanism could not fully fulfill its functions, that the lack of competent inspectors weakened the system, that some arrangements should be made in the law of the National Education Supervision, Evaluation and Guidance Department, and that the job descriptions should be changed to a simpler one (TEPAV, 2013). The general purpose of this research is to examine and evaluate the effectiveness of the guidance function, which is the main duty of educational supervisors, according to the views of both candidate teachers and education supervisors. In line with the results to be obtained, it is to develop suggestions for the implementation of a more effective, more successful, developing and changing system, innovative contemporary audit approach for the functioning of both educational supervisors and MEDDYK institution. In this context, it is thought that the study will contribute to the literature.

In accordance with this purpose, answers to the following questions were sought in the study:

1. What are the opinions of candidate teachers and supervisors regarding the guidance duties of educational supervisors during the nomination process of candidate teachers?
2. What are the opinions of the candidate teachers regarding the guidance duties of the education supervisors according to the variable of gender, educational status and the number of times they attended in-service training?
3. What are the views of education supervisors regarding their guidance duties according to gender, educational status and years of service in supervision?
4. What are the opinions and suggestions of candidate teachers and educational supervisors regarding the supervisor's contribution to the internship process before being appointed to the teaching profession?

Methodology

This study is a qualitative study conducted with the aim of examining the expectations of newly recruited candidate teachers from supervisors and examining the competencies of supervisors in fulfilling their guidance roles regarding the role of guidance, which is one of the responsibilities of educational supervisors. In this research, a form consisting of open-ended questions through "interview", one of the qualitative research methods, was used. Qualitative research is to examine, question and make sense of the origin of a problem, in

other words, the emergence process of this problem by following how it continues in organic environments (Creswell, 2009; Denzin & Lincoln, 1998).

Research Universe and Sampling

The universe of the research consists of education supervisors working under the Ministry of National Education and Culture of the Turkish Republic of Northern Cyprus in the 2020-2021 academic year and candidate teachers working in different schools. Accordingly, 14 education supervisors and 88 candidate teachers constitute the universe, while 14 education supervisors and 74 candidate teachers are the sample of the research. Of the 14 education supervisors participating in the research, 3 are retired and 11 are on active duty.

Data Collection Tools

The interview form was used as the data tool regarding the research problem. The interview form consists of two parts. In the first part, there are questions about the personal information of the participants related to the research. In the second part, there are research questions to solve the research problem. Research questions;

Questions asked to the candidate teacher:

- What are the positive attitudes and behaviors you encounter towards the guidance duties of educational supervisors during the candidacy process? Explain with reasons.
- What are the negative attitudes and behaviors you encounter towards the guidance duties of educational supervisors during the candidacy process? Explain with reasons.
- Do you think that the guidance role of the educational supervisors in your candidacy process contributes to your professional development? Explain with examples.
- Before starting the teaching profession, do you think that not only your advisor at the university but also the educational supervisors will contribute to your candidate teaching process during the internship process at schools? Please explain the reasons.

Questions asked to the supervisor:

- What are the problems that education supervisors encounter while performing their guidance duties for candidate teachers during the candidacy process? What solutions would you like to offer regarding this?
- What are your thoughts and suggestions about the contribution of the supervisor's guidance role in the internship process of the candidate teachers in the schools before they are appointed to the teaching profession?

In the research, the interview form prepared by the researcher was approved and applied by including the expert opinion. The study was carried out by adopting the principle of voluntariness.

In addition, face-to-face interviews were conducted with 2 training supervisors and their answers to the questions in the interview form were recorded with their approval. Again, 2 candidate teachers were interviewed by phone and their answers were noted during the interview.

Data Analysis

In the research, content analysis was used in the analysis of the data obtained as a result of the interviews with the education supervisors and candidate teachers. Content analysis requires a closer examination of the data obtained and reaching the concepts and themes that explain this data (Yıldırım & Şimşek, 2018). The main purpose of content analysis is to reach concepts and relationships that can explain the collected data. In the content analysis of the data, the inductive approach was used by going from the specific to the general.

The data obtained from the interview form were first analyzed and made sense of by removing the unnecessary parts, then coding was done, categories gathered around certain meanings from these codes were created, these categories were thematized, and the findings were tabulated and interpreted in a way that could be understood. The results were obtained by including direct quotations from the opinions of the education supervisors and candidate teachers participating in the research.

Findings

Table 1. Demographic characteristics of candidate teachers and supervisors

Candidate Teachers(n=74)			Supervisors (n=14)		
Demographic characteristics			Demographic characteristics		
Gender	Frekans (f)	Yüzde (%)	Gender	Frekans (f)	Yüzde (%)
Female	48	64,86	Female	11	78,57
Male	26	35,14	Male	3	21,43

Total	74	100.00	Total	14	100.00
Educational status			Educational status		
Undergraduate	49	66,22	Undergraduate	5	35,71
Master Degree	23	31,08	Master Degree	7	50,00
PhD	2	2,70	PhD	2	14,29
Total	74	100.00	Total	14	100.00
Number of participation in in-service training courses			Supervisor duty year		
1- 2 times	28	37,84	1- 4 years	6	42,86
3- 4 times	17	22,97	5- 8 years	0	0,00
5 times and more	26	35,14	9- 13 years	1	7,14
Never participated	3	4,05	14 years and above	4	28,57
			Retired	3	21,43
Total	74	100.00	Total	14	100.00

Table 2. Positive Attitudes and Behaviors Encountered towards Guidance Duties of Education Supervisors during the Candidacy Process

Positive Reviews	Frequency (f)	Percentage (%)
Guiding about education and training, transferring experiences, consulting	38	32,76
Constructive criticism, motivating, caring, attentive, tolerant, moderate, democratic	42	36,21
Giving suggestions for improvement in the missing points	7	6,03
It guides students to increase their motivation for the lesson.	2	1,72
Supportive and feedback	10	8,62
Guidance on classroom management, teaching methods, effective lectures, exam and homework preparation techniques and files to be kept	17	14,66
Total	116	100.00

As seen in Table 2, the supervisors are constructive criticism, motivating, interested, attentive, tolerant, moderate, democratic (f42), guiding the education-teaching, transferring their experiences, providing consultancy (f38), classroom management, teaching methods, effective lectures, exam and homework preparation techniques, and the files to be kept (f17) the most emphasized sub-themes by candidate teachers. Some statements according to the opinions of the participants are given below.

"My education supervisor has always been a positive guide and supportive towards me while I was serving as a guide. Supervisor displayed a constructive and guiding attitude, not judgmental, in the deficiencies observed." (C,1)

"The most positive aspect for me is that I can ask about the positive or negative situations I have experienced both in the classroom and outside the classroom, and that this door is always open when I am just at the beginning of my teaching years." (C,2)

"Although I did not have the opportunity to meet my supervisor face-to-face due to the pandemic, I was very impressed by the fact that he was available and always helpful with a positive attitude. It has increased my motivation to do better." (C,3)

"Thanks to my supervisor, I learned various teaching methods that would increase students' attention and motivation and increased my classroom authority." (C,4)

"It is positive that my supervisor informs me before she arrives, speaks with smile face and sincerity before the lesson, makes me feel comfortable, allows me to see how he teaches the lesson by using the last 5 minutes during the lesson, and follows a guiding and experience-sharing attitude at the end of the lesson without being critical, offending or condescending." (C,5)

"After observing my lesson in class, the supervisor told me which subjects I was successful in first and congratulated me. Then showed me how I could teach my lesson more effectively. Most importantly, we talked about how I can be better without making absolutely negative comments." (C,6)

"My supervisor was very interested in my school adaptation process and examined the teaching materials I prepared and shared ideas." (C,7)

Table 3: Negative Attitudes and Behaviors Encountered towards the Guidance Duties of Education Supervisors during the Candidacy Process

Negative Reviews	Frequency (f)	Percentage (%)
There is nothing negative	40	39,60
Arrive unannounced and frequent	1	0,99
The supervisor is from a different branch	10	9,90
Seen as someone to fear	6	5,94
Not having a pre-interview with the candidate teacher before coming to the lesson observation and the stress caused by this	2	1,98
Lack of online meetings with the supervisor and disconnection during the pandemic period	4	3,96
The supervisor only guides during the nomination period, there is no continuity and the senior teachers are not supervised.	7	6,93
Theoretically received pedagogical education is not sufficient in practice and the supervisor's guidance is not sufficient.	3	2,97
Subjects differ according to student levels in schools and the supervisor is not understanding	3	2,97
The inspector's infrequent attendance of the candidate teacher's course and the insufficiency of the guidance	8	7,92
The supervisor receives incomplete information from the relevant department about which school the candidate teacher is working in.	3	2,97
Being oppressive and insistent on preparing annual plans, weekly plans, daily plans, and ending the curriculum rather than mentoring.	9	8,91
Supervisor's failure to consider the fact that each school has a different student profile and that the same activities cannot be done in all schools or even in all classes.	2	1,98
Temporary teachers do not receive any help from the supervisor	3	2,97
Total	101	100.00

As seen in Table 3, when asked about the negative aspects of educational supervisors' guidance duties (f74), the participant candidate teacher (f40) stated that there was no negative situation, and the candidate teacher (f34) stated the negative aspects. Some statements according to the opinions of the participants are given below.

"I did not encounter any negative attitudes and behaviors other than the stress of "the inspector is coming." (C,8).

"My supervisor had urged me to use the schoolbook when we spoke for assessment after I entered my class, but the textbooks were never intended for vocational high school students. We had contact several times in 2 years, other than that we were not in contact. I would like to be with my supervisor more often and benefit from his experiences. I would like to hear advice about the course, writing lecture notes on the board, and classroom management." (C,9.)

"Sometimes they can be too "demand". Sometimes it is not possible to meet their demands in the unfavorable educational conditions we are in, and trying to meet these demands can create stress." (C,10).

"For me, the main problem with the supervisory process is that guidance is not given regularly after the appointments are made in person. However, the effort of the teacher to fulfill his duty during the candidacy disappears after the candidacy period. (C,11).

"Because my supervisor is not the supervisor of my branch and therefore does not have sufficient knowledge about my branch, the guidance given was limited to only the subjects such as teacher behaviors, ensuring classroom discipline, and explaining the lesson clearly. My supervisor could not give guidance on the resources I would use, the opinions of other branch teachers, and the curriculum." (C,12).

"I want the supervisor to guide and supervise me in my branch. There must be constant communication between the supervisor and the teacher. The supervisor seems to be someone to fear for the teacher." (C,13).

"Always standard annual plan, daily plan explanations and requests; In other words, I encountered an understanding that is far from guidance and dominant." (C,32)

Table 4: Opinions of the candidate teachers about the contribution of the guidance task of the educational supervisors to the professional development during the candidacy process

Contribution to professional development	Frequency (f)	Percentage (%)
Raising awareness of deficiencies and increasing the quality of education	13	13,40
Exam question preparation techniques, methods of using materials, effective and efficient course preparation and teaching methods	24	24,74
Positive feedback and suggestions increase motivation	10	10,31
Giving experience and guiding with information	17	17,53
Files to be kept and teaching plans to be prepared, the way to follow student progress and guidance on assessment and evaluation	11	11,34
Suggestions for communicating with students and preparing effective course material in the pandemic period online course	4	4,12
Classroom management guidance and communication guidance	10	10,31
Guidance to be a teacher who follows innovations and constantly improves himself	2	2,06
Does not contribute to professional development	6	6,19
Total	97	100,00

When Table 4 is examined, it is seen that guiding about effective and efficient lesson preparation and teaching methods, exam question preparation techniques and methods of using teaching materials (f24), transferring experience and informing and guiding (f17) are the most emphasized sub-themes by candidate teachers. In the light of these opinions, participants stated that the guidance duties of the supervisors contributed to the professional development of the candidate teachers in the themes seen in the table above. Some statements according to the opinions of the participants are given below.

"I was advised to take student-level notes, keep files, and track student progress. This allowed me to get to know our students better and to solve potential problems in advance."(C,14)

"Yes. With the suggestions given by my supervisor, I provide classroom management more easily."(C,15)

"It happened. My example helped me get into the habit of working with a group in my branch. I wouldn't have allowed it before, thinking that it would break the classroom order, but I did it with my supervisor, I liked it, and I continue."(C,16)

"It definitely contributed. Supporting and expressing that the communication with the students is important in the observation made in the classroom environment and that the use of the guidance service is an important step." (C,17)

"Yes I think. For example, he gave me good guidance on making practical and effective plans for daily plans."(C,18)

"Absolutely I agree. It has greatly contributed to my ability to create homework and projects more regularly and to make my assessment and evaluation more healthy." (C,19)

"Absolutely. I think that the key point of this process is the supervisors. In professional development, the candidacy process is actually the period when the foundations are laid, and the more solid the foundation is laid, the stronger the structure built on it will be and will be effective in real life. Rooted information is a must for candidate teachers. Especially about the steps to be taken in matters that require travel, observation and experimentation."(C,20)

"Whether the needs of the students are met, the correctness of the content of the curriculum, the usefulness of the techniques used, the attitude of the teacher in the classroom are definitely observed by the supervisor and recommendations are needed to make the education more effective. The direction of the inspector will increase the quality of the training given by the candidate teachers. For this reason, a teacher who has received the right guidance will both be a role model for his students and help them receive a more effective education."(C,31)

Table 5. Opinions of candidate teachers on the contribution of not only the counselor at the university but also the educational supervisors to the candidate teaching process during the internship process at schools before starting the teaching profession

Guidance contribution of the supervisor during the internship process	Frequency (f)	Percentage (%)
It will contribute to the internship process	64	36,57
Be responsible for the trainee teacher	7	4,00
If the teacher is experienced, the supervisor's contribution is not required.	55	31,43
Gaining experience for the prospective candidacy period	7	4,00
Teaching	2	1,14
Pre-learning the methods of shift, exam, lesson preparation, annual plan preparation in schools	7	4,00
Learning from the supervisor what cannot be learned from the responsible course teacher during the internship period	9	5,15
Especially if the supervisor is from the same branch and guides	5	2,86
The university counselor does not know the school and student profiles and the supervisor is more experienced	8	4,57
Universities do not carry out a strict inspection and the procedures they follow are different.	4	2,29
Communication between the supervisor and the school teacher responsible for the intern	2	1,14
Responsible teachers at the school where trainee teachers are trained are very indifferent and feel like a burden.		2,86
Total	175	100,00

When the findings in Table 5 are examined, it is very striking that 64 of the 74 participants stated that the training supervisors' participation in that process would contribute to their guidance during the internship process. Based on the frequency numbers in the table, 55 of the participants stated that the experience they will gain before the candidate teacher is appointed to the teaching profession during the internship process will be beneficial. Some statements according to the opinions of the participants are given below.

"I think it will definitely contribute. Because I did not see much contribution from my advisor at the university during my internship process. In addition, the teacher, whose lessons we took during the internship, did not share his views and suggestions with us. It will be very productive for first class, first year, first students with a supervisor who shares his experiences, opinions and suggestions."(C,21).

"Yes, I think it will help. Because the teachers at the university don't know much about the system in public schools. I believe that an experienced supervisor can provide many qualifications to the intern."(C,22).

"Absolutely it should. Because it is an excellent idea for both to go in parallel and to have preliminary experience. In this way, both the inspectors and the trainee teacher can evaluate the previous teaching performance."(C,23).

"Yes. It will definitely contribute. Since the university counselor is interested in high-level students or educational techniques, I think that he could not go down to the level of lower (middle / high school) students and fully fulfill his duty of guidance. It will make a great contribution to the candidate teaching process if the education supervisors also serve as a guide during the internship period." (C, 24).

"Yes, it will be fine. It can contribute to the future." (C,25).

"Of course it will be effective. In fact, I cannot say that my advisor contributed much to me during the internship process. If our supervisors are also involved in this process, I think that our advisors can also act seriously. Unfortunately, there are teachers that we are responsible for, who act as if we are the burden given to them during the internship process. This makes the internship process even more difficult for us and damages the respect for our profession." (C,20).

"Absolutely I agree. Because the counseling provided by the school teachers during the internship period remains in the air. We do not have a real experience or we are only shown the good and bad sides of teaching. However, the involvement of inspectors in this process will provide real and insider views about the functioning of public schools, the curriculum and teaching in public schools." (C,10).

"I think it can contribute. As a result, our university advisors are only within the university environment and cannot necessarily look at some events from a different perspective. Participation of education supervisors in this process would be more beneficial within the framework of expectations. But the possibility of this wish being realized in our country is almost impossible. Since the number of our supervisor is insufficient, they have difficulty in fulfilling even the tasks given by the ministry. There needs to be a sufficient number of supervisors for this wish to come true." (C,26).

"The pedagogical education we receive in theory is often not easy in practice, and in this sense, trust needs to be reinforced under the leadership of the supervisor in order to ensure the teacher's self-confidence." (C,29).

Some expressions of the participants who were undecided about the supervisor's contribution to the guidance task during the internship process or who expressed an opinion that the supervisor's guidance role is unnecessary;

"I think supervisors have enough duties already. I think if it was possible to do this, it would have a positive effect on our candidacy process. But with the current number of inspectors, it would be unfair to fellow inspectors to attempt such a task." (C,19).

"Yes I think. Because our consultants at the university do not work with students in public schools, and our internships are very short-term, and I think that we are far from the student profile and classroom environment that we can encounter in real life by acting more superficially and rotely in private schools. I think the education supervisor would be more beneficial in terms of teacher education." (C,28).

"I received my pedagogical education at Dokuz Eylul University and did my internship in Izmir, in high schools and Anatolian High Schools. In this context, my teacher at Anatolian High School was my idol and I am still inspired by the methods and techniques of my teacher there." (C,29).

"I'm undecided. I'm sure it will be beneficial, but this time it may cause the student doing the internship to get too excite." (C,30)

"I think that the trainee teachers already have the ability to teach the necessary course due to the experience of our teachers at the school. In my opinion, it may be more productive for prospective teachers to observe at least 3 teachers during their internship, rather than supervisors." (C, 2)

I don't think educational supervisors can provide enough support to trainee teacher candidates, as there is a lot of workload on educational supervisors. (C,27).

Table 6. Problems faced by educational supervisors while performing their guidance duties during the nomination process of candidate teachers and suggestions for solutions.

Problems encountered	Frequency (f)	Percentage (%)
The constant relocation of teachers,	2	3,33
Due to the high workload, the time they can allocate to the candidate teachers is not enough,	8	13,33
Low number of supervisors and vehicles, transportation difficulties	12	20,00
The plans made for school visits can be changed at any time,	2	3,33

Negative attitudes and indifference of some school principals towards the supervisor,	3	5,00
Not ensuring that candidate teachers are in contact with their supervisors from the moment they are appointed,	4	6,67
Enforcement offices related to the MEDDYK institution do not work in cooperation, bureaucratic obstacles are effective,	7	11,67
Guiding and supervising the branches other than his own branch of the inspector	6	10,00
Not specifying what will be taken into consideration while inspecting candidate teachers,	2	3,33
Despite the fact that the MEDDYK law states that after teacher supervision, the findings should be given to the teacher in writing, such an application is not made	2	3,33
The investigative task takes a lot of time,	5	8,33
Failure of school principals and senior branch teachers to orientate candidate teachers	2	3,33
Deficiencies and inadequacies of candidate teachers in reflecting classroom teaching-methods and techniques, practice and field knowledge to teaching	5	8,33
Total	60	100,00
Opinions and Suggestions		
The number of supervisors should be increased	10	18,52
Candidate teachers should be observed and guided both online and face-to-face.	4	7,41
The candidacy period should be extended by 1 year when necessary, without being subjected to any pressure.	2	3,70
Supervisor should guide and observe his own branch	7	12,96
Allowances should be increased	5	9,26
Supervisor powers should be increased	5	9,26
A scale study should be done on the school principal scale.	2	3,70
Increasing the number of vehicles belonging to MEDDYK institution immediately	7	12,96
There should be cooperation and continuity between the MEDDYK institution and the enforcement offices.	8	14,81
Supervisors of the investigative task should be separated and trained in this area.	4	7,41
Total	54	100,00

According to the data and frequency results in Table 6, the participants stated that the most important problems encountered were the low number of supervisors and vehicles (f10), and the inability to allocate sufficient time to the candidate teachers due to the high workload of the supervisor (f8). According to the data results in the table, 7 participants stated that another important problem is that the candidate teachers do not work in cooperation with the executive offices they are affiliated with and the MEDDYK institution and there are bureaucratic obstacles. Some statements regarding the opinions of the participants are given below.

"Not being able to make enough observations because the number of teacher candidates to be supervised is high despite the low number of supervisors. Not being able to observe the process in between because a long time passes between visits. Again, due to the lack of branch supervisors, supervisors have to supervise and guide teachers outside of their branches. This causes the erosion of trust between the teacher and the supervisor." (S,1)

"The insufficient number of supervisors, for example, the absence of physical education female and male supervisors, the fact that I also have chief supervisor duties, and due to the excessive workload, I can visit my candidate teachers twice, for example, when I have to go for guidance and observation 3 times. This also creates stress." (S,2)

"The fact that the plan and program for going to school and candidate visits can change at the last moment is due to the shortage of vehicles." (S,3)

"Which school my candidates work in, accessing their contact numbers and hearing about the decisions taken in other relevant enforcement offices often stem from the communication problem with the relevant enforcement offices." (S,3)

The solution suggestions of some supervisors for the solution of the problems in Table 6 are given below.

"In the first place, the number of supervisors should be increased, teachers should be supervised both face-to-face and online, the candidacy of a teacher who does not perform adequately should be extended for 1 year, and at the end of this period, if the supervisor is sure that he has made enough observations and guidance and that the teacher has not made progress, he should not approve of the nobility of the teacher. In this process, the inspector should not be subjected to any pressure." (S,1)

"Supervisors should provide guidance and supervision to candidates in its branches." (S,4)

"A vehicle should be allocated to four supervisor or the road should be brought to a level that can cover the costs." (S,5)

Table 7. Opinions and suggestions of educational inspectors on the role of supervisors in the internship process in schools before candidate teachers are appointed to the teaching profession.

Supervisor's opinions and suggestions regarding the supervisor's contribution to the internship process	Frequency (f)	Percentage (%)
The opinions and comments of the school administrators and the responsible teacher in the school where the internship is done are sufficient,	2	5,56
It would be very beneficial to have the cooperation of supervisors, school administrators, university counselor teachers, and the experienced teacher of the school they observe	10	27,78
All stakeholders should know according to which criteria the observations and internships will be made, and it should match the criteria desired by the inspectors in the field.	6	16,67
In case of an increase in the number of supervisors, the practice should be rearranged in order for the internship period and functionality to be efficient, and the supervisor should be in cooperation with the responsible teacher at the school,	10	27,78
Having a professional cooperation between the Ministry of Education and the relevant universities that train teachers regarding the observation and implementation process of trainee teachers	8	22,22
Total	36	100,00

As seen in Table 7, the majority of the participants stated that in case the number of supervisors is increased, the internship application program will be rearranged by higher education institutions in order to make the internship period and functionality more efficient at schools before being appointed as the main teacher, and the supervisor will take part as a stakeholder and cooperate with the responsible experienced teacher would contribute at the school. Another remarkable issue is that the Ministry of Education and related universities that train teachers state that there should be a professional cooperation regarding the observation and implementation process of trainee teachers. Some of the participants expressed their views as follows.

"Teaching is a profession learned in the master-apprentice relationship. Candidate teachers should be guided on the job by educational supervisors during the internship process." (S,6)

"The supervisor can also contribute, but not on a full-time basis. Universities and school administrations should be more meticulous in this regard, universities and school administrations should choose the most experienced teachers among their current staff and hand over the trainee teachers to them. At the same time, the Ministry of Education should warn both universities and school administrations to be meticulous in this regard." (S,5)

"Unfortunately, this process is often not very useful for the trainee teacher. Because the responsible teacher has a curriculum to train and sometimes 2-3 trainee teachers are given to him. This causes the teacher to not allocate enough time to the interns and not to give much direction. However, if there are enough supervisors, they can observe and guide at a certain time." (S,1)

Discussion and Conclusion

In this study, the views of educational supervisors on the positive and negative attitudes and behaviors of candidate teachers and education supervisors regarding their guidance duties were discussed. In addition, there are opinions and suggestions of candidate teachers and education supervisors to contribute to this process with guidance duties in the last internship period of undergraduate education, before being appointed to the teaching profession. In this section, the conclusions reached in line with the findings obtained in the research and suggestions regarding these results are given.

Candidate teachers generally state that they have a positive attitude towards the educational supervisors in fulfilling their guidance duties, and that they have a constructive, motivating, interested, feedback, tolerant and moderate attitude. The study by Döş (2010) also supports this result. At the same time, it is seen that the experience of the inspectors is used. It is seen that the situations in which these experiences are most needed consist of classroom management, teaching methods, effective lecture teaching techniques, and communication with the student. These results are similar to the results of Beyoğlu (2017)'s study. In the study, the majority of the candidate teachers stated that they did not encounter any negative situation regarding the guidance duties of the supervisors. Some of the pre-service teachers had problems such as *"the supervisor being from a different branch", "the lack of sufficient and continuity of the guidance during the candidacy period, and the fact that the senior teachers were not supervised", "the supervisors give less importance to the guidance and are oppressive and insistent on the preparation of annual, weekly and daily plans"*. In the event that these problems are improved, it is expected that education supervisors will fully fulfill their guidance duties. Again, when the opinions of the inspectors are examined, the most important problem faced by the majority of them in fulfilling their guidance duties fully and completely is that the number of supervisors and vehicles is insufficient, there is a transportation problem, the workload is high, the investigation task takes a lot of time, and the time they can allocate to the candidate teachers is not enough. "view emerges. It is necessary to solve the transportation problems of supervisors and increase the number of supervisors (Bengihan, 2006; Fedai, 2012). It was concluded that some supervisors could not achieve their desired goal of guiding the branches other than their own and that they were uncomfortable with this situation, which is in line with the opinions of the candidate teachers. Yalçın and Bıkmaz (2020) emphasize that while increasing the number of supervisors, branch supervisors should be recruited and that a separate supervisory structure should be created for investigation duties by separating the guidance and investigation duties of training supervisors. Another problem is that the enforcement offices related to MEDDYK do not work in harmony and cooperation and it is determined that bureaucratic obstacles are effective. Cooperation and coordination problems are common among the units of the Ministry of Education (TEPAV, 2012).

Another result reached in the research is that, according to the majority of candidate teachers, it is stated that the guidance task of the educational supervisors contributes to their professional development, while some candidate teachers state that they have no contribution to their professional development. Based on the study findings of Tankı (2019), it is determined that making sufficient contribution to the professional development of teachers is proportional to the amount of time that educational supervisors will devote to guidance duties.

Candidate teachers, who stated that they contributed to their professional development, concluded that especially educational supervisors' guidance on transferring and informing their experiences, effective and efficient lesson preparation and teaching methods, classroom management and communication, using teaching materials and preparing questions are effective.

It is known that the internship process in schools before being appointed to the teaching profession is a very important process. Erden and Erden (2019) state that pre-service teachers do not have sufficient practice opportunities during the internship process in schools, and they cannot receive sufficient support during the candidate teacher process after they start to work as a teacher. Another result obtained in the study is that the opinions of both candidate teachers and educational supervisors overlap, that the guidance role of not only the counselor teacher at the university but also the education supervisor will make a significant contribution to the future teacher training period during the internship process before being appointed to teaching. On the other hand, some candidate teachers state that if the teacher in the school where they do their internship, who is responsible for the trainee teacher, is experienced, the contribution of the education supervisor will not be needed, while a few teacher candidates state that they are undecided on this issue. According to the majority of education supervisors, the increase in the number of supervisors results in the fact that the ministry of education and the relevant universities that train teachers can provide guidance to the candidates in the internship process if there is a professional cooperation for the observation and application process of the trainee teachers.

Depending on the results of the study, the following recommendations can be made:

- 1) 1) It is necessary to separate the supervisors who will carry out the investigation and the supervisors who will act as guidance, and a separate unit to carry out the investigation duties should be established, thus preventing the supervisors from experiencing role conflicts, and at the same time, the inspector should be provided with the opportunity to fully perform his main duty of guidance.
- 2) Implementation should be made to increase the number and duration of visits by education supervisors for guidance purposes.
- 3) Increasing the number of education supervisors and hiring education supervisors from open branches should be given importance.
- 4) National Education Supervision, Evaluation and Steering Committee; It should be in cooperation with the executive offices and should not vary according to the managers changing in parallel with the change of government.
- 5) More emphasis should be placed on the process of monitoring, supervising and evaluating the internship process, in which trainee teacher candidates will gain their teaching knowledge and skills in a real school and classroom environment. During the internship process, educational supervisors, the relevant higher education school, the school where the internship will take place, and the teacher responsible for the practice course should work in harmony by developing cooperation.
- 6) It is among the findings that teachers who work as temporary teachers also need guidance. New practices should be implemented that it would be beneficial for supervisors to guide temporary teachers as well.

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THE RELATIONSHIP OF ADULT GUILT WITH CHILDHOOD

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ABSTRACT

Childhood experiences can contain many life events that individuals can carry in the following years, and these life events can be positive as well as include traumatic experiences. Childhood trauma experiences can have lifelong experiences that can affect the emotional, cognitive, physical, behavioral and social development of children who have not reached the age of 18. Childhood traumas can bring stress, cause a significant increase in psychological symptoms in adulthood, and also pave the way for the formation of adult delinquency. Made works; It reveals that individuals who tend to criminal behavior have a problematic family history and this shows us how important the childhood period is in the development of criminality. Therefore, since childhood traumas are thought to lead the individual to behaviors that can be considered criminal, this study aims to examine the relationship between adult guilt and childhood traumas.

INTRODUCTION

The experiences of the individual in the first years of his life can affect his future life and the formation of his personality, and children can be important in shaping the society as adults of the future. Therefore, it may be important for children to grow up and grow up in a healthy environment, and the probability of a healthy development in an environment where children are neglected and abused may be low. In this context, the attitudes and behaviors that parents develop towards their children, the environment in which the child grows up, and the behaviors of other adults around him may be important for the child to develop a healthy personality. Although childhood traumas are a social problem, they can also pave the way for the formation of adult delinquency, so this study aims to examine the relationship between adult delinquency and childhood traumas. Adolescent lives can include many life events that individuals may experience in the future, and these life events can be positive as well as traumatic lives. childhood trauma experiences; There may be experiences that can affect the emotional, cognitive, physical, behavioral and social development of children under the age of 18 that can last a lifetime, and they can see the negative consequences of trauma intensely in their adult lives (WHO, 2016). Actions and inactions that interrupt the child's development process by those responsible for the care and upbringing of the child can be counted within the definition of this phenomenon (WHO, 2016; Tıraşçı and Gören, 2007). Neglect and abuse experiences, which constitute the content of childhood traumas, can be due to many reasons, can have serious negative consequences, can negatively affect a child's development, as well as appear as a social problem that can have legal and medical dimensions (Kara et al., 2004). Childhood traumas can be a subject that can cause social problems, and it can be seen that the negative effects of child neglect and abuse continue even years after the event (Avcı, 2008) and lead children to criminal behavior (Sinani, 2012). A study on this subject reveals that individuals who engage in criminal behavior have a problematic family background, while another study reveals that the poor family relationships of individuals who are delinquent during their childhood increase the probability of being neglected and abused (Kızmaz, 2013). shows how important it is. Due to the limited number of studies on this subject in the Turkish Republic of Northern Cyprus, it is thought that this study will contribute to the relevant literature.

CHILDHOOD TRAUMA EXPERIENCE

Trauma can be defined as experiences that can shake and threaten people's vital integrity and perception of this integrity in many different ways, disrupt daily routine, activate feelings of fear and horror, and disrupt one's meaning-making processes (Yücel, 2004). The concept of trauma can be explained by associating it with life events such as being exposed to or witnessing violence, war, death of a loved one, neglect and abuse, traffic accident, being diagnosed with a disease that can threaten the continuation of life (Eskin, Akoğlu, & Uygur, 2006). However, relational difficulties, deprivation in attachment processes, and life events that can affect the individual's mental health negatively, and life events with systemic effects of family life can also create traumatic effects on the existence of the individual (Şenkal, 2013). Individuals may be exposed to traumatic experiences that may lead to negative consequences in the short and long term, and one of the situations that can cause traumatic effects may appear as childhood traumas. Childhood traumas can be life-long experiences that can negatively affect the emotional, cognitive, physical, behavioral and social development of children under the age of 18, and children who are exposed to trauma experience in childhood can also experience the effects of trauma and the negative

consequences of trauma intensely in their adult lives (WHO). , 2016). One of the childhood traumas can be seen as child neglect and abuse. Child neglect and abuse; It can be the most difficult type of trauma to detect and treat, due to its reproducibility and usually practiced by the child's closest relatives (Yücel, 2014). Childhood traumas, that is, experiences of neglect and abuse, may appear as behaviors that can have complex causes and negative consequences that children are exposed to, and that can negatively affect the development of the child and cause criminal behavior in adulthood (Özgentürk, 2014). Topçu (2009) states that at least 25% of children who are neglected and abused are involved in crime. 28 reveals that the probability of committing a violent crime increases by 30% (Topçu, 2009). In addition to this, other research results on this subject are; Exposure to abuse and neglect in early childhood is associated with adult arrest records (Widom, 1989) Another study conducted on 772 neglected and abused children reveals that these children are arrested 8 times more often than children who were not neglected and abused (Widom, 1989).

TYPES OF CHILDHOOD TRAUMA

Childhood traumas can be handled under the headings of physical abuse, sexual abuse, emotional abuse and neglect, as well as family crises, migrations, natural disasters and wars in childhood (Gökler, 2006) sexual abuse, emotional abuse and neglect.

PHYSICAL ABUSE

Physical abuse; It can be the most common and the easiest to define form of abuse and can leave visible traces. Physical abuse, which is the most common and easiest to identify type of abuse; It can include punishment methods ranging from a slap to the use of various objects, and can be defined as abuse that can lead to non-accidental injury to the child and the emergence of fractures, burns and cuts that can cause damage. Pelendecioğlu and Bulut (2009), because physical abuse carries the risk of physical damage, injury or injury to such an extent that it harms the health of children and adolescents under the age of 18; physical abuse; parents or persons responsible for the child; defines the child as abuse and attacks that cause visible damage and bruises on the child. physical abuse; It includes accidents caused by inadequate care of the child by the family, and injuries other than accidents usually occur when the parents lose control or want to punish the child. As a result of a study, 65.72% of children are exposed to physical abuse by their parents (Aral, 1997). However, it is seen that children who are victims of physical abuse tend to commit crimes and appear as people who practice physical abuse. The results of the study on this subject; It reveals that children who have been physically abused appear as people who practice physical abuse in the future and that they adopt this behavior model as a means of communication or as a response to conflict resolution (Aral, 1997).

SEXUAL ABUSE

It can be defined as forcing the child to sexual activity that he or she does not fully understand, is not yet developmentally ready, and is not in the capacity to consent and approve (WHO, 2006). Sexual abuse can refer to an adult's use of children as a tool to meet their sexual needs and desires (Taner & Gökler, 2004). sexual abuse; The use of a child who has not completed his psychosocial development for sexual satisfaction by an adult, being forced into prostitution, using him as a sexual object in pornographic content, incest, touching the private area, exhibitionism and harassment can be a form of abuse that is difficult to notice (Topçu, 2009). Children exposed to sexual abuse may encounter many mental and social problems in their adulthood, and these problems are; behavioral, sexual, emotional, depressed mood, anxiety, depression and lack of self-confidence, and they can be abusive in adulthood (Wekerle, Miller, Wolfe, & Spindel, 2006). As a result of a study conducted with 205 women, it was revealed that women in both groups had personally experienced or witnessed this sexual abuse, and the rate of domestic sexual assault in childhood was high for women in both groups (Browne, 1991). The results of this research show us that a significant portion of abused women come from abused homes.

EMOTIONAL ABUSE

Emotional abuse, punishing and criticizing his behavior, humiliating the child; It can be defined as harming self-efficacy, sense of commitment and self-worth. Any act or inaction that disrupts the emotional integrity of the child can be considered within the scope of emotional abuse; rejection, isolation, excessive protection, excessive tolerance, pressure, deprivation of love and stimulus, constant criticism, humiliation, threat, intimidation, intimidation, delinquency, accusation, ignoring the child, having expectations that are not appropriate for the age and characteristics of the child, witnessing domestic violence, etc. Emotional abuse can be the most common form of abuse but the most difficult to define, and it can leave long-term effects on the child's life. They may react with feelings of shame, guilt, worthlessness and inadequacy. In particular, they lose their trust towards those who abuse them emotionally, and this loss of trust can lead to feelings of inferiority and self-worth of being lost, as well as quarrelsome friendships (Wright, 2007). In addition, the person may see himself/herself as insignificant, worthless, unreliable, emotionally dependent, undeserving and unlovable, and may think that he/she deserves to be punished and blamed as if he/she is a bad person. Individuals who are exposed to emotional abuse may become withdrawn,

think about suicide, and become anxious or depressed. In addition, they may exhibit sleep disorders, panic disorder, self-harm or risky behaviors.

NEGLECT

Although neglect is the most common and widespread child abuse, it can be an unnoticed form of child maltreatment and can be defined as not meeting the physical, emotional and educational needs of children in a timely and adequate manner (Kara et al., 2004). Because neglected children do not receive enough attention from their families or caregivers, their physical and emotional development may also be adversely affected, and because it is usually practiced by the closest people, it may create a permanent trauma effect on the child that will negatively affect the later years of his life and may pave the way for adult delinquency. In a study conducted by the US National Institute of Justice to reveal the rates of delinquency and arrest of neglected children, it is revealed that the rate of detention as juvenile delinquents increases by 59%, the probability of negligence increases the probability of committing criminal behavior by 28% and the probability of committing violent crimes by 30% in adulthood (WHO). , 2006). The results of another study are; that children neglected by their families are more likely to turn to crime, while 33.3% of 42 mothers and 30.9% of 68 fathers are pushed to crime; 17.4% of 339 mothers and 16.1% of 286 fathers who do not behave in this way reveal that their children are pushed into crime (Uluğtekin, 1991).

CRIME

One of the most important problems of today can be the phenomenon of crime. The concept of crime has been tried to be defined and explained by different disciplines and scientists (İçli, 2004). E.g; Dolu defines the concept of crime as “deviation from the norms and rules existing in the society” (Dolu, 2012) and Giddens; defines the concept of crime as “behaving inconsistently with traditional norms and values and posing a threat to the social structure due to the destructive nature of these inappropriate behaviors” (Giddens, 2008). Lawyers, on the other hand, define the concept of crime; While criminologists evaluate it as an act that the law considers a crime and requires sanctions, criminologists are under the influence of many factors, but it is a behavior done without any obligation in the face of a certain situation (Bal, 2003), sociologists are a symptom pointing to social evil (Dönmezer, 1994), while psychologists are ; they define it as an abnormal behavior resulting from psychological maladjustment (Siegel & Senna, 1981). The Turkish Penal Code is; The concept of crime is defined as an act punishable by law. It can be seen that different approaches are brought to the concept of "crime" in the definitions mentioned, but when the definition specified in our law is taken into account, the concept is not that simple and can bring many approaches and thoughts.

CHILDHOOD TRAUMA AND CRIMINAL RELATIONSHIP

Traumatic psychological effects originating from childhood can last a lifetime, and the severity and frequency of traumatic experiences can increase the frequency and variety of psychological symptoms (WHO, 2016). Although childhood may be the most risky period for the formation of delinquency, adult criminal behavior may be a continuation of the antisocial structure that existed in childhood (Robins, 1979). Child neglect and abuse; It can impair the mental health of the child as well as cause death and lead to psychological problems in adulthood. Neumann et al. (1996) in their study with a meta-analytic method on this subject, child abuse; states that it can cause anxiety, irritability, depression, suicide, substance use, and post-traumatic stress disorder (Temel, 2011). When the family structures of the convicts were examined, 59.3% of them were exposed to violence; reveals that most of them have negative family relationships and come from broken families (Çiftçi, 2009). The results of another study conducted with individuals exposed to childhood traumas reveal that these individuals are more aggressive and experience adjustment disorders (Teicher et al. 2006). Dembo et al. (2000) state that children exposed to physical and sexual abuse are at higher risk for criminal behavior, and as a result of a study conducted on this subject, aggressive and violent behaviors of parents towards children increase the child's sexually-related violence behaviors (Brendgen, Vitaro, Tremblay). and Wanner, 2002). In the same study, it is revealed that the exposure of parents to violence causes the child to develop a positive perspective towards violence, and in this way, the child's behavior of resorting to violence with the expectation of obtaining positive results can be reinforced shows that.

CONCLUSION AND DISCUSSION

Childhood trauma experiences; Children under the age of 18 may have experiences that can affect their emotional, cognitive, physical, behavioral and social development, and children who have been exposed to trauma in childhood can experience the effects and negative consequences of trauma intensely in their adult lives (WHO, 2016). Childhood traumas can bring stress as well as develop psychological symptoms in children (Balo, 1955). The variety and frequency of these symptoms can increase the severity and frequency of childhood trauma experiences, and it can be seen that the negative effects of child neglect and abuse, which can be seen in every part of it, continue even years after the event (Avcı, 2008). 59.3% of the convicts interviewed were subjected to violence

by their fathers, 10.2% by their mothers, 22.4% by their siblings, and 34.5% by their fathers, inflicting violence on their mothers. reveals that most of them have negative family relationships and come from broken families (Çiftçi, 2009). Another study conducted with individuals who have been exposed to childhood traumas reveals that these individuals are more aggressive and experience adjustment disorders (Teicher et al. 2006). Persons exposed to sexual abuse; may encounter many problems in adulthood and these problems; behavioral, sexual, emotional, depressed mood, anxiety, depression and lack of self-confidence, and they can become abusive in adulthood (Wekerle, Miller, Wolfe, & Spindel, 2006). In a study conducted with 42 women who killed their husbands and 205 women who did not commit murder but were abused by their husbands, it was found that women in both groups were either physically abused or exposed to sexual abuse, and in the same study, the rates of domestic sexual assault during childhood of women in both groups were found to be significantly higher. It also reveals that it is high (Browne, 1991). The results of this research show us that a significant portion of abused women come from the abused house.

SUGGESTIONS

Research on adult guilt and childhood traumas shows us that guilt and childhood traumas are related. In line with this result, taking preventive measures for the prevention of crime, giving importance to the education of parents in order to inform families about the possible consequences of childhood traumas, giving importance to public awareness activities through the media, and mostly by organizing trainings on childhood traumas and their consequences by the Ministry of Health, raising awareness of families, By applying individual and group therapies to convicts whose age trauma has not been resolved, both childhood traumas can be prevented and childhood traumas can be resolved so that they adapt to social life after release and not turn into criminal behavior again. It is thought that crime can be prevented.

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THE VIEWS OF TRNC PRIMARY SCHOOL TEACHERS ON THE APPLICABILITY OF TEACHING PROGRAMS

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ABSTRACT

Parallel to the changes made in the curriculum within the framework of contemporary education approaches in the world and in Turkey, the curriculum that has been implemented in the Turkish Republic of Northern Cyprus since 2005 has been reconstituted. The biggest change in the new curricula is the replacement of the traditional 'teacher centered' approach based on the adopted behaviorist education theory of the old curricula by the 'student centered' constructivist approaches based on behavioral cognitive theory. In principle, new education programs that adopt a constructivist approach and target student-centeredness include cognitive-affective features and necessary skills. This study aimed to reveal the views of primary school teachers about the primary school curriculum, which was renewed in 2005 and is being implemented today. For this purpose, an open-ended interview form was applied to primary school teachers based on qualitative research. 60 primary school teachers working under the TRNC Ministry of National Education Department of Primary Education participated in this research. As a result of the research, it was seen that primary school teachers had both positive and negative thoughts about the curriculum prepared with the constructivist approach. The data obtained in the research were analyzed by content analysis. The fact that the primary school curriculum, which is implemented in line with the data obtained in the research and prepared with a constructivist approach, is student-centered was evaluated as a positive development by the teachers. On the other hand, negative opinions were expressed by the teachers that the duration of the lessons is insufficient in the implementation of the curriculum, which is stated to contain too many gains, and the crowded classes do not allow the application of student-centered education.

Keywords: Primary school curriculum, constructivist approach, student-centered

INTRODUCTION

Education is a process that started with the existence of humanity and will never be completed. Over time, so many definitions of education have been made that almost every educator on earth has a different definition. If the definitions of education made in historical order are examined; (Çelikkaya, 2009; Erden, 1998; Şişman, 2006) While Eflatun defines education as "the best way to make people mature"; J. J. Rousseau defined education as "the art of raising children". According to Farabi, education is "to raise a citizen who is physically strong, has a high understanding, knows how to speak well, does not go to extremes in food and drink and material pleasures and is just." The definition of education, which is widely accepted today, has been made by Ertürk (1973) as "education is the process of deliberately creating desired behavior change in the behavior of individuals through their own experiences". Teaching, which is a part of education and takes place in schools, includes activities organized to achieve predetermined goals.

Although the concepts of education and training are used together a lot, they are quite different concepts from each other. As it can be understood from the definitions above, education is a process that covers the whole of life and all kinds of knowledge and experience, without any time and place limits; On the other hand, teaching is a process that takes place in a certain period of time, with a planned program and in certain environments. Education program is the mechanism of learning experiences through planned activities at school and outside of school (Demirel, 2007). The curriculum includes all planned and programmed activities that organize the knowledge and skills to be gained in the teaching of a course in schools under the education program (Aykaç ve Diğer., 2006). The effectiveness and success of the education process depends on the well-prepared education programs and the availability of the necessary conditions. In other words, the education program should be well prepared with a scientific point of view and planned according to the needs. Otherwise, even if the conditions are met, the education programs will not be successful. The functionality of education and training programs is extremely important in terms of the effectiveness of educational activities in primary education and the systematic conduct of education. (Özenç ve Özenç, 2018).

In addition to all these, teachers also play an important role in the success of the curriculum, as well as the qualified curriculum. In this context, it is of great importance for the curriculum to be understood, assimilated, owned and used effectively by the teachers who will implement the curriculum in order for it to be successful. As a result of the rapid development of science and technology in the world, the existing knowledge is advancing exponentially, and the existing knowledge has been doubling every year since the 1980s (Fer, 2005). Scientific and technological developments have affected the studies carried out in education as well as in all areas of life, and accordingly,

changes have been made in the curriculum. In this context, many curricula were abolished or updated and continued to be implemented because it can not meet the needs of the society and the individual (Dedeoğlu and Polat, 2021).

It is observed that, in parallel with the changes in the education and training programs made all over the world, after the 1950s, the program development studies in the Turkish Education system started to be carried out systematically (Gözütok, 2003; Yüksel, 2003). Finally, in 2004, the Turkish Education System entered into a systematic program development process by addressing contemporary educational approaches, the basic needs of the society and the reforms in the world, and made reform-like changes in the curricula from primary education to university (Bulut, 2007). Within the framework of these reforms, the biggest change in curricula is the replacement of the traditional "teacher-centered" approach based on the adopted behaviorist education theory, with "student-centered" constructivist approaches based on behavioral cognitive theory. Parallel to these changes in Turkey, education programs in the Turkish Republic of Northern Cyprus, which have been implemented since 2005, have been reconstituted (Ministry of National Education (MEB), 2005). The new programs, which adopt the constructivist approach and target student-centeredness, in principle include cognitive-affective features and necessary skills. In the process of transition from traditional education approach to constructivist approach in curriculum in TRNC, decisions were taken by the Ministry of National Education to reorganize the curriculum, to write books suitable for this approach, and to organize in-service courses for teachers (MEB, 2005).

It is envisaged that the constructivist approach, which was reorganized and implemented 16 years ago, has taken its place in the learning-teaching process during this time. However, despite the constructivist approach in 2005, it was determined that there were problems (Beyaztaş et al., 2013) in terms of its four basic elements (objective, content, learning-teaching processes and evaluation) and the effects of the behavioral approach in some details of the curriculum (Akinoğlu, 2013). In a study in which TRNC primary school teachers' opinions about the curriculum were taken, it was determined that although the teachers found the renewed curriculum student-centered, they applied a subject-centered approach in the curriculum (Sertel, 2014). Based on these data, the applicability of the programs and education programs developed in TRNC primary schools since 2005 raises a problem. The applicability of primary school curriculum in the course of time is a situation that needs to be investigated. The applicability of the primary school programs in the TRNC should be examined in terms of the functionality of the educational programs.

LITERATURE REVIEW

The effectiveness of the learning-teaching process is possible if the curriculum is functionally planned. In order to raise qualified individuals who have been educated in accordance with the needs of the society in a quality education, it is a necessity for the education programs to be scientific, to be reviewed at regular intervals and to be put into practice by making changes (Girgin, 2011).

Accordingly, in parallel with the innovations made in the Turkish education system, the curriculum was renewed in the TRNC in 2005 in line with the constructivist approach in primary schools and the developments in the world. In the constructivist approach, it is essential for the individual to question, interpret and analyze the information (Karadağ et al., 2008). In the constructivist approach, unlike the traditional approach, the teacher is not the one who gives the information, but the one who shows the way to the information. In order to ensure the applicability of the constructivist approach and renewed curricula in schools, it is envisaged that the infrastructure of the schools should be improved and made suitable (MEB, 2005). In the researches on the renewed primary education programs, it has been determined that the curriculums in Science (Çakır et al., 2020), Life Sciences (Uçuş Güldalı, 2017), Social Studies (Öztürk and Kafadar, 2020), Turkish (Bağcı Ayrancı and Mutlu, 2017) conclusion has been reached. Examining the studies on the education program that started to be implemented in the TRNC and Turkey in 2005, it is emphasized that although it has a structure that strengthens social development, there are mistakes in the development process and problems are encountered in practice (Atasönmez, 2008).

Dedeoğlu and Polat (2021), in their evaluation of primary school curricula, emphasize that since the curricula include different philosophical approaches besides the philosophy of progressivism, the curriculum does not have integrity. In addition, it was determined that subject-centered approach is observed quite a lot in addition to student-centered approach in primary school science, life studies, mathematics and social studies curriculums in the evaluation. Susar Kırmızı and Yurdakal (2019) concluded that the teacher's views on the Turkish lesson curriculum were prepared with a constructivist approach in theory, but in practice, the achievements and suggested activities were rote-based, and many of the achievements in the book were not applicable. Yurdakal (2019) emphasizes that the acquisitions in the program regarding the visual arts curriculum are not suitable for primary school level and include abstract thinking skills. It is stated that there was a hasty and inadequate pilot implementation process in the development process of the music lesson curriculum (Aksu, 2018).

Developed countries update their curricula every five years, creating opportunities for change and development of existing knowledge and experience. In the evaluation of the opinions of the classroom teachers on the change in the curriculum of Susam and Demir (2020), it was determined that they found the curriculum changes positive because of the reasons such as updating the information, being student-centered and being technology-based. In the same study, it was emphasized that the curriculum of the classroom teachers did not find it suitable for scientific and technological developments, that the teachers did not have the skills to implement the curriculum and that they had difficulties in practice. In addition to all these, the lack of infrastructure in the curriculum affects the success of the curriculum (Özcan & Duzgunoglu, 2017). Turan and Tabak (2021), in their interviews with the classroom teachers about the 4th grade mathematics curriculum, determined that the teachers had problems such as not being able to reflect the student-centered approach to the learning-teaching process due to insufficient time in the implementation of the mathematics curriculum, crowded classes, insufficient textbooks.

Many curriculum development experts divide education programs into four basic elements: goal, content, learning-teaching process and evaluation (Demirel, 2012; Ertürk, 2013; Klein, 1985; Tyler, 1950; Uşun, 2012). However, Klein (1985) suggests that a comprehensive curriculum should include teaching strategies, learning materials, learning resources/opportunities, time, place/space in addition to these four main elements. Sertel (2014) interviewed teachers about TRNC primary school curriculum, taking into account the 9 items of Klein. It has been concluded that the philosophy and objectives of the programs are in a student-centered approach, while the other elements contain different approaches and although the evaluation, time and space elements in the program have a student-centered approach, teachers do not use this approach effectively in practice due to various obstacles. Karaman and Karaman (2016) emphasized in their research that teachers about renewed science curricula will move away from the specific objectives of the program due to the existence of a centralized examination system with an assessment-evaluation approach in addition to the curriculum based on the constructivist approach. In addition, it was determined in the research that crowded classrooms and inadequacies in the laboratory were the most important factors preventing the applicability of the science curriculum.

AIM OF THE RESEARCH

In this study, which was carried out using the qualitative research method, it was aimed to determine the views of TRNC primary school teachers on the applicability of the curriculum. This research will seek answers to the following questions:

1. What are the general opinions of primary school teachers about the applicability of the current curriculum?
2. What are the opinions of primary school teachers regarding the applicability of the current curriculum according to their regional demographic characteristics?

IMPORTANCE OF RESEARCH

This research is important in terms of determining the applicability of the curricula applied in TRNC primary schools, in terms of primary school teachers' being able to use the curricula effectively.

The applicability of the curricula prepared with a constructivist approach since 2005 has not been investigated since 2014 (Sertel). Sufficient time has passed for the traditional approach to be replaced by the constructivist approach and for the constructivist teaching programs to be successfully implemented. The success of the renewed curricula is only possible if the teachers understand, adopt and implement the changes (Çakır & Kılınc, 2016). For this reason, the teachers who are the implementers of the programs will make important contributions to the research in determining the applicability of the programs in this research where the opinions of the teaching teachers will be taken.

The solution of the problem will help the readers and teachers in terms of clarification of the applicability of the curricula applied in the TRNC. The results of the research are very important for the Ministry of National Education to be a source for the program studies to be developed or renewed, especially in the curriculum development studies, in order to eliminate the deficiencies of the curriculum and make the programs applicable.

RELATED STUDIES

Since 2005, a large number of studies have been conducted examining the new curricula that have been put into practice by targeting the constructivist approach and student-centeredness. Most of these studies have examined curriculums as a lesson-oriented rather than a holistic one. As a result of the literature review, it is understood that teachers have a positive view of the programs developed with a constructivist approach, but there are problems in the applicability of these programs.

Sertel (2014) examined the TRNC primary school curriculum according to the views of teachers and concluded that the teachers perceived the curriculum as student-centered theoretically, but the curriculum was implemented with a subject-centered approach for various reasons in practice. In their research, Dedeoğlu and Polat (2021) concluded that the programs have problems in areas such as incompatibility with each other, philosophical foundations, program designs, content arrangements and learning levels. Evaluating the opinions of the classroom teachers on the change of the curriculum, Susam and Demir (2020) revealed that the teachers did not consider the curriculum change process to be based on the opinions of the MEB senior staff without including the teachers, and that the changes made in this way were not suitable to meet the human quality needed by the country. Kocayigit and Aykaç (2019), who evaluated the primary school Turkish curriculum in terms of curriculum elements, found that although curriculum development studies were carried out in Turkish curriculum, curriculum development principles were not fully followed. The opinions of the classroom teachers about the 4th grade mathematics curriculum were revealed that there was no problem in the elements of the mathematics curriculum in theory, but many problems were encountered in practice (Turan ve Tabak, 2021). As a result of the research, it has been determined that the teachers regarding the Turkish lesson curriculum are inadequate and that this program cannot reach the targeted individual profile in the information age (Susar Kırmızı & Yurdakal, 2019). As a result of the research of Karaman and Karaman (2016), it has been concluded that the implementation of the renewed science curriculum of science teachers in a student-centered manner is hindered by crowded classrooms and insufficient resources in laboratories.

METHODOLOGY

Research Model

In this study, a qualitative research approach was used regarding the resolution process of the identified problem. Qualitative research; It is an interrogative and interpretive method about the problem that is trying to understand the form of the problem it examines in its natural environment (Guba & Lincoln, 1994; Klenke, 2016). Qualitative research also has a holistic perspective that combines different disciplines. It is generally based on qualitative data collection techniques such as observation, interview, document and speech analysis, and in-depth examination of human perceptions and events in social reality and natural environment. (Hatch, 2002; Merriam and Grenier, 2019). Qualitative research refers to a subjective-interpretive process of perceiving known or unrecognized problems and dealing with natural phenomena related to the problem in a realistic way (Seale, 1999).

In the research, the interview technique based on qualitative research was used to solve the problem. Interview technique; It is a data collection technique in which those in the research sample actively explain their knowledge, feelings and thoughts about the research topic and tell their life story. The purpose of the interview is to reach the inner worlds of the participants and determine their unique perspectives. Interviewing provides an opportunity to reach unobservable information such as the experiences, experiences, attitudes, thoughts, intentions, comments, mental perceptions and reactions of the individual about the researched subject (Bengtsson, 2016; Seidman, 2006).

Research Universe and Sampling

The universe of this research consists of 1634 primary school teachers working under the TRNC Ministry of National Education Primary Education Department in the 2020-2021 academic year.

In this study, the sample number was 60 in examining the views of TRNC primary school teachers on the applicability of the curriculum. The selected sample consisted of 60 teachers from primary school teachers working under the TRNC Ministry of National Education Department of Primary Education in the 2020-2021 academic year.

Data Collection Tools

In this study, data were collected using an open-ended interview form as a qualitative data collection tool. The interview form consists of two parts. In the first part of the interview form, questions were included in order to reveal the regional demographic characteristics of the participants. The second part of the interview form included research questions. In the collection of data in the research, expert opinion was taken for the questions determined by the researcher and applied after approval.

The research question was determined as "What are the general opinions of primary school teachers about the applicability of the current curriculum and what are the opinions of primary school teachers about the applicability of the curriculum in terms of regional demographic characteristics". With the questions posed, it aimed to reveal the views of primary school teachers about the applicability of the current curriculum.

60 primary school teachers who voluntarily participated in the study answered the interview forms electronically. With the questions prepared in an open-ended format, it allowed primary school teachers to freely express their thoughts about the curriculum.

Data Analysis

The interview form was applied to the volunteer teachers. The obtained data were read by the researcher with great care and transferred to the computer environment. Content analysis was used in the analysis of the data. The main purpose in content analysis is to reach concepts and relationships that can explain the collected data. Through content analysis, data is tried to be defined and facts that may be hidden in the data are tried to be revealed (Yıldırım & Şimşek, 2011).

FINDINGS

In Table 1, the opinions of the teachers regarding the first problem question of the research, "What are the general opinions of primary school teachers about the applicability of the current curriculum?"

Table 1. Findings regarding the general views of teachers about the applicability of the current curriculum

Category	Theme	Frequency(f)	Percentage(%)
Positive	The program is student-centered	17	28.3
	Applicable due to small number of students	8	13.3
	Understandable	8	13.3
	Planned	7	11.7
	Local	6	10.0
	Presenting new method technical materials	6	10.0
	Compatible with books	4	6.7
	Flexible	4	6.7
Total		60	%100
Negative	Insufficient time	29	48.3
	Too much gain	12	20.0
	It is subject-centered	8	13.3
	Not applicable in crowded classrooms	5	8.3
	Topics are not appropriate for the level	3	5.0
	Lack of physical infrastructure	3	5.0
Total		60	%100
Suggestions	Should be student-centered	19	31.7
	Topics should be reduced.	15	25.0
	The number of students in classes should be reduced	13	21.7
	It should be updated modern	5	8.3
	Books should be improved	4	6.7
	Must be local	4	6.7
Total		60	%100

In Table 1, in line with the general opinions of primary school teachers on the applicability of the current curriculum, it has been determined that the curriculum applied with the highest participation is student-centered. In line with this data, it can be said that the curriculum prepared with the constructivist approach, which was put into practice in 2005, was defined as student-centered by primary school teachers and they had knowledge about the curriculum. Sertel (2014), Turan and Tabak (2021), Kocayığıt and Aykaç (2019), Dedeoğlu and Polat (2021), and Sesame and Demir (2020) found that similar results were obtained regarding these data. In addition, teachers stated that the curriculum is understandable and applicable because the number of students in their classes is low. In this direction, it can be said that the student-centered primary school curriculum applied in the TRNC and prepared with a constructivist approach is considered positively by the teachers.

On the other hand, it was determined that the teaching programs, which are stated to contain too many gains by the teachers, are insufficient in the implementation of the constructivist approach, the teaching programs are subject-centered, and the crowded classrooms do not allow the application of student-centered education. These data can say that the number of achievements included in the curriculum is too high. Sertel (2014), Turan and Tabak (2021) found that similar results were obtained regarding these data in their studies. In this direction, it can be said that the course duration is insufficient for the implementation of the curriculum with a lot of gains with a constructivist approach and the crowded classrooms do not allow the implementation of the curriculum in a student-centered manner.

In line with the general opinions of primary school teachers on the effectiveness of the current teaching programs, they mostly stated that the programs should be student-centered. They also stated that the subjects in the curriculum and the number of students in the classes should be reduced. In line with these data, it can be said that the curriculum should be redeveloped, which is student-centered in theory and subject-centered in practice, and that the subjects and class sizes should be reduced in order to implement the curriculum. Susar Kırmızı and Yurdakal (2019) and Karaman and Karaman (2016) found similar results regarding these data in their studies. In this direction, it can be said that the subject density and class size are important factors in the implementation of the primary school curriculum in the TRNC with a constructivist approach.

The second problem of the research, "What are the opinions of primary school teachers regarding the applicability of the current curriculum according to their regional demographic characteristics?" teachers' views on the question are shown in Table 2.

Table 2. Findings on teachers' views on the applicability of the current curriculum according to regional demographic characteristics

Regional	Category	Theme	Frequency(f)	Percentage(%)
CENTER	Positive	The program is student-centered	15	40.5
		Applicable due to small number of students	1	2.7
		Understandable	1	2.7
		Planned	6	16.2
		Local	5	13.5
		Presenting new method technical materials	5	13.5
		Compatible with books	3	8.1
		Flexible	1	2.7
	Total		37	%100
	Negative	Insufficient time	22	50.0
		Too much gain	8	18.2
		It is subject-centered	7	15.9
		Not applicable in crowded classrooms	3	6.8
		Topics not suitable for level	2	4.5
		Lack of physical infrastructure	2	4.5
	Total		44	%100
	Suggestions	Should be student-centered	14	32.6
		Topics should be reduced.	11	25.6
		Class sizes should be reduced	11	25.6
		It should be updated modern	3	7.0
		Books should be improved	2	4.7
		Must be local	2	4.7
	Total		43	%100

RURAL	Positive	The program is student-centered	2	8.7
		Applicable due to small number of students	7	30.4
		Understandable	7	30.4
		Planned	1	4.3
		Local	1	4.3
		Presenting new method technical materials	1	4.3
		Compatible with books	1	4.3
		Flexible	3	13.0
	Total		23	%100
	Negative	Insufficient time	7	43.8
		Too much gain	4	25.0
		It is subject-centered	1	6.3
		Not applicable in crowded classrooms	2	12.5
		Topics not suitable for level	1	6.3
		Lack of physical infrastructure	1	6.3
	Total		16	%100
	Suggestions	Should be student-centered	5	29.4
		Topics should be reduced.	4	23.5
		Class sizes should be reduced	2	11.8
		It should be updated modern	2	11.8
		Books should be improved	2	11.8
		Must be local	2	11.8
	Total		17	%100

In Table 2, it has been determined that there are significant differences in the opinions of the teachers regarding the applicability of the curricula being implemented according to the regional demographic characteristics. Primary school teachers' places of duty in the city center are grouped as center and those with a place of duty outside the city are grouped as rural. In the research, the teachers in the central region who expressed their opinions stated that the program is student-centered, but the time is insufficient when applying the program with a constructivist approach, and the number of classrooms and the number of achievements should be reduced in order to implement the program. On the other hand, rural teachers stated that the programs are applicable and understandable because the class sizes are small. In the study, while the teachers in the central region expressing their opinions mostly expressed the reduction of the class size as a suggestion, the rural teachers expressed their opinions with low participation. In line with these data, it can be said that there are significant differences between the views of teachers from the central region and the rural region regarding the implementation of the programs. In a study conducted by Sertel (2014), it was determined that he reached similar results regarding these data. In this context, it can be said that the low number of students is an important factor for the implementation of the primary school curriculum in the constructivist approach.

CONCLUSION AND RECOMMENSATIONS

In the study, the views of TRNC primary school teachers on the applicability of the curriculum were examined. In the findings part of this research, the results of the data obtained by examining the open-ended interview forms as a qualitative data collection tool were concluded inductively. In this study, the results were compared and discussed, and the nature of the research problems was concluded in line with these results.

In line with the general opinions of primary school teachers, which is the first sub-problem of the study, on the applicability of the applied curriculum, it was seen that the primary school teachers' views on the student-centeredness of the applied curriculum were positive. The fact that the curricula in the Turkish Republic of Northern Cyprus have been adopted by the Ministry of National Education since 2005, where the constructivist approach has been adopted and new programs targeting student-centeredness have been organized, supports this finding.

Sertel (2014) stated that TRNC primary school teachers describe the target - content - learning activities and evaluation elements of the curriculum as student-centered. Similarly, in the studies of Turan and Tabak (2021),

Kocayığıt and Aykaç (2019), Dedeoğlu and Polat (2021), and Susam and Demir (2020), it was concluded that the curriculum is student-centered. It has been determined that the views of primary school teachers regarding the applicability of the curriculum are that they can be implemented in classes with a small number of students. In their research, Sertel (2014) and Susar Kırmızı and Yurdakal (2019) concluded that there are problems in the implementation of curriculum in classrooms with a large number of classrooms. In line with these data, it has been concluded that the curricula applied in the TRNC adopt the constructivist approach and are student-centered.

On the other hand, although the curriculums renewed after 2005 were prepared with a constructivist approach and aimed at student-centeredness, it was determined that primary school teachers faced some problems in the implementation of the curriculum. Regarding the applicability of primary school teachers' student-centered and activity-based teaching programs, it was determined that the current course durations were insufficient and the program was applied subject-centered in order to train the subjects. Sertel (2014) determined that since there was not enough time to cover the subjects, the class teachers were using the branch lessons to complete the subjects, and the subjects were heavy and compressed. In addition, negative opinions of primary school teachers that the current curriculum includes too many gains were determined. In their research, Sertel (2014) and Turan and Tabak (2021) determined that the program is very dense in terms of learning outcomes and subject content. In addition, the teachers stated that the curriculum prepared with the constructivist approach is subject-centered, not student-centered, and therefore has a rote-based understanding. In their research, Susar Kırmızı and Yurdakal (2019) emphasized that the teachers stated that the program, which was prepared with a constructivist approach in theory, is close to rote understanding in practice, that the programs do not develop students' questioning skills, and that the learning outcomes and activities are suitable for rote understanding. Sertel (2014) emphasized that the fact that the curriculum only foresees the classroom as a learning environment is not suitable for primary school students in the concrete operational stage to comprehend only what is told verbally. In line with these data, it is stated that the number of gains included in the curriculum prepared with a constructivist approach, which is based on each student's questioning, interpretation and analysis of information and activities; Accordingly, it has been concluded that in the implementation of the curricula, which are stated to contain gains, with a constructivist approach, the course durations are insufficient and the curricula are applied in a subject-centered manner.

In line with the opinions of primary school teachers, which is the second sub-problem of the study, according to their regional demographic characteristics regarding the applicability of the current curriculum, it was determined that the negative opinions of the teachers working in the city center do not allow the implementation of student-centered education in crowded classrooms. Turan and Tabak (2021) and Karaman and Karaman (2016) stated in their research that teachers stated that the physical conditions of the schools were insufficient, that there were problems in the implementation of the curriculum due to the crowded classrooms and that the programs should be simplified. In this context, it has been concluded that the crowded classrooms in the schools located in the city center in the TRNC do not allow the implementation of student-centered education.

In line with the results obtained from this research, the following recommendations are presented:

- In this research, primary school curricula were handled as a whole (objective, content, learning-teaching processes and evaluation). Further research should be conducted in detail for each element of the program.
- In order to implement the primary school curriculum with a constructivist approach, the problems that primary school teachers encounter in practice (lack of course hours, excess of course content, crowded classes, subjects not suitable for the level, insufficient physical environment, etc.) should be eliminated.
- Well-prepared programs alone are not enough. In order for programs to be functional, their implementers also require adequate equipment. In this context, teachers who are the implementers of the program should be informed by field experts about in-service training and the content and process of the program.
- Instead of changing the programs frequently, the opinions of all stakeholders should be taken into consideration and the programs should be developed with scientific criteria.

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WHAT AFFECTED TEACHER MOTIVATION DURING THE PANDEMIC PROCESS?

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ABSTRACT

Covid-19 pandemic, which emerged in 2020 and rapidly became the world's biggest problem, has transformed our daily lives considerably. Covid-19 pandemic has also greatly changed the general functioning of educational institutions in our country. In this study, it was aimed to obtain the opinions of teachers working in secondary education institutions about their motivation in the pandemic process.

In the study, interviews were conducted with 15 teachers at Namık Kemal High School, the only regular high school in Famagusta region, and data were collected and analyzed with a qualitative method.

In terms of data analysis, the data obtained from the interviews were synthesized and described, then summarized and interpreted. Recommendations were made in line with the results.

Keywords: Covid-19, motivation, teacher, online.

INTRODUCTION

Covid-19 pandemic, which affected the world in 2020, had an impact on us in many areas, including our daily habits. Conventional education and training methods in the field of education have also been affected by the covid-19 pandemic. Teachers and students covered their classes in virtual classrooms they created on the internet instead of traditional schools (Chang and Fang, 2020). The transition to this method, which is new for everyone, has posed some difficulties for both the teacher and the student. Motivation in the teaching of the classes is indispensable for both the teacher and the student (Kulikowski et. al., 2021). The term motivation comes from the Latin word "to move", which means to act (Ud et al., 2012). Motivation is the thoughts, hopes and beliefs that motivate people and determine the directions of their actions; in short, they are their desires, needs and fears (Örücü & Kambur, 2008). Motivation plays a very important role in human behavior. In providing motivation, it is necessary to know the behaviors of the employees and their reasons. Behind every behavior there is a desire, and in front of it there is a purpose. In order to achieve the goals, the needs of the individual must be met (Sabuncuoğlu, 1984; Ryan and Deci, 2009). A highly motivated teacher conveys his/her lecture to the student with a higher performance. Likewise, a highly motivated student understands and grasps the topics conveyed by his/her teacher better (Sinclair, 2008; Watt and Richardson, 2008). It has been proven that distance or online learning is influenced by the accessibility and suitability of technological equipment, time and motivation.

(İbrahim et al. 2013). In this process, which is a new era for everyone, it is important to examine the factors that affect teachers' motivation during their online classes in virtual classrooms. In the light of the obtained data, the factors that reduce teacher motivation will be determined.

PURPOSE OF THE STUDY:

In this study, it was aimed to obtain the opinions of teachers working in secondary education institutions about their motivation in the pandemic process.

Sub-purposes for the purpose of the research are as follows:

- 1- What affected your participation in online courses during the Covid-19 pandemic process? (lack of internet connection, tablet, and computer, and structural disorder of the house) What are your opinions on this issue?
- 2- How did the lack of sanctions for attendance / lack thereof in online classes affect your motivation during the Covid-19 pandemic process? What are your opinions on this issue?
- 3- How do you compare face-to-face classes with online classes in terms of your motivation?
- 4- How do you compare the teaching methods used in face-to-face classes with the methods used in online classes in terms of the effectiveness? What are your opinions on this issue?
- 5- What are your views on making online education more effective?

METHOD

It is planned to examine the factors that affect the motivation of teachers during the pandemic process using qualitative methods with 15 teachers working at Namık Kemal High School, a secondary education institution. Interview is a data collection technique that is frequently preferred in qualitative research and is used for in-depth research to reveal social reality. Collecting data face-to-face with the interviewees is a factor that increases the depth of the research (Yüksel, 2020)

STUDY GROUP

It was planned to obtain data by interviewing teachers who worked at Namık Kemal High School in Famagusta district of TRNC and wanted to participate in this study voluntarily.

DATA COLLECTION TOOL

The interview form developed by the researcher was used as the data collection tool. Expert opinion was consulted for the reliability of the form.

DATA ANALYSIS

In the analysis of the data, the data obtained from the interviews were synthesized and described, then summarized and interpreted. The codes used according to the answers given to the questions in the qualitative data analysis are presented in Table 1.

Table 1. Table of codes used in qualitative data analysis

Question no:	Questions	Sample answer	Classification	Codes	Code for sample answer
1	What affected your participation in online courses during the Covid-19 pandemic process? (lack of internet connection, tablet, and computer, and structural disorder of the house) What are your opinions on this issue?	"First, the internet connection problem and then the low motivation of the student affected the process negatively. Many students could not have access." (Teacher 3)	Problems	Internet connection, lack of infrastructure, equal opportunities, low motivation	Equal opportunity, tablet, mobile internet

2	How did the lack of sanctions for attendance / lack thereof in online classes affect your motivation during the Covid-19 pandemic process? What are your opinions on this issue?	“I think there should be a sanction for absenteeism. Using this situation, students participate in the class arbitrarily. It affects motivation and class efficiency negatively.” (Teacher 3)	Problems	Statute update, sanction, motivation	Statute update, sanction, being not arbitrary.
3	How do you compare face-to-face classes with online classes in terms of your motivation?	“I believe face-to-face classes are definitely more effective. In online classes, when the cameras are on, we can do classes more efficiently.” (Teacher 1)	Solution proposals	Classroom interaction	Intervention to students is easier in face-to-face education.
4	How do you compare the teaching methods used in face-to-face classes with the methods used in online classes in terms of the effectiveness? What are your opinions on this issue?	“I think that the methods used in face-to-face classes can be improved and diversified. We can progress in a more limited framework in online classes. I believe we cannot make progress without equality of opportunity.” Teacher 7)	Solution proposals	In-class technology (smart board, internet)	In-class technology, internet, smart board, interaction
5	What are your views on making online education more effective?	“All students should use equal conditions and better quality internet connection. I think interesting course contents should be prepared.” (Teacher 7)	Solution proposals	Equality of opportunity, problem solving, joint curriculum	Equality of opportunity, problem solving, joint curriculum, sanction, course content

FINDINGS

15 teachers from Namık Kemal High School participated in the study.

According to the first sub-purpose of the study, findings as regards the opinions of teachers in response to the question “What affected your participation in online courses during the Covid-19 pandemic process? (lack of internet connection, tablet, and computer, and structural disorder of the house) What are your opinions on this issue?” are provided below.

The opinions of 15 teachers in the study group are as follows:

- 12 teachers → Internet connection and lack of infrastructure
- 2 teachers → Students attending classes only by phone
- 3 teachers → Lack of equal opportunities for all students
- 2 teachers → Students not turning the camera on

Among the responses given by teachers, 80% mentioned lack of internet connection and infrastructure, 13.3% mentioned the problems caused by the students attending the class with only a smartphone and not being able to do other operations that can be done with the computer, and 20% mentioned all students at the school not having the same resources equally. Finally, 13.3% of the teachers stated that the students kept their cameras off during the class and avoided high interaction, which negatively affected their motivation.

According to the second sub-purpose of the study, findings as regards the opinions of teachers in response to the question “How did the lack of sanctions for attendance / lack thereof in online classes affect your motivation during the Covid-19 pandemic process? What are your opinions on this issue?” are provided below.

All of the 15 teachers in the study group stated that this was a problem and negatively affected their motivation. They stated that if online courses are to be continued, an inquiry should be conducted by the Ministry of National Education. In addition to these, the solution recommendations of the teachers are as follows:

- 10 teachers → Mentioned updating the attendance-absenteeism statute
- 3 teachers → Referred to the inclusion of project applications in the curriculum
- 2 teachers → Stated that the lack of equal opportunities was the main problem (students who could not attend the course) and argued that the ministry should provide tablet and free internet to all students to solve this problem.

According to the third sub-purpose of the study, findings as regards the opinions of teachers in response to the question “How do you compare face-to-face classes with online classes in terms of your motivation?” are provided below.

All of the teachers participating in the study stated that face-to-face education was more effective than online education and that their motivation in the classroom was higher, students' interaction in the course was more developed and under their control. They mentioned that in online classes most of the students disconnected before the class ended and they could not interfere with it.

According to the fourth sub-purpose of the study, findings as regards the opinions of teachers in response to the question “How do you compare the teaching methods used in face-to-face classes with the methods used in online classes in terms of the effectiveness? What are your opinions on this issue?” are provided below.

- 7 teachers → stated that they used in online classes most of the methods they used in the classroom in the same way.
- 4 teachers → stated that they do their classes more effectively with the smart board and internet they use in the classroom.
- 4 teachers → mentioned that the materials they used online were not used effectively by the students.

According to the fifth sub-purpose of the study, findings as regards the opinions of teachers in response to the question “What are your views on making online education more effective?” are provided below.

- 3 teachers → mentioned conducting online education as a complementary to face-to-face education
- 2 teachers → mentioned switching to online education by solving internet and infrastructure problems
- 1 teachers → mentioned determining and making joint curricula in cooperation with the groups
- 4 teachers → mentioned the requirement to have a sanction against students regarding online education
- 1 teachers → mentioned that students should keep a notebook regarding the course in addition to the methods used during online education
- 2 teachers → mentioned student attendance and camera obligation
- 2 teachers → mentioned that the course contents that would attract the attention of the students should be prepared.

CONCLUSION

As a result, it was observed that the online classes of teachers working in secondary education institutions during the pandemic process negatively affected their motivation. The teachers generally mentioned that the lack of internet, lack of infrastructure, lack of equal opportunities, insufficiency of online content (insufficiency of education portal) and lack of sanctions for students' absenteeism in classes negatively affected their motivation. Ferri, Grifoni, and Guzzo (2020) highlight three key e-learning challenges during the pandemic. these; technologically lack of devices or Internet access, pedagogically lack of computer skills and socially lack of interaction and motivation with students. As a solution to the foregoing, it was stated that internet and infrastructure deficiencies should be cured by providing pens-tablets and free internet opportunity for students, updating the attendance and absenteeism regulations, developing online education content to attract the attention of students, and developing joint course plans. It is envisaged that in this way online classes will be carried out more efficiently and with a high motivation for both teachers and students. This study will be an effective source for online class planning and teacher motivation to be more successful.

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