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TABLE OF CONTENTS

Volume 20, Number 2
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Articles

- 1** **Equality and Alienation at School: A Workshop with School Managers**
Authors: *Orhun Kaptan, Filiz Meşeci Giorgetti, Mithat Korumaz & Gözde Çeven*
- 22** **Investigation of teachers' views on classroom practices to support children's self-regulation skills**
Author: *Elif Sezgin*
- 40** **Opinions of Graduate Students Regarding Scientific Value**
Author: *Taha Yazar*
- 57** **The Artful Life as Transactional Process: How John Dewey Connects Art, Democracy, and Everyday Experience**
Author: *Martina Riedler*

Equality and Alienation at School: A Workshop with School Managers*

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Abstract

This study reports the results of a workshop conducted with school administrators in the Şişli district of Istanbul. The workshop was planned based on the results of research conducted with the teachers in the district, the subject of which was the perception of equality and alienation levels of the teachers. 26 school administrators participated in the workshop and the results of the research were evaluated with the school administrators by the focus group interview method. The interviews were conducted in three sessions of 40 minutes, and based on the focus group interview, one-on-one interviews were conducted with 8 school administrators, considering that they would contribute to the research in more depth. Video recordings of the interviews were made, the conversations in the interviews were deciphered and the texts obtained were analyzed by the thematic analysis method. Analysis of the deciphered texts under two main themes and eight subthemes yields the most prominent result which demonstrates that the number of questions of different school subjects in the high-stakes tests causes teachers to perceive inequality and alienation at school. Another important finding is that school administrators do not agree with the view that there are no fair practices in evaluating teachers' achievements. Relying on the findings of the workshop, it is recommended to carry out activities to increase the motivation of branch teachers who have few or no questions in the central exams and to strengthen the communication between administrators and teachers.

Keywords: Equality in Education, Alienation, Division of Labor, High-Stakes Testing

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INTRODUCTION

Although social inequalities and alienation are concepts of the same age as the beginning of settled life, it is possible to argue that the number of studies conducted to understand the relationship between these two concepts is not sufficient. Engels (2019) points to the moment that the first animals were tamed as the commencement of social inequalities, and Fromm (1982) finds clues of alienation in the first religious writings. Nevertheless, it was only possible to carry the discussion of inequality and alienation to the context of education with the appearance of the Industrial Revolution, which obscured class differences by blurring the lines between social strata. The concept of equality in opportunities can be regarded as the key factor that was used for sweeping the problems under the rug at the beginning of the 20th century (Atkinson, 2018). While the new methods of mass production and an improved and more sophisticated way of division of labor elevated alienation to a new stage (Fromm, 1982, 2016; Marx & Engels, 2013; Swain, 2013), the positivist structuring of education paved the way for the reproduction of social classes through assessment and standardization in education (Bourdieu & Passeron, 1990; Bowles, 1999; Bowles & Gintis, 1976).

This being the case, it is natural that research on educational inequalities mainly focuses on differences between students and parents and they take socio-economic stratification in their core (Baba, 2007; Kılıç, 2014; Önder, 2012; Önür, 2013; Özsoy, 2002). Likewise, the works on alienation primarily consider teachers as their research subjects and they struggle to understand the practices at school that are effective in the alienation of teachers (Elma, 2003; Emir, 2012; Eryılmaz & Burgaz, 2011; Gülören, 2011; Kesik & Cömert, 2014; Şimşek vd., 2012).

The literature on educational equality takes inequalities among students and parents at its core; hence, inequalities among teachers can be considered an intact field of study. When the studies on equality among teachers in the literature are scanned, it is seen that the subject is mostly discussed in terms of organizational justice. Polat and Celep (2008) make suggestions to school managers such as behaving ethically, avoiding arbitrary practices, applying rules equally to everyone, and being fair when awarding teachers or distributing additional tuition fees. Yılmaz (2010) also reaches similar findings reflecting a low perception of justice of teachers at schools. The study of Yılmaz demonstrates that the lowest scores were recorded on the items of 'No one is privileged in this school' and 'The school principal treats everyone fairly'. Similar research whose foci is organization and organizational justice were also reviewed and reflected during the research process, and findings were parallel as they all communicated a low level of justice perception of teachers (Altınkurt & Yılmaz, 2010; Gökhan et al., 2011; F. Yildirim, 2007; Yildirim & Ekinçi, 2012).

It would not be a mistake to put forward that most of the studies carried out in Turkey about teachers' alienation are inspired by the work of Elma (2003), and researchers used the scale which is based on Seeman's alienation sub-dimensions and was developed by the same author (e.g. Emir, 2012; Kesik & Cömert, 2014; Şimşek et al., 2012). The common findings of this research illustrate that alienation levels of teachers are relatively higher in the sub-dimensions of powerlessness, normlessness, and meaninglessness.

Considering the studies in the literature, it is understood that equality among teachers is not evaluated outside the context of the organization, and the concept of alienation is only examined as alienation from the school or workplace. Establishing a direct relationship between equality among teachers and practices in the workplace can be seen as a necessity. On the other hand, examining the relationship between alienation and the perception of equality may contribute to the dissemination of egalitarian practices to solve the problems of teachers who perceive alienation. For this reason, this study aims to meet with the managers who are in the position of problem-solving, to gather information from the field on the concepts of equality and alienation, and to produce solutions together with street-level bureaucrats.

The Context of Şişli District and Transition to Higher Education Levels in Turkey

This study is based on the findings of research conducted by Kaptan (2020a) with teachers in the Şişli district. Şişli is a town located on the shore of the Bosphorus in the north of the Golden Horn. This district, which has a central business area function and a working population 8 times the population of the settlers, is seen as an important research area in terms of equality studies. The reason for this is that the district shows great differences in spatial distribution as a region that has been receiving immigration for many years. When the spatial distribution of urban functions is examined, multi-story and high-density office buildings, touristic-certified hotels, and additionally military museums and shopping centers are seen in the east direction within the boundaries of the district, while large and low-density semi-rural areas and industrial areas (Atatürk Auto Repair Center, Ayazağa Village, mass housing and industrial valley) are found in the western direction (Kahraman, 1997).

Moving forth from the fact that the urban functions in the district have gained different characteristics in different regions in a homogenized manner indicates that the students in these regions also live in different socio-economic environments, and therefore the schools also have students from different socio-economic levels. It is possible to predict that this distribution creates differences between schools in terms of quantity and quality. It is possible to argue that the stratifying role played by regional differences in the process of enrolling students in primary schools is reinforced by a central examination during the transition to secondary education. Central Examination for secondary education institutions is applied to select students for Anatolian technical programs of science high schools, social sciences high schools, project schools, and vocational and technical Anatolian high schools. Public and private secondary school students, imam hatip secondary school students, open education secondary school students, temporary education center students, and students studying at schools abroad can participate in the exam. The entrance exam to secondary education consists of two parts, verbal and numerical. In the verbal section, there are four subtests: Turkish, Republic of Turkey's Revolution History and Kemalism, Religious Culture and Moral Knowledge, and Foreign Language; A total of 50 questions are asked to students in these four subtests. Students are given 75 minutes to answer the questions in the verbal section. There are Mathematics and Science subtests in the numerical section and a total of 40 questions are asked to the students in these two subtests. In the numerical section, students are given 80 minutes (Ölçme ve Değerlendirme Genel Müdürlüğü, 2022).

The information provided by the Ministry of Education (Ölçme ve Değerlendirme Genel Müdürlüğü, 2022) demonstrates that 1.031.799 out of 1.236.378 students took the test in Turkey in 2022. When the distribution of the students' scores is examined, it is seen that 7,70% of the students scored between 100 and 199, 56,04% scored between 200 and 299, 26,33% scored between 300 and 399, and only 9,93% scored between 400 and 500. The distribution of student scores in the exam indicates a clear stratification among students. Considering the purpose of the exam to select students, it is inevitable that there will be a stratification between the schools that accept students with certain score ranges. As a matter of fact, there were 16 secondary education institutions in Şişli during the period of the research. 3 of these institutions are the schools that only receive the students with the highest scores with the central exam score. 6 schools receive student enrollment based on both central exam scores and addresses. It is possible to state that these schools enroll students with average achievement levels. Students whose central exam scores are not sufficient to enter a school are placed in schools that accept students only based on address, and 7 out of 16 high schools in Şişli accept students with this method.

This exam, which is a strong indicator of socioeconomic level, is held once a year, which makes it possible to call it a high-stakes test. The upper secondary schools that accept students by local placement also rank students with the grade point average at the end of secondary school and enroll them accordingly. In other words, it is possible to state that there is a stratification among the schools that accept students based on the address and that there is a competition to get better students (Kaptan et al., 2022).

It can be argued that the entrance exam to secondary education also shapes the structure of secondary schools. Similar to the secondary education entrance exam, the higher education entrance exam, which includes questions of the same academic courses with different weights, causes the weekly course hours of different branches to be distributed unevenly. The Basic Proficiency Test, which all students must take in the transition to higher education exam, and the Field Proficiency test and Foreign Language Test, which are required for students who want to enroll in undergraduate programs. In the Basic Proficiency test, a total of 120 questions are asked, including 40 Basic Mathematics, 40 Basic Turkish, 7 Physics, 7 Chemistry, 6 Biology, as well as 5 religions, 5 philosophy, 5 history, and 5 geography. In the field proficiency test, 40 Mathematics, 40 Science, 40 Turkish Language and Literature - Social Sciences-1, and 40 Social Sciences-2 tests appear. As can be seen, no questions are asked in courses such as music, physical education, traffic and first aid, and foreign language. Similarly, vocational courses taught in vocational and technical high schools are not included in the exam. On the one hand, this situation results in students who want to be successful in higher education ignoring the lessons that are not asked in the exam or the number of questions is few, on the other hand, it negatively affects the perceptions of equality and alienation levels of the teachers of these branches (Kaptan, 2020a). In addition, the unequal distribution of the number of questions in the exams also causes differences among teachers' incomes. The teachers of the branches with more questions in the exam earn higher income while teaching fewer students, the teachers of the branches with few or no questions in the exam provide education services to more students but earn lower wages. Kaptan (2020a) examined the monthly payroll and determined that this additional income difference between teachers could reach up to 8 times.

The quantitative research¹

Within the scope of the research, data were collected from 264 teachers working in 16 public upper-secondary education institutions in the Şişli district. The 'Teacher Equality Perception Scale' (TEPS) and 'Teacher Alienation Scale' (TAS) were used as data collection tools in the research. TEPS is a scale that consists of the subdimensions of culture, division of labor, branch, and teacher assessment, while TAS includes the subdimensions of powerlessness, meaninglessness, normlessness, and social isolation (Kaptan, 2020a, 2020b). The participants of the study were identified by a stratified sampling method. The strata of the study were determined by taking the student enrolment procedures of the schools into account. The themes and subthemes of the workshop carried out with the school managers in the Şişli district were identified by referring to the results of the research conducted by Kaptan (2020a). In this section, a brief explanation of the themes and subthemes is provided.

The first and foremost finding of the research can be regarded as the high level of negative correlation between the perception of equality and the level of alienation ($r = 0,74$), which was required via Pearson product-moment correlation analysis. Hence, it is possible to assume that the level of alienation tends to increase when the perception of equality decreases. Depending on the significant and high level of negative correlation between the two notions, the main themes of the workshop were identified as 'Equality' and 'Alienation'.

The main theme of equality

While the overall equality perception level was identified as intermediate, the lowest mean scores were observed in the items 'Teachers have equal chances to be administrators in my school', 'Responsibilities are shared equally among teachers in my school', and 'Union membership plays a role in the promotion of teachers in my school' of the TEPS. Accordingly, these items were determined as the first discussion subjects for the workshop.

¹ All the findings presented in this section were gathered from the Master's thesis named 'The relation between secondary school teachers' perception of equality and their alienation levels'. See Kaptan (2020a) for citation.

Both the TEPS and TAS scores were analyzed together with the variables of gender, teacher branches, years in the profession, educational attainment, graduated upper secondary school type, graduated higher education institution type, union membership, school type, and marital status. It was planned by the team of experts who would arrange and manage the workshop that only the significant findings to be included in the workshop program to be discussed (see Appendix 1 for the workshop program).

The first significant finding in the study was between the branch sub-dimension of TEPS and the branch variable. According to this finding, there are differences in the perception of equality in the branch sub-dimension between the branches whose questions are not asked in the central examination, the branches with few questions in the central examination, and the branches that do not have any questions in the central examination. According to the results of the analysis, the perception of equality of the branches that do not have any questions in the central exams is lower than the other branches. The highest level of perception of equality was observed in branches with few questions in the central exam. This finding shows that central exams are effective on teachers' perceptions of equality.

In the examination made according to the tenure of the teachers, a significant difference was found in the TEPS division of labor sub-dimension. Accordingly, it was observed that the lowest perception of equality was observed in the teachers in the first years of the profession (0 - 5 years, 6 - 11 years, 12 - 17 years), and the perception of equality increased as the tenure increased. While this finding might be related to the workload of young teachers who might be accepted as available for extra work because they are single and/or married without children by the school managers, it might be related to the fact that being inexperienced may cause a complaint with the workload which might be equal with other teachers at school. Hence, it was considered necessary to apply the views of managers to clarify the significant difference observed in the analysis.

Another significant result was seen in the type of higher education institution graduated from in the TEPS culture sub-dimension. According to this result, it was determined that the perception of equality of the teachers who graduated from the faculty of education and technical education was lower than the teachers who graduated from the faculty of science and literature and other faculties in the sub-dimension of culture. Likewise, the teachers who graduated from education or technical education faculties perceived a lower level of equality in the branch subdimension of TEPS.

There is a significant difference in the equality perceptions of teachers according to the status of being a member of a union or not. Accordingly, the perception of equality of teachers who are union members in the TEPS evaluation sub-dimension is lower than that of non-union members. In the study, the teachers were not asked to which union they were members in order to ensure the anonymity of the teachers and to ensure that teachers give objective answers to the questions. For this reason, in order to understand the relationship between union membership and the evaluation sub-dimension, it was seen as a necessity to discuss it within the scope of the workshop.

In the study, the only variable that showed a significant difference in the TEPS total score was the variable of teachers' workplace. It has been observed that the teachers with the lowest perception of equality are the teachers in high-quality schools that accept students only with the central exam score. The highest perception of equality is observed only in teachers in schools that accept students by local placement. The difference in this observation is probably due to the central examinations. In high-quality schools, it may be the case that students give importance to the branches that have a high weight in the central exams and do not give importance to other branches. Another possibility is that the teachers of the branches that have a high weight in the central exams may be working under greater pressure than the other teachers. The interviews to be held at the workshop were of great importance to test the accuracy or falsity of these predictions. When sub-dimensions of TEPS were analyzed with the same variable, it was observed that there was a significant difference only in the sub-dimension of evaluation. This result can be evidence of the prediction that the teachers in high-quality schools that enroll students only via central exam scores experience a higher level of pressure.

Still, further elaboration was considered necessary to reach a concrete conclusion about the significant difference in terms of teachers' workplaces.

The main theme of alienation

The result of the research addresses a 'low' level of alienation of teachers in the Şişli district. The scale items in which teachers perceive alienation the highest were determined from the highest to the lowest as 'I know that I will not be rewarded even if I am successful at my school', 'The decisions taken by the teachers in my school are not enough to change things', and 'I find the topics of the conversations of the teachers in my school shallow'.

While the alienation levels of teachers were similar in the sub-dimensions of powerlessness, social isolation, and meaninglessness, their alienation levels in the sub-dimension of normlessness were considerably higher. As defined by Seeman (1959), normlessness is the deeply shaken belief in rules, laws, and regulations, perceiving rules as meaningless, or obeying rules just because they are rules, even though the reason for the rules is not understood. When the finding of the study and definition of Seeman is read together, it becomes a must to comprehend why the alienation level of teachers is patently high in the sub-dimension of normlessness.

The only finding related to the gender variable was found in the sub-dimension of meaninglessness, and it was observed that the male participants' alienation level was significantly higher than females.

Another result obtained from the quantitative research was in the branch variable that showed a significant difference in the normlessness sub-dimension. It was concluded that the alienation levels of vocational and technical teachers were significantly higher than other teachers. It was also observed that the teachers whose subjects were not included in the high-stakes tests also had the second highest level of alienation. In addition, it is seen that the teachers who graduated from educational faculties experience a higher level of alienation in the normlessness sub-dimension than the teachers who graduated from science and literature and other faculties.

Surprisingly enough, the variable of union membership yielded an unexpected result in the social isolation sub-dimension. As unions are assumed to have certain locales where members come together, it should be expected that union members have better options to socialize. However, the research showed that the alienation levels of union-member teachers were higher than non-member teachers in the sub-dimension of social isolation. Standing as solely as a research subject, this fact also required further investigation in the field together with other findings. Additionally, the variable of workplace addresses significant differences in the social isolation sub-dimension. It is apparent in the analysis result that the teachers working at high-quality schools that enroll students with central exam scores have a higher level of alienation in the sub-dimension of social isolation and the second highest level of alienation in the same dimension belongs to the teachers working in the schools that enroll students whose central exam scores are not enough to attend a high-quality school. One more variable that is associated with the social isolation sub-dimension is the marital status variable. According to the analysis, it was observed that single teachers' alienation levels in the social isolation sub-dimension were higher than married teachers.

Summary of the quantitative research

To reach assumptions and conclusions, the table below is prepared to see which variables have significant differences in which dimensions and sub-dimensions.

Table 1. Variables and subdimensions with significant differences

	Total Equality perception	Division of Labor	Evaluation	Branch	Culture	Total Alienation level	Normlessness	Meaninglessness	Powerlessness	Social Isolation
Gender								X		
Branch				X			X			
Years at work		X								
Educational attainment							X			
Last graduated higher education institute				X	X					
Union membership			X							X
Workplace (School type)	X		X							X
Marital status										X

It is possible to reach some interpretations by observing Table 1. For instance, it is possible to assume that standardization and the existence of central exams not only stratify schools but also cause a devaluation of some branches, which causes the teachers to lose their faith in the norms. The oppression of standard testing also results in the social isolation of teachers and a heavy burden of evaluation. When political groupings and demographic variables enter the frame, social isolation becomes more evident. Nevertheless, the interpretations here are only assumptions and require more evidence from the field.

METHODOLOGY

Moving forth from the results of the quantitative research (Kaptan, 2020a), qualitative research with a case study design was planned. A case study can be defined as the analysis of data acquired from a case that can be regarded as extreme or with an aspect that is worth investigating (Creswell, 2014). In the case study, the selected case can be an individual, a group of individuals, a certain location, or an event (Yin, 2003). As the previous research was carried out in the Şişli district, the case of this study was also determined as the Şişli district as the analysis unit due to the findings that are potential research topics to be further elaborated. Therefore, it is possible to put forth that the same principle as the mixed method approach was followed in this study. As the main purpose of this study is to reach further insight into the findings of the quantitative research, a sequential-explanatory approach was adopted (Teddlie & Tashakkori, 2009).

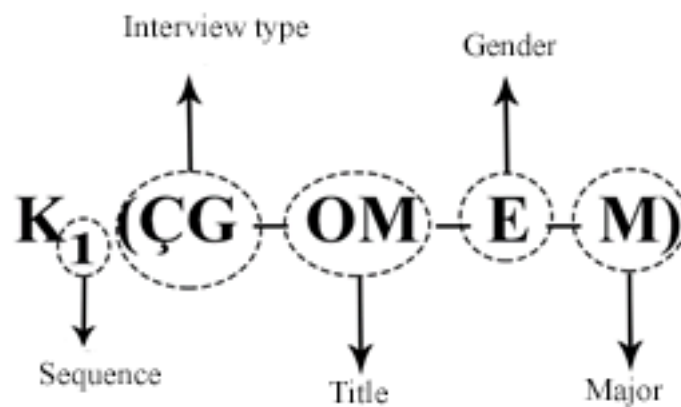
For the integration of qualitative and quantitative analysis results, Plano Clark (2019) suggests four questions why to integrate, what to integrate, when to integrate, and how to integrate. After the workshop was carried out, the interviews were deciphered and analyzed. The data acquired were analyzed via categorizing and coding. As the categories and sub-categories were predetermined, the patterns that emerged in the analysis were placed under suitable categories (Maxwell, 2012; Saldana, 2011). The findings of the thematic analysis are the answer to the question of what to integrate. The units to be integrated are the findings of quantitative and qualitative analysis. As for the question of why to integrate, two answers can be given: The first reason is to gain a deeper understanding of the findings of the quantitative research, while the second reason is to create an awareness in the Şişli district related to the concepts of equality and alienation. Depending on the sequential nature of the study, the integration was carried out at the end of the case study. Finally, the integration was conducted by comparing the conclusions of both pieces of research.

The participants of the study are school principals and vice-principals in the Şişli District. As the quantitative analysis was carried out only in the public upper-secondary schools, the principals and

vice-principals of these schools were invited to the workshop by the Şişli District Directorate of National Education. 26 participants responded to the invitation. 16 of the participants were school principals and 10 were vice-principals. The attendance numbers show that all the principals of the public upper secondary schools participated in the workshop.

Ethical considerations

This study was conducted with the support and supervision of the Şişli District Directorate of National Education and with the Şişli District Governor's approval (No: 93198293-604.02-E.24649828, Date: 11/12/2019). The participants were officially invited by the local education authority and were informed that their participation during the workshop was voluntary. At the beginning of the workshop, the participants were reminded that the interviews would be recorded. The deciphered texts were sent to the participants after the workshop for approval. The names of the participants were concealed and codes were used. An example of coding is given below. (Please see Appendix 2 for the abbreviations)



Results

Theme-1: Equality

Under the theme of equality, four sub-themes were determined: branch, culture, evaluation, and division of labor. In this section, the findings related to the categories formed under the sub-themes are presented.

Sub Theme-1: Branch

It was observed that the branch sub-theme consisted of four categories. According to interviews with school administrators, the first category that is likely to determine the perception of equality among teachers is observed as the central exam category. The opinions obtained from the administrators suggest that central exams cause some branches to be seen as worthless or of-secondary-important subjects by the students. A manager expresses the situation in the following sentences:

“K₈ (WI - VP - M - PE): So the child looks like this, he or she has four hours of English class, and he or she will not encounter this lesson in the university exam, he or she looks at it as a dead lesson. So the motivation of the teacher is low, and the past four hours in the class are wasted time for the child. The teacher is not efficient, the student is not efficient.”

In this respect, central exams make some branches of the school more important than others. While this situation shows the teachers of some courses are more valuable than others, it also increases the pressure and workload on some teachers.

The second category observed in the branch sub-theme is the type of school category. Within the scope of the research, the school types were examined in three strata: Project schools that accept students through central exams, schools that admit students through both central examination and local placement and schools that take students only through local placement (Kaptan, 2020a). A school administrator stated that there may be differences in the perception of equality among the teachers working in these school types as follows:

“K₉ (WI – VP – M – Eng): When it comes to this vocational and branch distinction in schools, I see this phenomenon of feeling a low level in the profession and branch distinction as if it is something that comes from the student, not the teacher. In other words, the quality of the student coming to the school either creates the teacher's desire to work or backfires.”

The third category observed in the branch sub-theme reveals the relationship between the difference in teacher branches and teachers being administrators. It was stated by a school administrator that school administrators wanted to work with assistant principals from different branches in their management teams.

It is understood that the reason for an unwillingness to work as a vice-principal is economic. For this reason, an additional course category was created as the last category in the branch sub-theme. The relationship between teachers' additional course income and their status as administrators was expressed as follows in the interviews:

“K₁₃ (II – SM – F – Che): ...on my own behalf, I am paving the way for everyone who works, who will walk the same path with me. Unfortunately, our teachers no longer have the desire to be such an administrator. Especially not our vocational teachers, why not? They can take 44 hours of additional lessons per week, and they can take open high schools in 10 hours. Frankly, they do not prefer to be a vice principal because they can take more additional courses than a vice principal.”

From this point of view, it has been determined that additional course incomes differ according to the branches and this difference is a factor in the demand to be a school administrator.

Sub-Theme – 2: Evaluation

The second sub-theme of the equality theme was determined as evaluation. Evaluation within the scope of the project is handled in two different ways. Accordingly, while the first interpretation is the evaluation of teachers' performances by school administrators, the second interpretation is about the attitudes that school administrators develop toward teachers. According to these attitudes, it has been observed that the administrators do not evaluate the teachers only on their performance in the classroom, and the personal evaluations they make towards the teachers may be a factor in the distribution of extracurricular activities.

In this respect, the first category observed in the evaluation sub-theme was named the workload category. We can say that the determining factor in the workload category is the in-class performance of teachers, based on the following statements of a manager:

“K₂(WI – SM – M – Geo): Well, our teachers working in these project schools now have higher expectations than the teachers working there in terms of workload compared to the schools that accept students from local, so their performance should be higher accordingly.”

Another manager's views observed in the evaluation sub-theme identify the concept of evaluation related to the act of rewarding. These rewards, on the other hand, are interpreted as

certificates of appreciation. Accordingly, it is possible to reveal that there is a relationship between teachers' performance and reward. For this reason, performance was considered as a separate category in the evaluation sub-theme.

Another category observed in the awarding of rewards and evaluation of success is seen as the union category. It can be said that the teachers have a perception that the probability of rewarding changes according to the unions they are members of, based on the following statements of the administrators:

“K₂(WI – SM – M – Geo): I will tell you, for example, when we made live lesson programs in our school in March, three of our teachers who performed were given certificates of achievement. Appreciated. One of our teachers was very surprised to learn that he received this award even though he was from a different union. The reason behind this astonishment is the perception that no matter what he does, this award would definitely go to someone else. Of course, we have distorted this perception.”

Another category observed in the evaluation sub-theme was named task distribution. The school administrators' distribution of extracurricular activities in the school depends on their evaluation of teachers as hardworking, willing, doing their duty, or being lazy.

During the evaluation of teachers, the concepts of discipline and grades come to the fore. For this reason, the category of sanction was created in the evaluation sub-theme. The statements of a manager regarding the enforcement are as follows:

“K₁(WI – SM – M – Voc): In other words, in terms of discipline, for example, the teacher who does not comply with a rule does not face a consequence about why he/she does not comply if an investigation is carried out in terms of discipline. It is also a separate dimension and this result can be obtained from here. When the teacher does something wrong that does not follow a rule, when a disciplinary investigation is made with the students and at the school, nothing happens there either.”

In this respect, it has been determined that the administrators complain about the limitation of their sanction powers during the evaluation phase.

Sub-Theme-3: Division of Labor

The division of labor indicates the fair sharing of the activities that teachers carry out in and out of the classroom and the responsibilities they have to perform at schools. The first category observed in the process of making these shares reveals the relationship between the difference between teacher branches and the division of labor. A school administrator expresses this situation as follows:

“K₃(WI – VP – F – Che): I don't think it would be beneficial for our teachers to encounter the same situations when they do the same things on a branch basis. Different jobs should be assigned to different branches. For example, the same teachers are always given tasks because some of our teachers are doing well. I think that teachers who do not perform these duties should also be given some tasks.”

Another category observed in the division of labor sub-theme was named workload. This situation is attributed to the willingness of some teachers to carry out their jobs, while some teachers fulfill their duties just because of a necessity. In other words, the existence of an attitude that the workload of hardworking teachers is higher than that of other teachers is expressed as follows:

“K₃(WI – VP – F – Che): Some of our teachers are working really hard, and some of our teachers are just doing a duty. However, I think that if it was given to everyone when a task distribution was made, without thinking that they would do it or not, maybe we might have revealed some of the situations in them and thus a perception of equality would be created.”

In this respect, it can be argued that school administrators strive to achieve equality in the distribution of responsibilities quantitatively with a participatory understanding to ensure fairness in the distribution of duties and responsibilities in the school.

For this reason, in terms of ensuring the mentioned equality, the statements of school administrators regarding the distribution of duties are also noteworthy. In the division of labor sub-theme, the distribution of tasks was handled as a separate category based on the clustering of the data in this area and its relationship with the theme.

It is observed that the factors that school administrators take into account in the distribution of tasks quantitatively appear as ensuring equality, transparency, and teachers' abilities and predispositions.

Sub-Theme-4: Culture

Within the scope of this research, culture was discussed in terms of teachers' worldviews, union memberships, lifestyles, and similar personal characteristics. As a result of the interviews with school administrators, it was determined that this concept was discussed together with the concepts of union, impartiality, being a party, teachers' opinions, being objective, and workload distribution. Accordingly, the first category determined was taken under the title of union.

“K_{2 (WI-SM-M-Geo)}: Another result is that the level of equality of unionized teachers is also low. In other words, any union-affiliated teacher reduces the perception of equality compared to a non-union teacher. This is an interesting result. I think we should evaluate this well. In any case, the fact that school administrators act objectively and impartially to their teachers both in the distribution of the workload and in rewarding them can change the perception.”

The opinions put forward by the school administrators on this issue reveal that they also make an effort to be a party or not, depending on whether they are members of a union or not.

On the other hand, it is possible to observe that the viewpoints that cultural differences are expressed for different reasons in the school environment also appear within the scope of the research.

“K_{13 (II-SM-F-Che)}: ...everybody was offered equal conditions, but I can't see the logic of these teachers' attacking a union, I don't know about inequalities here and there, because they also have burnout. There is an inability to do any work.”

At this stage, it can be seen as a necessity to compare the data obtained from the teachers with the data obtained from the administrators and to evaluate the data obtained from these two poles together. Cultural factors also constitute a category regarding the opportunities for teachers to be administrators. It is observed that there are different practices put into practice at different dates in the transition of teachers to managerial careers. Accordingly, a written exam and an interview are applied together; It has been observed that there are three different management appointment methods, namely, the appointment of a manager by interview only, and the appointment of a manager by proposal method.

It is possible to state that the fact that administrators were appointed with different methods at different dates confused the equality of opportunities for teachers to be administrators. Apart from exam and interview methods, teachers can also be appointed to managerial positions as assistant principals, if their managers deem it appropriate. At this stage, school principals' evaluations, cultural factors and teachers' demands on this issue also become effective. On the criticism of being a member of a certain union provides a privilege to become a principal or vice principal, a school manager gave the response below:

“K₁₃ (II-SM-F-Che): I think these are just their excuses, such as the union you say they produce, equality, I don't know what it is. I think of it as a port of refuge. Because now everything is equal for everyone who wants to do it. After taking the exam, if the school principal is behind the offered person, if this friend thinks that he can work, I already make the necessary notification to my superiors. My superiors also say that if you are behind this person, we are behind you.”

The remarks of the principal K13 illustrate that being appointed to administrative positions in a school depends on standard evaluation procedures such as central exams; however, the remarks also communicate a network through which administrator candidates are offered by principals on active duty. At this point, it is possible to suspect that individual preferences and/or political views might play a role in the process of appointing a teacher to an administrator position. Union membership embodies specific characteristics and these characteristics are also attributed to their members. Hence, the concerns about the fair appointment of teachers to administrator positions might be sound. Furthermore, the high-quality schools (or project schools) are not subjected to the standard procedure of appointing vice principals and principals through central exams. In these schools, the vice principals are chosen by the principal independent of exam scores.

Theme 2: Alienation

There are four sub-themes of the alienation theme, which can be defined as the insensitivity or numbness of the individual to his workplace, his colleagues, his profession, the rules of his profession, or directly to himself. These sub-themes are normlessness, meaninglessness, powerlessness, and social isolation. In this section, these sub-themes are defined by applying the views of principals and vice principals who participated in the workshop.

Sub-Theme-1: Normlessness

Within the scope of the research, the sub-theme of normlessness includes the opinions of the administrators about the teachers' lack of common values and goals, not knowing what, how, and when to do, and having an understanding of success depending on favor and support, in relation to inequality. For example, a participant who is a school principal expressed his views on the sub-dimension of normlessness by emphasizing the disciplinary practices applied to teachers who do not obey the rules;

“K₁(WI-SM-M-Voc); ...So it is not obeying the rules, there is usually such a point of view. So from here, of course, when we look at it from the managerial point of view, we also look at the discipline aspect of it. In other words, in terms of discipline, for example, if an investigation is carried out in terms of the discipline of the teacher who does not comply with a rule, there is obviously no result about why he does not comply [In fact, this is a complaint of the participant K1. He thinks that the teachers who do not comply with the rules are not punished even though investigations are conducted.]. It is also a separate dimension and this result can be obtained from here. When the teacher does something wrong that does not follow a rule, when a disciplinary investigation is made with his student and at the school, nothing happens there either.”

On the other hand, another participant, who is a vice principal of a school in the Şişli district, attributes the teachers' tendency to not obey the rules and accordingly not knowing what to do, to the management style in the school, and states that this situation can be overcome by giving more responsibility to the teachers.

A vice principal defined the teachers' tendency not to obey the rules as they believe that the success in their school is evaluated unfairly due to favoritism as an excuse. The vice principal suggests that teachers who do not want to work at school make up this excuse to cover their being lazy.

As regards the sub-theme of normlessness, two points are significant. First, normlessness is perceived by school administrators as the act of not obeying rules, or not sharing common goals.

Second, it is clear that principals obviously reject the criticism that their evaluations are not fair and that they favor some teachers over others. It was found that principals consider these criticisms as an excuse that conceals some teachers' desire to sneak out of their responsibilities. This misconception of principals related to normlessness bears the potential to cause conflicts at school.

Sub-Theme-2: Powerlessness

The sub-theme of powerlessness includes the opinions of the administrators about the teachers' feeling of being out of the administration and not being effective in the administrative processes owing to inequalities. Although some school administrators attribute these feelings of teachers to the inability of local-level educators to participate in the decisions taken by higher authorities, other administrators stated that teachers are not as willing to participate in decisions within the school as they thought. Supporting these views, it was added that the teachers are not willing to take part in the decision-making process as it also brings together responsibilities. A school manager explains her thoughts as follows:

“K₁₄ (II – SM – F – Bio); First of all, it is necessary to understand whether they want to participate in the decision-making process. In general, there is the perception that if we talk a lot in meetings, we will take part or if I express my opinion in this board, this tender will be on me [...] It may be necessary to reflect on whether they really want to participate in the decision-making process. I actually think it's the opposite. I think they don't want to be involved, those who want to be involved are already involved. So this may be a bit of a prejudice-based doubt. In the decision-making process, there are duties that they have to do with their own involvement, this is called governance, and it brings responsibility to the person who participates in this decision-making process”

Based on the statements of the participant school administrators in the powerlessness sub-dimension, it can be said that not being able to participate in the decision or thinking that they cannot be effective in administrative decisions causes teachers to feel worthless. Again, in line with the opinions of the participant school administrators, it can be concluded that school administrators make special efforts to include teachers in administrative processes in order to eliminate this negative situation. Still, teachers generally prefer to stay away because they think that being involved in administrative processes will bring an extra workload on them.

Sub-Theme-3: Social Isolation

Within the scope of the research, the sub-theme of social isolation includes the opinions of the administrators about the feelings of alienation, being unable to integrate with the school, and being alienated from the school, students, teachers, and administrators, in relation to inequality. In this context, a school principal stated that the negative emotion that occurs in the event of not receiving an award results in a distance as follows;

“K₁₅ (II – SM – M – RKE); There is a problem when a teacher or two receives an award, others ask 'Don't we work?'. They question what their friend did extra. Even if a project is made, as a result, two teachers do not make that project, many teachers do. Or someone takes responsibility. That's why we write that name [We propose that person to be awarded] ... that's why the teacher cares about his job. They are aware that it is important, but when it comes to appreciation and thanks, when this is not observed, a phenomenon of injustice occurs in them.”

Another school principal emphasized that the alienation experienced by teachers may actually be a result of the social, economic, and health-related extraordinary situations experienced in recent years.

The views of a school principal who emphasized that the inability of teachers to integrate with the school with a sense of alienation is a deficiency of institutionalization and school culture are as follows;

“K₁₄ (II – SM – M – Bio); Since we go according to the people and not according to the institution, there is no institutionalization. Schools are managed according to the person, you know, I go, someone else comes, another application is started. In other words, for a corporate culture to be formed, it must be institutionalized. School is an institution, but institutional practices vary from person to person. School memories can be erased very quickly. Work memory can also be quickly erased, work memory can also be deleted. So a method needs to be determined.”

As a result, according to the school administrators participating in the research, it can be said that school-based practices such as rewarding, extraordinary social situations such as pandemics, and systemic reasons such as not being institutionalized cause teachers to experience alienation. Again, according to the participant school administrators, there are suggestions that the dissemination of learning communities, the promotion of awards, or the emphasis on the institutional structure of the school rather than the individual can eliminate the alienation experienced by teachers.

Sub-Theme-4: Meaninglessness

The meaninglessness sub-theme includes the opinions of the administrators regarding the teachers' negative perceptions of teaching work and finding education and training monotonous in relation to inequality.

From this point of view, one of the school administrators stated that working in the same school for many years turned into a monotonous routine for teachers;

“K₄ (WI – TVP – M – Voc); The biggest problem is that teachers stay at the same school for many years, which of course brings with it this intimidation. Because since I started school, many friends who felt that intimidation changed their schools. Afterward, when we continued to meet, I got feedback like ‘I felt better, I had better communication with the children’. I specifically asked this question because I am also a little curious about such matters, I wonder what effect the school change has on the teacher, psychologically and sociologically. The feedbacks were always similar; I got feedback like ‘I feel better, I can adapt to the lessons better’.”

Another school administrator reminded that the rotation applied for school administrators had positive results for the meaninglessness sub-dimension, and expressed that a similar practice could be implemented to eliminate the routine for teachers.

On the other hand, another school administrator also stated that the differentiating student interests and the social problems that reflect on the school through the students reduce the enthusiasm and desire of the teachers in the teaching process. Similarly, another school administrator stated that the academic level of the students studying at the school affects the teachers' willingness to teach.

As a result, it can be stated that there is a belief that teachers' staying in the same school for many years is the dominant factor in the meaninglessness sub-theme. In addition, the inability to keep up with the changing interests of the students and the academic success levels of the students in the schools were also revealed as factors in the perception of alienation in the meaninglessness sub-dimension. To prevent alienation in this dimension, mentoring practices were recommended in the workshop.

CONCLUSION

As a limitation of this study, the conclusions here are the results of the integration of the quantitative (Kaptan, 2020a) and qualitative research. Hence, the results are not discussed with other research in the field. This limitation results from the nature of the study which solely deals with the Şişli district; thus, the conclusions and suggestions presented here are not generalizable. However, it is still possible to follow the same research pattern by making use of the same data collection tools and organizing workshops with the same contents.

It is understood that school administrators and teachers expressed similar views on central exams and the inequalities that may be experienced because questions of different weights are asked in these exams. However, the reasons for the statistical difference in the levels of equality and alienation observed between school types in the quantitative research are revealed by the qualitative study. The fact that the students' focus is only on achieving success in the central exams in the schools, which are expressed as project schools, increases the workload of the teachers. This desire for success also increases the pressure on teachers. Teachers in these schools have to do additional activities outside of class and even outside working hours. On the other hand, the fact that the questions asked in the central exams do not reflect the school lessons equally drags some branches to a secondary position or renders them completely unimportant.

In the quantitative research conducted with the teachers, the teachers responded with a moderate level of equality perception to the scale item, which states that the administrators treat some teachers with privileges according to their teacher branches. Similarly, in qualitative research, the demands of administrators to appoint assistant principals from certain branches, the differentiation in additional course fees according to branches, and the distribution of duties at school according to branches indicate the factors that may affect the perception of equality.

The fact that teachers have expressed their opinion that no matter how hard they try, they will not be rewarded, and that union membership is a factor in the evaluation is also included in the study conducted with school administrators. The evaluations made in terms of giving awards and being impartial without considering union membership draw attention to the relationship between the perception of equality and rewarding and union membership issues.

There are differences between the perceptions of the teachers about the opportunities to be administrators and the opinions of the administrators. Accordingly, while the teachers stated that their chances of being administrators were not equal, the administrators claimed that written and oral exams were valid in this regard. They stated that this process was carried out in an objective and success-oriented manner. However, in the interviews, it was learned that the practice of making appointments to managerial positions apart from the written and oral exam scores continued and that the managers and assistant principals who had passed the exam were appointed to the project schools through proposals and recommendations. In this case, it is possible to argue that the appointment of managers through written and oral examinations does not indicate a fully objective process. It is among the findings obtained within the scope of the research that school administrators bring the people they support to the vacant assistant principal positions in their schools. At this point, it is possible to state that the reason for the low equality perceptions expressed by the teachers regarding the unequal chances of being a manager is related to such appointments.

How teachers and administrators deal with alienation observed in the sub-dimension of normlessness differ from each other. Administrators argue that the dysfunction of the rules, the reduced power of sanction, and the fact that the teachers have a chance to stay in the same school for a long time, but their tenure is relatively short as the reasons for alienation in the sub-dimension of normlessness. On the other hand, in the study conducted with the teachers, the teachers showed that following the rules is not appreciated, instead establishing close relations with the administrators is a more effective way of being appreciated than following these rules.

In the quantitative research conducted with teachers, the lowest level of alienation was found in the powerlessness sub-dimension. In the study conducted with the administrators, it was observed that the administrators made an effort to include the teachers in the decision-making processes. It is possible to state that this attitude of the administrators in the Şişli district plays a role in the low level of alienation in the powerlessness sub-dimension.

In the quantitative research conducted with the teachers, it was determined that the alienation levels of the teachers who are union members in the social isolation sub-dimension were significantly different from the teachers who were not members of a union. Managers, on the other hand, drew

attention to rewarding in the social isolation sub-dimension. Considering the identification between the rewarding phenomenon and the concepts of both evaluation and union within the scope of the research, it has been revealed that union membership is a factor in both social isolation and evaluation processes.

SUGGESTIONS

According to the results of the research, it has emerged as a necessity to increase the perception of equality and reduce the level of alienation in Şişli district. The recommendations in this section are aimed at meeting this requirement.

It is understood that school administrators in Şişli district do not have enough information about the concept of alienation. It is understood that teachers interpret the signs of experiencing alienation as laziness, loafing, or avoiding working. For this reason, it is recommended to conduct training in which the concept of alienation is introduced in more detail.

Within the scope of the study, it was observed that union membership turned into a discriminating factor among teachers. It was observed in both studies that union membership was a factor in the awards given to teachers and the appointment of administrators. At this point, the local education authority should carry out activities to determine transparent criteria for awarding teachers and appointing administrators, and to announce these criteria to teachers in all schools.

Although it is not possible to solve the inequalities and alienation arising from central exams at the local level, activities should be carried out to reduce the effects of this situation in schools. To increase the motivation of the teachers of the branches whose questions are not asked in the central exams or whose weight is low, they should be encouraged to carry out extra-curricular activities. Activities such as sports activities, school trips, artistic activities such as cinema and theater, and hobby practice workshops aimed at reducing stress should be encouraged and teachers of secondary or unimportant courses should be provided to take part in these activities. The unjust distribution of additional course fees should also be eliminated through these activities.

The most important suggestion of this study is to take the relationship between school administrators and teachers beyond the level of reward and punishment. The desire to solve the problems that can be solved with effective communication methods through investigations or penalties bears the traces of the classical management approach. As for teachers' motivation, solutions should be produced other than awarding them. The research indicates that social capital investments are not sufficient in official secondary education institutions in Şişli district. School administrators should be provided with the necessary training by experts to create appropriate institutional climates to strengthen the social relations among teachers, to strengthen the institutional culture, and to increase teachers' commitment to their workplaces.

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Appendix 1

The Workshop of Teachers' Equality Perceptions and Alienation Levels

Date :25.11.2020

Hour: 10:00

The Workshop Program

The first Session (10:00 – 10:25)

- 1) Greetings and introduction
- 2) A brief lecture on the key concepts
 - a. Description of Equality and Alienation in the educational context
 - b. Description of subdimensions of Teacher Equality Perception and Teacher Alienation Scales.
 - c. Introduction scale items
 - d. Introduction of findings

The second Session (10:30 – 11:10)

- 1) The discussion of findings of TEPS analyses.
 - a. Obtaining the opinions of school administrators on TEPS findings
 - b. Taking notes of the suggestions produced by school administrators for the creation of a report
- 2) The discussion of findings of TAS analyses
 - a. Obtaining the opinions of school administrators on TAS findings
 - b. Taking notes of the suggestions produced by school administrators for the creation of a report

The Third Session (11:20 – 12:00)

- 1) The review of the recommendations made during the workshop
- 2) Conclusions

Appendix 2

Abbreviations for the code names

WI = Workshop Interview

II = Individual Interview

SM = School Manager

CVP = Chief Vice Principal

VP = Vice Principal

TVP = Technical Vice Principal

M = Male

F = Female

Voc = Technical teacher

Che = Chemistry

Geo = Geography

PE = Physical Education

Eng = English

His = History

? = Unknown

Bio = Biology

RCKE = Religious culture and knowledge of ethics

Investigation of Teachers' Views on Classroom Practices to Support Children's Self-Regulation Skills

Elif Sezginⁱ

Bursa Uludag University

Abstract

This research investigates preschool teachers' views on classroom practices to support children's self-regulation skills. The study was conducted with 27 preschool teachers working in the Independent Kindergarten affiliated with the Ministry of National Education in the city center of Bursa in Turkey. Data were obtained from teachers by asking semi-structured questions using the interview technique. Descriptive analysis was used to evaluate the data from the interviews. As a result, the teachers participating in the research stated that self-regulation skills could be gained by teaching children emotion management and self-care skills and supporting their ability to express their feelings and thoughts comfortably and appropriately. In addition, the teachers stated that they mainly included stories, play, and drama activities that support daily life skills in the classroom, and teachers stated that they arranged the materials in the learning centers and other materials in the classroom so children could easily access them.

Keywords: Self-Regulation, Early Childhood Teacher, Practices and Strategies

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INTRODUCTION

Self-regulation is generally defined as the ability to control emotional states, cognitive processes, and behaviors when encountering external pressures or impulses to achieve a desired state or goal (Bauer & Baumeister, 2011; Diamond & Lee, 2011). Therefore, self-regulation can be understood as a useful structure that enables the individual to control his thoughts, feelings, and behaviors. Self-regulation enables the individual to have intentional control over his thoughts and feelings (Bauer & Baumeister, 2011).

The Development of Self-Regulation in Early Childhood

According to research, the development of self-regulation skills is linked to activity in the prefrontal cortex (Blair, 2002). The period between the ages of three and six is considered crucial for developing self-regulation due to the rapid growth of the prefrontal cortex (Shonkoff & Phillips, 2000). At the age of 5, children undergo significant changes related to self-regulation, self-development, theory of mind, and internalization of cultural and moral norms (Carlson, Moses & Breton, 2002). According to several studies, behavioral inhibition typically emerges during the third year of life and shows significant improvement between the ages of 2-3 and 4 (Posner, Rothbart, Sheese, & Tang, 2007). However, a few studies on inhibition control have found that despite being aware of the rules, some three-year-old children fail to comply with them (Russell, Mauthner, Sharpe & Tidswell, 1991; Zelazo, Frye & Rapus, 1996). In contrast, four-year-old children haven't seen to experience such difficulties. According to research by Alloway, Gathercole, Willis & Adams (2004), inhibiting prepotent responses can significantly enhance working memory in children up to 5. Similarly, Tillman, Thorell, Brocki & Bohlin (2008) found that although four-year-old children could experience challenges in stopping their motor responses, they could significantly improve their motor inhibition as measured by the stop signal task.

Why should self-regulation be promoted in early childhood?

A recent meta-analysis study reported that enhanced self-regulation in childhood plays a vital role in academic performance and in promoting and maintaining physical and mental health in childhood and throughout life. Poor self-regulation skills are associated with risky behaviours (including substance use), psychiatric disorders, crime, and unemployment (Robson, Allen & Howard, 2020). Therefore, self-regulation skills should be evaluated early (Woodward et al., 2017). The early evaluation may provide early intervention for developmental, behavioural, and academic negatives that will occur in the future.

Improving young children's self-regulation skills should be the foundation of early childhood education as it affects all fields of behaviour and development. Because early childhood is critical for developing self-regulation skills, self-regulation skills should be supported in early childhood classes. Supporting these skills can enable children to take full advantage of learning opportunities in the classroom environment. For example, children who develop self-regulation are more likely to follow instructions, wait their turn, and pay attention; and less likely to display aggressive and impulsive behaviour. Children who develop self-regulation skills not only have better relationships with their teachers and peers but also perform better in schoolwork, including literacy and maths (McClelland et al., 2007). Self-regulation is a learning tool that highly predicts academic achievement (Post, Boyer & Brett 2006).

Self-regulation difficulties in early childhood have long-term effects and are associated with emotional and behavioural problems in middle childhood and adolescence (Kochanska, Murray & Harlan, 2000). Children with stronger self-regulation skills are mentally and financially better when they become adults (Moffitt et al., 2011). Students with low self-regulation skills risk developing emotional and behavioural problems and have difficulty building positive relationships with their peers and teachers (Best & Miller, 2010; Eisenet et al., 2010).

The effect of early childhood classroom environment and teacher in promoting self-regulation

Classroom quality affects teachers' effective classroom management, supports children's behavioral and cognitive self-control, and ensures higher behavioural engagement of children (Rimm-Kaufman, Curby, Grimm, Nathanson & Brock, 2009).

Children with poor self-regulation skills need more support from their teachers to improve their self-regulation. Teachers spend more time helping children with poor self-regulation to comply with classroom rules, and routines and meet classroom expectations (for example, waiting in line, raising hands, participating in structured activities, etc.). Children's self-regulation skills must be promoted in the class environment to enable them to adapt to the classroom environment and socialize (Degol&Bachman,2015). Teachers play an essential role in the development of self-regulation in children. As a result, teachers' beliefs about poor self-regulation (i.e., inattention and impulsivity) and classroom practices to support them should be determined (Burchinal, Feinberg, Bryant & Clifford, 2000; Mashburn et al.,2008). Although most studies examining the relationship between young children's interactions with their teachers and peers and the development of self-regulation report that self-regulation predicts the quality of children's interactions (e.g., Eisenberg, Valiente&Eggum, 2010; Rudasill, 2011), the literature indicates that the classroom context is important to promote the development of children's self-regulation (Eisenhower et al., 2007; Raver et al., 2011).

When teachers establish warm and close relationships with children, children show better emotion regulation skills (Shields et al. 2001), more social competence, and fewer behavioural problems (Mashburn et al. 2008). Teacher-child interactions characterized by negativity, disagreement, and/or conflict are associated with lower levels of children's self-management (Birch & Ladd, 1997). Engaging children with classroom tasks and activities is an aspect of the classroom environment that supports the development of their behavioural regulation (Downer et al., 2010; Fantuzzo, Perry & McDermott, 2004). Children's ability to participate and persist in classroom activities and learning tasks has been linked to the development of school readiness skills (Hughes & Kwok, 2006; McClelland et al., 2007). Studies show that preschool children's positive participation in tasks and activities is associated with better attention and impulse control (Bierman et al., 2009; Chang & Burns, 2005).

Teachers' teaching methods, how they prepare the classroom environment, and their relationship with children play an essential role in developing children's self-regulation (Cameron & Morrison, 2011; Lambert, Cartledge, Heward & Ya-yu Lo, 2006). According to the National Association for the Education of Young Children (2009), teachers are responsible for implementing the curriculum that helps children regulate their emotions, manage impulses, and minimize frustration and anxiety(as cited in Webster, 2015). The important role of teachers is to promote children's ability to organize themselves through planning, initiating, and executing tasks (Webster, 2015).

Although studies on supporting self-regulation in the literature report the necessity for teachers to support the development of self-regulation in young children, there is no consensus on the best strategies and practices to support self-regulation in young children (Dignath & Buttner, 2018).

Importance of research

Self-regulation should be promoted and understood by parents and educators in the early periods of a child's life (Connor et al., 2010). The academic success provided by self-regulation continues until the 6th grade, even if it is gained through preschool education (Rimm-Kaufman et al., 2009). Therefore, children must gain self-regulation skills in the preschool period. As far as we know, there are very few studies in the literature on the classroom practices of preschool teachers directly to improve children's self-regulation skills only (For example, Thomas, 2021; Iriogbe-Efionayi, 2018). When the literature is examined, there are observational studies conducted on teachers' implementation of strategies to support their social-emotional development and scale studies examining the opinions of teachers about their applications (For example, Steed & Roach, 2017; Luo

et al., 2021; Rakap et al., 2018; Heo et al., 2014). Moreover, little is known about the specific practices that preschool teachers use in the classroom to support children's self-regulation skills. Teachers need to know how these skills develop and what they need to do to support them to be able to support children's self-regulation in the preschool period. According to Stormont et al. (2011), many teachers lack the necessary skills to support children's social-emotional learning and self-regulation skills.

Studies in the literature regarding the achievement and development of self-regulation skills in young children emphasize that teachers should not leave this process to luck (Moreno, Shwayder & Friedman 2017). Teachers need to be conscious of their strategies and practices to support children's self-regulation skills in the preschool period. Teachers have an essential role in young children's internalization of self-regulation skills (Muenks, Wigfield & Eccles, 2018). Silkenbuemer et al. (2018) suggest that more research should be investigated on strategies and practices implemented to help teachers support the development of self-regulation in children.

When the studies in the national literature are examined, there are studies examining the self-regulation skills of preschool children (e.g., Ertürk, 2013; Yıldız et al., 2014). Studies examining teachers' classroom practices are quite limited (e.g., Kurt & Sığırtmaç, 2021; Aykut, Apaydın, & Çelik, 2018). This research aims to investigate teachers' views about classroom practices to support preschool children's self-regulation skills. It is thought that the findings to be obtained as a result of the research would guide future training and programs to support self-regulation skills and the classroom practices of teachers will be determined with the information received from them and contribute to the literature in this respect. In addition, it is considered essential to determine the deficiencies or weaknesses of teachers in their classroom practices to support children's self-regulation skills and to support their deficiencies and strengthen their weaknesses. In addition, there are no courses called "supporting social and emotional development in the classroom" in preschool education undergraduate programs in Turkey, but it is called social skills training lessons. With the name of supporting social and emotional development, this course is included in the child development and education departments of health sciences faculties of several universities. It is thought that the results of the research will contribute to the inclusion of the courses under the name of "supporting social and emotional development in the classroom" and "supporting self-regulation skills" in the preschool teaching undergraduate program and determining the topics on how to support children's self-regulation skills in the classroom.

The aim of this research

This research aims to investigate preschool teachers' views on classroom practices to support children's self-regulation skills

For this purpose, answers to the following research questions are sought

- What are the teachers' knowledge levels about self-regulation?
- What do teachers do about teaching self-regulation skills in the classroom?
- What do teachers need to know to support children's self-regulation skills?
- What activities do children do in the classroom to support their self-regulation skills?
- How are they spatially organized in the classroom?
- What methods and strategies do they apply? Answers were sought.

METHOD

Research Design

The case design, one of the qualitative research designs, was used in the study, which it was aimed to examine the opinions of teachers about their classroom practices to support preschool children's self-regulation skills. The case study is accepted as a distinctive approach to searching for answers to scientific questions in research (Yin, 2018; Merriam, 2013; Yıldırım & Şimşek, 2011). The case study is a research design preferred by researchers in addressing the situations encountered in educational organizations or the programs planned to be implemented. This research design can examine the behaviours of school administrators, teachers, and students in schools, informal relations between school stakeholders, school management structure, and many situations related to curriculum implementation. With this approach, the problems experienced by school stakeholders in the education process or their views on the current situation are presented to the reader from the perspective of the researcher (Yeşilbaş Özenç, 2022). It is seen that this method has been preferred in many educational research in recent years, especially because it has a high potential to understand the complexity of the learning-teaching environment and processes and to influence educational theories and practices with the results it reveals (Uçan, 2019). This method was preferred because it would be more functional to determine and interpret the opinions of teachers about their classroom practices to support preschool children's self-regulation skills and provide researchers with the opportunity to obtain more rich data (Yeşilbaş Özenç, 2022; Uçan, 2019).

Study Group

This research was carried out with 30 preschool teachers working in official preschool education institutions affiliated with the Ministry of Provincial Education in the district of Bursa in the 2021-2022 academic year. The study group for the research was selected using the criterion sampling method, considered one of the purposeful sampling methods. The purposeful sampling model provides in-depth information about the person, event, or situation that is the subject of the research in line with a specific purpose (Ozdemir, 2010, as cited in Maxwell). The criterion sampling method is used to study situations that meet predetermined criteria. The criteria can also be determined by the researchers (Yıldırım & Şimşek, 2011). The criterion in the research is that the teachers have worked in independent kindergartens in a district of Bursa for at least five years, have at least a bachelor's degree, and are willing to participate in the research. 30 preschool teachers who met the criteria were interviewed. There are several reasons for determining these criteria. First, more in-depth and functional information could be obtained if the teachers had at least five years of teaching experience rather than those with little experience. The second criterion is that they have a bachelor's degree. This is because associate degree child development graduates could work in preschool institutions in Turkey Training about the program, teaching methods and techniques, and teaching practice are included in undergraduate education. There is no pedagogical content knowledge in the associate degree child development program. As part of the study group, 27 out of the 30 teachers were able to define self-regulation in response to the first question. The remaining three teachers were not included in the study group due to their inability to description a self-regulation definition. All of the teachers participating in the research have a bachelor's degree. All the teachers are women. 25% are between the ages of 29-35, and 75% are between 36-44. In addition, most teachers (93%) have a professional seniority of 5-11 years, and 7% of them 12-14 years. All of the teachers are teaching 5-6-year-old children. It was determined that 81% of the teachers had 15-20 children in their class, and 19% had 10-15 children.

Data Collection

A semi-structured interview form was used to collect the data for the study. To prepare the interview questions in the form, the researchers conducted a detailed literature review. The final form was formed by taking expert opinions for the prepared interview forms. There are six questions in the interview form; Expert opinions were obtained from three academics who are faculty members in the

child development department on whether the questions were appropriate, clear, and understandable. As a result of the experts' evaluation, necessary corrections were made, and the interview form was finalized. Then, a pilot study was conducted to test the functionality of the questions. As a result of the pilot interviews, the interview forms were converted into individual interview forms suitable for the participants in their final form and applied individually. 27 preschool teachers were included in the analysis using the interview technique is widely used in qualitative research (Brinkmann, 2013). Teachers were interviewed face-to-face at the appropriate place and time, and the data were recorded with a voice recorder. Interviews lasted an average of 30-40 minutes.

Data Collection Process

The researcher, who did a literature reading on early childhood self-regulation skills, determined that it is essential to teach children self-regulation skills starting from early childhood. As a result of the current situation, what kind of teachers' knowledge about self-regulation in preschool education institutions? Teachers, how practice to promote self-regulation in their classrooms. Such a research idea occurred to examine what kind of practice they do. Data from the teachers were taken face-to-face in their school environment. Before the start of data collection, the teachers in the study group were informed about the subject of the study, and the consent form was read. In the meantime, it was emphasized to the teachers that they could express their thoughts most simply without any worries and concerns and that the data obtained would be kept strictly confidential and would not be shared with any other institution or person. In the interviews conducted to determine the teachers' opinions about "promoting children's self-regulation skills" in the classroom, the interviews were only audio-recorded since most teachers did not allow video recording. Interview questions were asked of each preschool teacher in the same order, and care was taken to provide a flexible interview environment. Teachers were asked to answer the questions with clear and accurate expressions regarding their classroom practices.

Data Analysis

The data obtained within the scope of this research were analyzed by using descriptive analysis and content analysis, which are among the qualitative data analysis methods, together. Descriptive analysis is a type of analysis based on the interpretation of data provided by data collection tools according to themes (Yıldırım & Şimşek, 2018) Descriptive analysis was used to evaluate the data from the interviews. Descriptive analysis provides a summary and interpretation of the data obtained in the research according to predetermined themes. However, it presents the findings in a way that the reader can understand (Yıldırım & Şimşek, 2011). The answers given by the teachers to each question were grouped and interpreted in terms of their similarities. Some of the teachers' answers were directly conveyed. To ensure the reliability of the research, the answers of the teachers were coded and analyzed separately by three different experts from the field of child development and preschool. In the analysis of the data, more than one researcher needs to calculate the reliability of the coding after coding independently (Yıldırım & Şimşek, 2013). In this study, the agreement percentage formula of Miles & Huberman (1994) ($\text{Reliability} = \frac{\text{consensus}}{\text{agreement} + \text{disagreement}} \times 100$) was employed for reliability analysis. Reliability between the coders was calculated as 90%. According to Miles & Huberman (1994), the reliability between expert's and researcher's evaluations must be 90% and above. Considering the confidentiality of the research, the information about the participants was not included; instead, "Teacher 1; Teacher 2 (T1; T2) coding was used. Then, the data were interpreted by presenting in the tables as frequency (f) and percentage (%).

FINDINGS

The findings obtained in this part of the research are presented in 6 categories, considering the research questions. These are; Teachers' knowledge about self-regulation, Their views on teaching self-regulation in the early childhood classroom, activities that they primarily practice in the classroom to increase self-regulation skills and how they implement them, What they can do spatially in the

classroom to support self-regulation skills, Strategies-methods which they apply to support self-regulation skills.

The Frequency and Percentage values of the teachers' knowledge about self-regulation are shown in Table 1. Table 1

Table 1 Teachers' knowledge of self-regulation

	<i>f</i>	%
Managing and controlling emotions, thoughts and behaviors	15	%55
Making decisions about behaviors	3	%11
The child's self-acceptance, self-knowledge-awareness	3	%11
Organizing and transferring knowledge and skills as perceived by the child	2	%7
Able to perform self-care skills independently	8	%29
Fulfilling responsibilities	7	%25

n:27

Teachers participating in the research defined "self-regulation" mostly as "managing and controlling emotions, thoughts, and behaviours (55%) and self-care skills (29%). Some participant views on the definition of self-regulation skills are as follows;

T.1. "Self-regulation is the ability of children to regulate their own feelings and thoughts and to decide on this while doing their behaviours. Deciding while performing a behaviour."

T.5. Self-regulation can be a way of managing children's emotions and behaviours. I think it's very important.

T.9. "I definitely think of self-regulation as self-management. I think that it is to be able to manage all his actions, attitudes, emotions, thoughts, his own intelligence. It is also important in childhood."

T.14. "I think self-regulation is the child's ability to do their own self-care skills comfortably. For example, if I give an example the simplest example is going to the toilet, picking up his pants, washing his hands when he comes out of the sink, and drying them with a napkin. Ability to perform self-care skills without being dependent on the teacher."

T.26. "When I think of self-regulation, I think of self-care skills. Self-care skills in children are very important in terms of taking responsibility."

The Frequency and Percentage values of Teaching self-regulation skills in the early childhood classroom are shown in Table 2.

Table 2 Teaching self-regulation skills in the early childhood classroom

	<i>f</i>	%
It is taught by providing emotion management skill achievement.	16	%59
it is taught by promoting self-care skills	13	%48
it is taught as being a role model	5	%18
it is taught by creating classroom rules and making them obey	5	%18
It is taught by practicing self-recognition exercises for the child.	4	%14
It is taught to give responsibility to children	4	%14
It is taught by respecting the child, letting him/her express his/her feelings and thoughts, and caring.	10	%37

n:27

The teachers who participated in the research stated that the acquisition of self-regulation skills in early childhood classrooms could mostly be achieved by teaching self-care skills (48%), expressing feelings and thoughts (37%), and with respect to the child (37%). Some of the participant's views on the acquisition of self-regulation skills are as follows;

T5.” *During this period, I usually focus on the emotional behaviour of children. So I let them express themselves.*”

T13. *“By giving importance to all children's feelings, thoughts, and statements.”*

T14 *“By enabling children to do their own self-care skills without our intervention.”*

T15 *“I try to remain calm in case of stubbornness in children as much as possible. Because I know that he/she is obstinate. This age group tends to be obstinate. I sit down as calmly as possible and ask the child why we are in this situation.”*

T26 *“Every child should put on and take off his shoes and clothes and coat himself, especially in my class. Every child has a box. They get their own belongings and paints, leave them on their own, and organize their own cabinets. The child realizes his responsibilities.”*

The Frequency and Percentage values of What Should Preschool Teachers Know About Self-Regulation are shown in Table 3

Table 3 What Should Preschool Teachers Know About Self-Regulation?

	f	%
Getting to know the child-recognizing age and developmental characteristics	10	37
Teaching the skill of empathy	3	11
Effective Communication skills	4	14
Teaching self-care skills	12	44
Teaching emotion control skills	14	51
Behavior management	11	40
Classroom management	5	18

n:27

Preschool teachers stated that teachers should mostly have knowledge about “teaching emotion control skills (51%), teaching self-care skills (44%) and behavior management (40%). Some participant opinions are as follows;

T8. *“Definitely empathy. Teachers should know how to teach emotion-behavior control skills and children’s developmental characteristics.”*

T18.” *She/he needs to know how to teach any skill such as hand washing, especially for younger age groups. She/he needs to know how to teach children how to control their emotions, thoughts, and anger.”*

T22.” *We need to learn more about what we can do for children, what more can be done to help them control their emotions and behaviors.”*

The Frequency and Percentage values of Activities applied to promote children’s self-regulation skills in the classroom, and the way they are applied are shown in Table 4.

Table 4 Activities applied to promote children’s self-regulation skills in the classroom and the way they are applied

	f	%
Playing activity	14	51
Music activity	2	7
Story activity	5	18
Circle time	4	14
Drama	11	40
Daily life skills	10	37
Leisure time activity	3	11
Science education activity(Observation-animal feeding-plant growing)	3	11

n:27

Expressions of the teachers who participated in the research about the activities they practice in the class and how they practice them are as follows; mostly playing activities, drama (%40), and activities that support daily life skills (37%). Some participant opinions are as follows;

T1 “I practice Playing activities. Because children can express themselves better through games.”

T3 “I practice Movement and Playing activities. Song, story, and playing activities for social-emotional development. “

T5 “I prefer drama the most. Because in this way, I think that the child can express himself more easily.” There, the child can easily express his/her concerns, fears, or good feelings. There are physical activities that we do every morning as playing activities. We do sports activities every morning. The children are bored of sitting. They start to get nervous. They become happier when they start the day with such activities.”

The Frequency and Percentage values of Spatial arrangements in the classroom are shown in Table 5.

Table 5 Spatial arrangements in the classroom

	f	%
Arranging materials so that children can easily access	11	40
Preparing a board with visual materials	3	11
Organizing learning centers according to children's interests	10	37
Creating a Free Playing area	10	37
Preparing drama environment and materials	6	22

n:27

The teachers participating in the research stated that they mostly "arrange the materials in a way that children can reach easily (40%), prepare the learning centers according to the interests of the children (37%), and create free and accessible playground (37%) in the classroom. Some participant opinions are as follows;

T5 “ I prepare learning centers according to their interests. I organize all the materials in the classroom in a way that children can reach.”

T9 “My classroom is divided into learning centers, and centers have specific tasks. Every child should have easy access to the materials in the center. Let me give an example. After playing with kinetic sand in the science education center, the child is completely responsible for cleaning the center and how it should be played.”

T14. "Spatially, we have kitchen corners. There, children cook, set the table, call us, and take napkins from the cupboard, in other words, they support their own self-care skills. They realize that when our mouths become dirty, we will wipe them with a napkin."

T19. "In all learning centers, I ensure that each material is suitable for children's age group in a way they can easily reach. I enable them to discover features such as shape, texture, color, taste, and rhythm to create their own areas of interest and to discover their own emotions and thoughts."

The Frequency and Percentage values of Practiced Strategies-methods are shown in Table 6.

Table 6 Practiced Strategies-methods

	f	%
Being a role model	5	18
Positive communication methods	8	29
Problem-solving	5	18
Play and movement	12	44

n:27

Teachers who participated in the study stated that they applied play-based teaching (44%) and positive communication methods (29%); moreover, they were suitable role models and used problem-solving methods. Some participant opinions are as follows;

T24 "Communication between teacher and child is very important. I use positive communication methods with the child to gain self-regulation skills."

T22 "I try to empathize with the child. I make applications to support increasing the communication of children."

T21 "I talk to the child at eye level, and I make explanations. For example, when a child cries, I say that he/she can explain why he/she is crying by talking, not by crying... I communicate. I provide more opportunities for free play and action."

T12 "I use the play method more. Children can regulate themselves more during the play."

T8 "I use more play and movement-based methods where children can behave freely and regulate their behaviours."

DISCUSSION AND CONCLUSION

Self-regulation is the ability to control emotions, cognitive processes, and behaviors when faced with external pressures or urges to achieve a desired state or goal. Self-regulation enables the individual to control her/his own thoughts and feelings (Bauer & Baumeister, 2011). The teachers who participated in the research defined self-regulation according to the literature definition. They defined it as "managing and controlling emotions, thoughts, behaviors and performing self-care skills independently." There are different results in the literature from the current study's findings. For example, the study of Willis, Dinehart, and Bliss (2014) found that 63% of the teachers participating in the research were not familiar with the term "self-regulation." Another study concluded that more than half of the teachers were unfamiliar with "self-regulation." In the study, although the teachers reported that they spent most of their time working on classroom management and children's behaviors, they reported that they defined the characteristics of self-regulation skills without using the term "self-regulation" (as cited in Willis, Dinehart & Bliss, 2014). In the present study, most teachers clearly stated which skills and behaviors comprise self-regulation.

Most teachers who participated in the research agreed that self-regulation skills could be gained by children. They stated that it could be promoted by teaching emotion management and self-

care skills, allowing them to express their feelings and thoughts, and respecting the child. Thomas (2021) stated that teachers should give direct instructions repetitively to the children, support them, and be role models for the behaviors they expect from them to promote their self-regulation skills. Thomas (2021) also emphasized the importance of teachers supporting children's intrinsic motivation and establishing positive student/teacher relationships. Early childhood teachers can help children regulate their emotions as role models for self-regulation behaviors (Zembylas, Charalambous & Charalambous, 2014). In the present study, According to the information received from the teachers themselves, it may be concluded that teachers do effective practices to support self-regulation skills. In early childhood classrooms, teachers' support for understanding and appropriately expressing emotions is important for developing children's self-regulation skills.

Most of the teachers stated that "they should know the teaching of emotion control skills and behavior management in children" regarding what preschool teachers need to know in order for children to gain self-regulation skills. Teaching emotion management skills is necessary to support self-regulation in children. Because self-regulation involves emotional self-regulation. (McClelland, Ponitz, Messersmith & Tominey, 2010; Ursache, Blair & Raver, 2012). In addition, teachers also need to know effective behavior and classroom management. Classroom management is important in promoting the development of children's self-regulation (Eisenhower, Baker, & Blacher, 2007; Raver et al., 2011). Studies show that young children's self-regulation skills improve when teachers establish positive, affectionate teacher-child relationships and use behavior management strategies that rely less on punishment and criticism (Jones, Bub & Raver, 2013; Raver et al., 2011; Webster-Stratton, Jamila Reid & Stoolmiller, 2008).

It was concluded that the teachers participating in the research mainly included "play, drama, stories, and activities that support daily life skills" in the classroom. It can be stated that teachers do effective practices in the classroom in line with the literature to support children's self-regulation skills. It has been stated in the literature that play is an effective method and activity in supporting children's self-regulation skills. Becker, McClelland, Loprinzi, and Trost (2014) found that active play is associated with better self-regulation skills. Researchers have pointed out the benefits of active play to improve self-regulation in children (Becker, McClelland, Loprinzi & Trost, 2014). When children engage in play, they practice and develop skills essential for self-regulation (Hawes, Gibson, Mir & Pelletier, 2012). While play provides children with the opportunity for flexible thinking, target-specific acting, negotiating, and cooperating with their peers, it also enables them to focus on a specific task, essential for developing self-regulation (Baumeister & Vohs, 2011). In the study of Sylva Melhuish, Sammons, Siraj-Blatchford & Taggart (2010), children up to 11 years of age were observed. The programs, including play, predicted the children's self-regulation.

The teachers who participated in the research stated that they mostly arranged the classroom materials so children could easily reach them, organized the learning centers according to their interests, and created an accessible playground in the classroom. Self-regulation develops from the outside to the inside through internalizing the child's environment (Barkley, 2012). Therefore, organizing the classroom environment is important in promoting self-regulation. It is seen that teachers provide children with an opportunity to act and make choices independently. The practices for in-class spatial arrangement support self-regulation skills). Children's easy access to materials enables them to participate in classroom activities. In addition, preparing learning centers for children's interests and needs increases children's participation in classroom activities. According to Downer et al. (2010), children's participation in classroom tasks and activities supports the development of their behavior regulation skills. Studies show preschool children's participation in tasks and activities is associated with better attention and impulse control (Bierman et al., 2009; Chang & Burns, 2005). Studies have shown that classroom environments that support self-regulation are more child-centered, children initiate activities, and independent activities are supported. In this context, the teacher has a primary role in organizing the learning environment and teaching-learning processes (as cited in Saraç & Tarhan, 2020). For this reason, for teachers to support children's self-regulation skills, classroom environments should be organized in a child-centered manner to ensure the active participation of children.

The teachers who participated in the research stated that they mostly use positive communication methods and play and movement-based teaching methods as a strategy and method. Additionally, they stated to be appropriate models for problem-solving methods. Early childhood teachers support young children in regulating emotions as appropriate role models in emotion regulation (Iriogbe-Efionayi, 2018). In addition, applying positive and appropriate communication methods ensures the formation of warm –supportive, positive relations between the teacher and the child. The formation of this type of relationship supports children's self-regulation skills. Positive and close relationships develop using appropriate communication methods. In particular, the close relationship between the teacher and the child positively affects self-regulation. For example, Cadima, Verschueren, and Guedes (2016) found that teacher-child closeness predicts improvements in children's self-regulation skills, and children's self-regulation skills improve. Teachers must develop positive relationships with their students in the early years. The early relationships with the teacher determine whether the children can self-regulate (Macklem, 2010). For young children to gain self-regulation skills, the teacher should be a role model for children with their behavior and emotion regulation behaviors (TPlay-based). Play-based teaching is one of the effective ways to support self-regulation skills in early childhood. Play-based learning opportunities in early childhood education and kindergarten settings improve young children's self-regulation skills (McCain, Mustard & McCuaig, 2011). In the literature, research findings based on supporting children's self-regulation skills in the classroom environment based on play and movement were found (Becker, McClelland, Loprinzi & Trost, 2014; Savina, 2014). Various studies have shown the benefits of movement and music for self-regulation. For example, it was found that Head Start preschool children who participated in creative dance activities improved their social competencies and showed fewer behavioral problems (Lobo & Winsler, 2006). Movement activities can increase attention. Incorporating 10-15 minutes of movement exercises into classroom routines increases children's arousal, attention levels, and stability to keep on task (Howie, Beets, & Pate, 2014; Janssen et al., 2014). The play stage is an appropriate intervention to improve self-regulation in preschool and primary school children (Savina, 2014). Based on these findings, it can be said that teachers use effective strategies and methods to support children's self-regulation skills.

SUGGESTIONS

The results of this qualitative research helped to define the perspectives of preschool teachers regarding their in-class practices and strategies to support their self-regulation skills and to determine what they can do. In the research, the data about what teachers have done and applied to support children's self-regulation skills were obtained by qualitative research methods. It was concluded that the teachers participating in the research supported children's self-regulation skills in accordance with the literature. By using multiple qualitative research methods (e.g., observation) and scales and questionnaires, detailed information about preschool teachers' classroom practices may be obtained.

LIMITATIONS

This study has some limitations. Data for the current study were collected in preschool classrooms in a city, so the results may not be representative of preschool classrooms across the country. This study is limited to teachers' qualitative data sources to measure their answers to open-ended semi-structured questions. The researcher assumed that the participants answered the questions with understanding and accuracy. This study used a single type of measurement tool, aiming only to get opinions from the teachers themselves. The opinions of teachers about in-class practices were obtained through semi-structured open-ended questions. In future research, in-class observations can be made together with semi-structured interviews on the subject, and quantitative data can be collected from a vast sample with a scale, or mixed-method research can be preferred. The rich and descriptive quantitative and qualitative research techniques will provide more in-depth information on teachers' knowledge, current practices, and views on self-regulation supports.

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Opinions of Graduate Students Regarding Scientific Value

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Abstract

Values play an important role in the regular functioning of society with its economic, social and cultural aspects. Scientific value; it is one of the most effective values in the process of acquiring knowledge and skills such as scientific thinking, critical thinking, problem solving and distinguishing superstitions from facts. Qualitative research method was used in this research, which aims to determine the views of graduate education students about the value of being scientific. The study group of the study consisted of 38 postgraduate students at the non-thesis master's, thesis master's and doctorate levels of educational sciences and field education programs at Dicle University. Interviews were held to determine the opinions and suggestions of graduate students about the value of being scientific. Descriptive analysis technique was adopted in the analysis of the data. Research findings indicate that the students understand the value of being scientific as being objective, being provable, conforming to ethical principles and being obtained by scientific methods. Regarding the qualifications to be possessed regarding the scientific value, it is understood that the students mostly emphasize to act in accordance with scientific research methods and publication ethics. Considering the views of graduate students about the effective acquisition of scientific value, the results show that they mostly recommend "practice based learning".

Keywords: Scientific Value, Graduate Education, Interview

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INTRODUCTION

Values can affect human behavior directly or indirectly in many ways in social life. In the regular functioning of society with its economic, social and cultural aspects, values play an important role. In this respect, values are the study field of many social science disciplines such as psychology, sociology and educational sciences and can be defined by considering them from different perspectives.

The concept of value is defined in the current Dictionary of the Turkish Language Association (2023), as "an abstract measure that helps to determine the importance of something, the value that something is worth", Halstead and Taylor (2000) defined it as "the principles and core beliefs that generally guide behavior, and the standards by which actions are judged as good or desirable".

Values are regarded as criteria in determining the goals and ideals of people in their lives, shaping their attitudes, evaluating various events and people, and exhibiting their behaviors. For instance, a person who adopts the value of responsibility may aim to be a person who fulfills his/her responsibilities while determining what kind of person he/she will be in life. (Demirhan İřcan, 2019).

It is possible to predict the attitudes and behaviors of individuals and groups by obtaining information about their cultural values, and their attitudes and behaviors. In addition, it is difficult to make sense of the problems that individuals face in social life and evaluate them without taking into account the correct and reliable information about the values they adopt (Aydın & Akyol Grler, 2012:4).

In the literature, several research studies pointed out some classifications of values. Spranger (1928) carried out one of the first studies on the classification of values using the value test in psychology. In this classification, values are comprised of aesthetic, theoretical (or scientific/experimental), economic, political, social and religious values (Gngr, 1993). In his study, Spranger expressed scientific values as "giving importance to the discovery of the truth, acquiring and systematizing knowledge, exhibiting a cognitive attitude, reasoning, empirical, critical and rational thinking, and being intellectual" (Spranger, 1928; as cited in Kaęan, 2019). Inspired by Spranger's research, Allport, Vernon & Lindzey (1960) divided values into six classes: aesthetic, economic, social, political, religious and scientific. In scientific values, rational thinking, observation, criticism and research have precedence (řimřir & Dilmaę, 2020).

Scientific value includes critical, active, independent, impartial, creative thinking, acting with reason, being open to new ideas, supporting ideas, constantly considering reasons and evidence, questioning, producing solutions, searching the reasons and evidences supporting the asserted claims, making judgments until sufficient evidence is found; it also involves items such as doubting, drawing conclusions, and applying to similar cases (Mindivanlı, Kçk ve Aktař, 2012). Scientific value is one of the most important values of making students acquire skills like; scientific thinking, critical thinking, creative thinking, problem solving, questioning, distinguishing superstitions from facts, increasing from imitation to research and examination level, and the desire to learn new things (Gcen, 2014). Individuals having the concept of scientific value try to find solutions to the problems they encounter with rational, empirical, questioning and research-based techniques (Osmanoęlu, 2019). Through the scientific value that predicts individuals exhibiting behaviors based on science, it is aimed to raise open and forward-thinking individuals who research, question, solve problems, and produce (Kasa, 2015).

Economic, social and cultural changes and developments towards becoming an information society increase the expectation of more qualified service from universities, which are regarded as leading institutions (Arslan, 2009). Universities, fulfilling the duties of education, research and community service are expected to have scientific, humanitarian and ethical values. Universities generate knowledge through research in order to train the qualified manpower needed by the country, to solve social problems and to contribute to science. Scientific values such as being scientific, valuing

knowledge, and self-sacrifice for knowledge production take place in the organizational culture of universities that fulfill the above mentioned functions (Erdem, 2003). In this sense, postgraduate education programs carried out through institutes within the university also have important objectives.

Postgraduate education is important in terms of training academic staff, carrying out scientific activities and raising a qualified workforce that will contribute to social development with high-level skills (Koçak and Yusuf Arslan, 2020). The main aim of postgraduate education is to train professionals who are qualified in their field within a few years (Rosovsky, 2004).

When the studies in the literature are analyzed, it is seen that a variety of research studies have been conducted in the field of the scientific value. It is found out that these studies are conducted with secondary school students (Katılmış, Ekşi & Öztürk, 2010; Sözcü, 2015; Sözcü & Aydınöz, 2018; Osmanoğlu, 2019; Durmaz, 2019; Çelebi, 2020;), teacher candidates (Çal & Demirkaya, 2018; Er Türküresin, 2018), university students (Demirutku & Güngör, 2021) and working adults (Demirutku & Güngör, 2017) in terms of the samples and study groups. In the study conducted by Ergin, (2021), the perceptions of Social Studies teachers and middle school 6th grade students on the value of being scientific and Social Studies teachers' views on the value of being scientific were determined. In addition, both in the Religious Culture and Moral Knowledge course (Gücen, 2014), and several other studies in which there are findings related to values and values education in general also refer to the value of being scientific in general (Erdem, 2003; Aslan, 2009; Mindivanlı, Küçük & Aktaş, 2012; Beldağ, 2012; Sönmez, 2014; Arabacı & Gündüzalp, 2014) However, in the literature review, no research has been found that directly examines the views of postgraduate students on the value of being scientific.

Globalization encourages the transformation of the perception and understanding of education and the general philosophy of education systems, the existing approaches and practices of the system in raising human beings (Doğan, 2011). In time, scientific studies have become the most important element of competitiveness globally, especially in developed countries. In this context, in schools there is a need to make the children and young people at all educational levels, especially starting from a young age acquire the value of being scientific. Parallel to these developments, one of the important elements of the education process is providing students with the scientific values (Sözcü & Aydınöz, 2018).

Graduate students, who are expected to be an expert in their subjects and future academicians in their own fields, should have knowledge and skills such as critical thinking, questioning, reaching generalizations, and scientific values. In this sense, it is important to evaluate the views of students who have experienced the postgraduate education process about science, the nature of science and the value of being scientific. It is considered that this study, which was carried out with non-thesis master's, master's and doctoral students with thesis, reflects different views on the value of being scientific in various aspects. It is expected that the research will contribute to the literature on values education and scientific value in postgraduate education in line with the stated opinions and suggestions.

Purpose of the Research

The purpose of this research is to determine the views of postgraduate students about the value of being scientific. For this purpose, the following research questions were answered.

1. What do graduate education students understand from the value of being scientific?

2. What are the behaviors that postgraduate students describe as contrary to the scientific value?
3. What are the qualifications that postgraduate students should have regarding the scientific value?
4. What are the suggestions for postgraduate students to gain scientific value effectively?

METHOD

Qualitative research method was used in this study in which the views of postgraduate students about the value of being scientific were examined. In the qualitative research method, researchers explore how people interpret their experiences, how they structure their worlds, and what meanings they ascribe to their experiences. This is a case of understanding people's experiences with specific questions and requires qualitative patterning (Merriam, 2009). In qualitative research, data is usually obtained from field, and in such a study, the researcher spends time in the environment in which he/she studies. In research, comprehensive field notes are collected through observations, interviews and document reviews (Patton, 2002). The main purpose of qualitative research is to capture the perspectives of the participants and the findings and opinions obtained as a result of qualitative research completely reflect the real world of the participants, independent of the values, meanings and prejudices of the researchers (Yin, 2011). In this research, face-to-face interviews were conducted in postgraduate students' study environment to determine the perspectives and opinions of them on the subject.

Research Design

In this study, phenomenological research was used. Phenomenology aims to gain a deeper understanding of our daily experiences (Patton, 2002). Phenomenology studies provide in-depth data in the literature in terms of both the definition and dimensions of the phenomenon focused on, and the meanings that the participants experienced and created with this phenomenon (Aydın, 2014). The stages followed in phenomenology research can be outlined as follows: In phenomenology, the phenomenon that the study is related to is determined. Data are collected from individuals who have experienced the phenomenon. Participants are asked questions about the phenomenon and what context or situations affect their experience with it (Creswell, 2007). In this research, it is aimed to determine the opinions and suggestions of the students who have experienced the value of being scientific in the postgraduate education process, within the framework of the research questions directed to them.

Participants

The study group of this research consisted of 38 students in total. The participants are in either education sciences or field education graduate programs at Dicle University in the spring semester of the 2017-2018 academic year. They go on their education at the non-thesis master's, thesis master's and doctorate levels. In relation to the sampling strategy, maximum variation sampling and easily accessible case sampling, which are purposive sampling methods, were used in the research. Maximum diversity is achieved by identifying the diversity dimensions most relevant to the study and selecting people and environments that represent the best possible diversity in these dimensions (Maxwell, 2018). According to Seidman (2006), maximum diversity sampling provides the most effective strategy for selecting participants. In convenient sampling, a situation that is close and easy to access is selected.

This sampling method adds speed and practicality to the research (Yıldırım & Şimşek, 2018). In this research, the variety of graduate students from different programs ensures the maximum diversity, and as the students participate in the study from the same university provide easy accessibility. Personal characteristics of graduate students are shown in Table 1.

Table 1: Personal Characteristics of Graduate Students

Characteristics of Students	f
Gender	
Female	18
Male	20
Job	
Teacher	27
Research assistant	3
Teaching assistant	2
Other	6
Graduate Education Level	
Non-thesis master's degree	6
Thesis master's degree	21
Doctorate	11
Graduate Education Term	
Course period	27
Thesis period	11
Types of Graduate Education	
Curriculum and Instruction (Non-Thesis MA)	5
Curriculum and Instruction (Thesis MA)	6
Curriculum and Instruction (Phd)	12
Educational Leadership (Non-Thesis MA)	1
Educational Leadership (Thesis MA)	1
Educational Leadership (Phd)	3
Visual Arts Education (Thesis MA)	3
Mathematic Education (Thesis MA.)	2
Classroom Management (Thesis MA)	2
History Education (Thesis MA)	1
Science Education (Thesis MA)	1
Physics Education (Thesis MA)	1

According to the Table 1, 18 female and 20 male graduate students participated in the study. The majority of the participants are teachers. In the other group, there were six students, five of whom stated that they were not working and one of them was a civil servant. 27 of the participants are in the course period and 11 of them are in the thesis period. All of the students in the thesis period are registered to the Master's and Doctorate programs with thesis. Slightly more than half of the participants in the research consisted of non-thesis master's, thesis master's and doctorate students who continue to education programs and teaching department.

Interview Form and Data Collection Process

In this study, interview technique was employed to collect data. Interview is a widely used data collection tool in qualitative research. Researchers have the opportunity to capture the perspectives of the participants by interviewing. Interviews can provide useful information in finding response to the research questions, but they need to be performed with care, on-site and through detailed processes. This process involves developing a complete interview form to gather information and turning it into a good practice (Creswell, 2017). Expert opinion was obtained from six faculty members working in the field of educational sciences for the validity of the draft interview questions prepared in this study. In line with the opinions and suggestions received, the interview questions were revised and structured. The questions in the interview form were asked to four graduate students in education science who were out of the scope of the research, and as a result of the feedback from the students, it was decided that the questions were clear and understandable.

The following questions take place in the interview:

- 1 - Explain what you understand by the term “scientific value”?
- 2 - What are the behaviors that you describe as contrary to the scientific value? Explain.

- 3 - What are the qualifications that graduate students should have regarding scientific value? Explain.
- 4 - What is your suggestion for effective acquisition of scientific value in graduate education?

In the data collection process, semi-structured interview technique was used, and when the requirements were met, focus group interviews were conducted. In addition, face to face interviews were conducted with some of the participants. All of the graduate students in the study voluntarily participated in the research. The answers stated by the graduate students were transferred to the forms in written form during the interviews parallel to participants' responses. The researcher also took notes on the subject during the interview process. The opinions expressed by the students in the interviews were confirmed in order to ensure reliability. The interviews were held between 30.04.2018-18.05.2018 and lasted approximately 25 - 35 minutes.

Analysis of Data

Descriptive analysis technique was used in the analysis of the data obtained from the interview. Generally, descriptive analysis is used in the processing of data that does not require detailed separation on the qualitative data set (Baltacı, 2019). In the descriptive analysis technique, the data can be organized according to the themes revealed by the research questions, or it can be presented by considering the questions in the interview. In descriptive analysis, direct quotations are frequently used to reflect the views of the individuals interviewed or observed in a direct way. In this analysis technique, it is aimed to present the findings to the readers in an organized and interpreted form (Yıldırım & Şimşek, 2018). In this research, a thematic framework was created with the data obtained from the fuels given to the interview questions.

Expressions reflecting the views of graduate students were frequently quoted directly. In the quotations made, instead of the names of the students, the student numbers given to them and the graduate education programs they continue are indicated; Coding was made with abbreviations such as (Ö 25, MS without Thesis), (Ö 13, MS with Thesis), (Ö 17, PhD). The answers to the interview questions were analyzed by two different experts. As a result of the coding made by the experts, the codes that create "agreement" and "disagreement" were determined. The reliability formula proposed by Miles & Huberman (1994) is based on the reliability of the coding. In this study, 61 "agreement" and 6 "disagreement" were determined. $\text{Reliability} = \text{Agreement} / (\text{Agreement} + \text{Disagreement})$. According to this formula, $\text{reliability} = 61 / (61+6): 91\%$. In line with this calculation, it was concluded that the reliability of the research was acceptable.

FINDINGS

In this section, the findings obtained from the participants who responded the interview questions about the scientific value in line with the purpose of the research are presented.

Findings Regarding What Students Understand by Scientific Value

The opinions expressed about the first question are shown in Table 2.

Table 2: What Students Understand from the Value of Science

Sub Themes	f
Being objective	17
Being provable	11
Compliance with ethical principles	11
Obtained by scientific methods	9
Distinguishing superstitions from facts	6
Creating solutions/contributing	6
Being logical	5
Revealing the new	4
Being open to criticism	4
Being testable	4
Being original	4
Being free from prejudices	3
Obtained by inquiry	3
Being systematic	3
Being repeatable	2
Reflecting the truth	2
Alternative thinking	1
Creative thinking	1
Being transparent	1

When Table 2 is examined, "being objective" is the most frequently expressed sub-theme regarding what graduate education students understand from the value of being scientific. Thereafter this sub-theme, "being provable", "compliance with ethical principles", "obtained by scientific methods" and "separating superstitions from facts" come successively.

Some of the opinions expressed about the sub-theme of "being objective/objective" are as follows: *"Scientific value is to produce objective, observable and demonstrable knowledge while doing science... To be objective and scientific both in the process, method and results of research (Ö 2, Phd)"*. *"I understand it as an individual's behavior that conforms to the criteria required by science. The first feature that I can express as a scientific value is objectivity. Doing research impartially means that you shouldn't include your personal feelings and thoughts in the research in any way (Ö 17, Phd)"*.

Here are some views on "being provable": *"For a study to be scientific, it must be provable, original, and responsive to the needs of society (Ö 29, MA with thesis)"*. *"Scientific values are facts that can be proven experimentally (Ö 34, Phd)"*.

An example statement regarding "compliance with ethical principles" is as follows: *"I perceive the value of being scientific as acting in accordance with ethical principles in academic studies and presenting research results in an impartial and honest manner (Ö 2, Phd)"*.

Opinions about "obtained by scientific methods" are expressed as follows: *"By the value of being scientific, I understand that scientific methods should be used, being objective and revealing what it is while doing a research. The scientific method means making observation, interview, experiment, etc. in order to gather information (Ö 19, MA with thesis)"*. *"Anything can be the subject of research. However, it is necessary that the methods used in this research comply with scientific criteria and the results are evaluated accordingly in terms of the scientific value of that research (Ö 28, MA with Thesis)"*.

The followings are students' views on "distinguishing superstitions from facts": *"I understand it as being free from superstitions and irrationality (Ö 19, MA with thesis)"*. *"Critical thinking is the most important value that must be adopted in order to protect ourselves and our values against unscientific and often superstitious thoughts. (Ö 20, MA with thesis)"*. *"Be free from non-scientific, superstitions and personal thoughts (Ö 35, MA with thesis)"*.

Some of the opinions about “producing solutions/contributing” are stated below: “Being scientific is to reach the right result with the right questions, the right methods and be beneficial to humanity. (Ö 8, MA with thesis)”. “When I hear the term scientific value, I think of being useful to society. Because science always means taking humanity one step further, therefore, when it comes to scientific value, it comes to my mind to be able to sharply distinguish between right and wrong and to work on behalf of humanity in this direction. (Ö 18, MA with thesis)”.

An example statement about “being original” is as: “Scientific value means that a research is original and far from similarity of other researches. (Ö 23, Phd)”. The following is a statement expressing a student's view on "reflecting the truth". “Scientific value aims to be away from all types of research bias and prejudice and to completely reflect the truth and not to allow ethical violations. Because, a knowledge is scientific as much as it reflects the truth and is away from personal opinions” (Ö 16, MA with thesis)”.

Findings Regarding the Behaviors that Students Evaluate as Contrary to Scientific Values

The opinions of the students regarding the second question are presented in Table 3.

Table 3: Behaviors Evaluated as Contrary to Scientific Values

Sub-Themes	f
Plagiarism	26
Hiding/distorting real data	17
Non-compliance with citation rules	9
Impartiality/bias	8
Obtaining imprecise data	7
Not being original	6
Knowledge not obtained through scientific means	5
Making up	5
Unfair authorship	5
Re-publication	4
Being biased	4
Carelessness in ethical issues	4
Inability to get rid of dogmatic thoughts	4
Superstitions and mythicism	4
Not behaving honestly	4
Placing ideologies before science	3
Studies just for academic promotion	3
Favoritism	1
Being away from critical thinking	1

When Table 3 is examined, "plagiarism" is stated as one of the leading behaviors that the graduate education students describe as contrary to the scientific value. This was followed by the sub-themes of "hide/distort the real data", "non-compliance with the citation rules", "impartiality/bias" and "getting sloppy data" according to the frequency of expression.

Some opinions about the sub-theme "plagiarism" were expressed as follows: “I think in a study plagiarism is one of the most important issues that one need to avoid (Ö 15, Phd)”. “Benefiting from someone else’s study but not giving any citation or citing not correctly that study means not giving due respect to the effort (Ö 24, Phd)”. “Plagiarism is the first thing that comes to my mind when it comes to contradicting the scientific value. This behavior is the academic side of stealing (Ö 37, MA without Thesis)”.

Followings are some opinions regarding “Hiding/distorting real data”: “When a study is contrary to scientific value, the data obtained do not reflect the real results and the data is manipulated with unethical methods. (Ö 6, MA with Thesis)”. “In a scientific study, not collecting the

data in a proper way or manipulating the data are contrary to the scientific value (Ö 18, MA with Thesis)”.

An instance about “Non-compliance with citation rules” is: *“The problems related to the sources are that the sources are not cited clearly in the researches, and the expressions cited in the text are not taken in the signified sources (Ö 8, Phd)”.*

The statements below reflect the ideas of participants expressing “Obtaining imprecise data”: *“Failure to collect the data properly during the data collection phase in a scientific study is against the scientific value. (Ö 18, MA with Thesis)”.* *“Within the scope of the project, I went to schools and met teachers who were expected to fill out the questionnaires. Their manners towards that process showed that they are really far away from being scientific. Some of my fellow teachers seemed to be playing the lottery rather than filling out questionnaires (Ö 25, MA without Thesis)”.*

Followings are the statements reflecting “Knowledge not obtained through scientific means”: *“This is expressing an opinion without any basis. It is to create a work by making cut, paste and copy without effort (Ö 33, MA without Thesis)”.* An idea about “Not being original” is: *“Being similar to someone else's subject in the scientific study process reduces the scientific value of the study (Ö 23, Phd)”.* “Unfair autorship” is expressed in the following statement: *“This is to add one's own name to academic studies by relying on his/her position and authority, even though she/he did not make any effort (Ö 23, Phd)”.*

An example regarding “Superstitions and mythicism” is: *“The most contradictory situation we encounter in society regarding the value of being scientific is the belief in superstitions. In addition to this, mythicism is also contrary to scientific value (Ö 34, MA with thesis)”.* “Being honest” is expressed as: *“Scientific value undoubtedly requires being honest. For example, showing a work that has not been done, showing unreached sources as if they have been reached ... are the most common practices against scientific value (Ö 3, Phd)”.*

Following statements reflect the ideas about “Studies just for academic promotion”: *“I think that the studies carried out with the aim of just promoting to a higher position are against the scientific value (Ö 3, Phd)”.* *“Studies that are shown as if they were done only to obtain statu, that is also against the value of being scientific (Ö 8, Phd)”.* About “Favoritism” a participant uttered that: *“Particularly, acts showing favoritism harm science (Ö 2, Phd)”.* Followings are the opinions about “Being away from critical thinking”: *“Taking positions without critical thinking are the most unscientific way. Because being scientific requires critical thinking, which gives the ability to think about all sides of a coin. (Ö 3, Phd)”.*

Findings Concerning the Qualifications that Students Should Have Related to Scientific Value

The opinions of the students about the third question are presented in Table 4.

Table 4: Qualifications that Students Should Have Related to Scientific Value

Sub-Themes	
Behaving in accordance with scientific research methods and publication ethics (avoiding plagiarism, distortion, etc.)	21
Being honest	11
Being objective	10
Being inquisitive	9
Being equipped with the necessary scientific research methods	7
Prioring the scientific value in research	6
Having a critical view	6
Willingness to make research	6
Learning scientific research methods in a practice based way	4
Internalizing the scientific value	3
Being original	3

Citing the sources properly	3
Being open to improvement	3
Being creative	2
Being brave	2
Being altruistic	1

When Table 4 is examined, the most frequently expressed sub-theme is "Behaving in accordance with scientific research methods and publication ethics" regarding the qualifications that students should have for the value of being scientific. According to the frequency, this sub-theme was followed by the sub-themes "being honest", "being objective", "being inquisitive" and "having experience in scientific research methods".

Some of the opinions considering "Scientific research methods and acting in accordance with publication ethics (avoiding plagiarism, distortion, etc.)" are expressed as follows: *"First of all, students should be aware of scientific ethics violations such as plagiarism, distortion, forgery, republishing, and slicing (Ö 12, MA with thesis)". "The most important quality to be possessed considering scientific value is to act in accordance with the rules of publication ethics. Complying with the rules of publication ethics is the most important qualification that a graduate student should have regarding the value of being scientific (Ö 18, MA with thesis)".*

Followings are the statements reflecting "Being honest": *"I think graduate students should first be honest in their academic studies (Ö 2, Phd)". "It is important for graduate students who are academic candidates to be open to innovation, honest and respectful researchers (Ö 29, MA with Thesis)".*

"Being inquisitive" is expressed as: *"Graduate students should be inquisitive. He/she should know what he/she is doing and why. He/she should question the events in depth. (Ö 25, MA without Thesis)". "Regarding being scientific graduate students should have the skills of questioning and reasoning. (Ö 26, MA without Thesis)".*

Some opinions about "Being objective" are: *"The researcher should not manipulate the study, and should be impartial and objective (Ö 4, MA with thesis)". "Researcher needs to perform objectively (Ö 17, MA with thesis)". "Lisansüstü öğrencilerinin özellikle tüm ideolojilerden uzak, nesnel düşünebilen ve bilimsellik değerine önem veren kişiler olması gerekir (Ö 32, Phd)".*

Participants expressing their ideas about the qualification of a researcher uttered regarding "Be equipped with the necessary scientific research methods" *"First of all, graduate students should be equipped with theoretical and methodological knowledge about scientific research methods (Ö 3, Phd)". "A graduate student should be able to carry out a study alone. He/she should be able to criticize a research and evaluate the lacking and strong parts of that study. Moreover, he/she must be able to determine the quality of a study (Ö 22, Phd)". "A graduate student should know research methods and be able to assess the research results with the scientific method criteria (Ö 28, MA with thesis)".*

Following is a statement reflecting "Prioritizing the scientific value in research": *"Graduate students go on their education purposely and willingly to become academicians or to improve their knowledge, views and perceptions in their fields... From then on they prioritize being scientific, and therefore the value of being scientific in their studies and education (Ö 7, Phd)".*

Some of the participants mentioned about "Having a critical view" that: *"They (graduated students) need to be planned, ... try to establish cause-effect relationships, try to establish hypotheses, not accept all information the way it is, but they must think critically and question the facts they have (Ö 35, MA with thesis)". "First, the graduate student must be able to think critically.(Ö37,MAwithout thesis)".*

Participants who expressed their ideas about “Willingness to make research” said that “*First of all, a graduate student must be curious and willing to question and search the information (Ö 6, MA with thesis)*”. “*Reading and researching should be a daily routine of graduate students (Ö 20, MA with thesis)*”.

“Learning scientific research methods in a practice based way” is expressed as following: “*Graduate students must do academic studies. With the help and leadership of the academicians, graduate students should write articles, do scientific research, and participate in congresses and symposiums (Ö 13, MA with thesis)*”. “*They (graduate students) should focus on reading especially thesis, article, book, paper etc. related to their fields. Furthermore, they should also be productive in their field (Ö 37, MA without thesis)*”.

Below are the ideas regarding “Citing the sources properly”: “*He/She should state the sources he/she used in his/her studies exactly in the bibliography (Ö 6, MA with thesis)*”. “*First of all, all sources that graduate students have used and benefited in their studies should be cited properly (Ö 24, MA with thesis)*”.

The statements below reflect the ideas of participants expressing “Being open to improvement”: “*In my opinion, he should follow not only Turkish publications, but also academic studies published around the world and improve himself. Only in this way can students evaluate the events from a scientific perspective (Ö 6, MA with thesis)*”. Considering “Being brave” the participants uttered that: “*They must be willing to reveal the truth. They must be brave enough to put the truth above their own beliefs (Ö 30, Phd)*”. “Being altruistic” is another sub-theme expressed as: “*They must be self-sacrificing to reach the truth (Ö 30, Phd)*”.

Findings Concerning Suggestions for Making Graduate Students Gain the Value of Being Scientific Effectively

The opinions expressed by the students about the fourth question are presented in Table 5.

Table 5: Suggestion for Making Graduate Students Gain the Value of Being Scientific Effectively

Sub-Themes	f
Practice based learning	13
First of all, academics should adopt this value	10
Academicians need to be a guide in this regard	8
Participation to congress and symposium should encouraged be	7
Various scientific studies should be carried out	6
Science ethics course should be included in the program	5
This must start from undergraduate education	5
Courses related to the subject should be compulsory	4
Courses on this subject should be increased	4
Evaluation should be based on scientific principles	4
Being scientific should be a topic for all courses	3
Panels and conferences related to the subject should be organized	2
Being scientific should be brought together with all other values	2
	1

When the suggestions of the students regarding the effective acquisition of scientific value are examined in Table 5, "Practice-based learning" is the most mentioned sub-theme. This was followed by the sub-themes of "First academics should adopt this value", "Academicians need be a guide in this regard", "Participation to congress and symposium should be encouraged" and "Various scientific studies should be done". Some of the views on “*practice-based learning*” are as follows: “*I think that on spot studies in graduate education will be more effective. I believe in the permanence of learning by doing, therefore I believe that the value of being scientific can be gained through practice based education (Ö 25, MA without thesis)*”. “*As in every period of education, in the graduate period students can internalize the knowledge by experiencing and practicing (Ö 34, Phd)*”.

Here are some examples of statements about the view that "first of all, academics should have adopted this value": *"Graduate education is the most necessary educational step to gain scientific value. Academicians who will lead the education should also adopt this value so that this awareness can be well established in graduate education (Ö 4, MA with thesis)". "As in all matters, the individual is inclined to exhibit the behaviors of people he/she respects and cares about. The most correct behavior that lecturers can apply in this regard is to show that they have this value. When an academician give credit to those who contribute to science and praise their efforts in his/her speeches and articles, It will be a beneficial example for the students (Ö 11, MA with thesis)".*

The views on "Academics should be a guide in this matter" are as follows: *"Graduate students and professors should definitely make research, and professors should guide students and help them gain an academic perspective (Ö 6, MA with thesis)". "First of all, advisors in scientific studies should be good examples to them, inform them about scientific activities, and encourage them in scientific studies (Ö 29, MA with thesis)".*

"Participation to congress and symposium should be encouraged" is expressed as: *"Students may be urged to participate in symposiums or to cooperate with their advisors. This can contribute to their qualification (Ö 28, MA with thesis)". "Advisor professors should direct the student to meetings where events such as congresses and symposiums are held. This will be effective in teaching scientific values (Ö 29, MA with thesis)".*

Instances regarding "Various scientific studies should be carried out" is described as: *"Since carrying out several scientific studies throughout the graduate education will be effective in internalization of the value of being scientific, students need to participate in producing academic studies actively (Ö 3, Phd)". "I think that the only way of making students adopt the value of being scientific in graduate education is to motivate them to do various scientific studies during their education (Ö 37, MA without thesis)".*

The statements below reflect the ideas of participants expressing "Science ethics course should be included in the program": *"First of all, a science ethics course should be included in the program. In the content of this course, it should be taught why it is necessary to gain the value of scientific ethics (Ö 34, Phd)". "Graduate students should be taught scientific ethics and extent it to their lives (Ö 35, MA with thesis)". Related to "This must start from undergraduate education" one of the participants uttered that: "First of all, this subject should be covered in detail beginning from the first lesson of undergraduate education classes so that all students who head towards graduate education have this understanding from the very first day (Ö 7, Phd)".*

The following is an idea regarding "Courses related to the subject should be compulsory": *"It would be purely imaginary to expect such an important value to be acquired later in graduate school. These courses needs to be compulsory through some programs (Ö 18, MA with thesis)". A suggestion considering "Courses on this subject should be increased" is that: "Courses on scientific value and ethics should be increased in undergraduate and graduate studies (Ö 14, MA with thesis)". Another suggestion regarding "Being scientific should be a topic for all courses" is that: "Emphasis should be placed on being scientific in all courses in graduate education, without exception (Ö 7, Phd)".*

An idea expressing the importance of "Being scientific should be brought together with all other values" is expressed as: *"Students can not get the idea of scientific value on their own. Before that, there are basic values that need to be acquired. Generally; without values such as personal rights, justice and honesty, trying to acquire the value of being scientific will be a futile effort (Ö 9, Phd)".*

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Students who continue their graduate education express the characteristics of being scientific as being objective, being provable, conforming to ethical principles and obtained by scientific

methods. In addition, it is understood that aspects such as producing solutions, being rational, revealing the new and being open to criticism are also uttered for the value of being scientific. In the study conducted by Arabacı and Gündüzalp (2014), they examined the statements of 36 universities regarding "value" on their web pages. They concluded that they directly included "being scientific" as a value and that the expressions regarding value are "rationalism" and "objectivity" within the scope of this theme. Findings of current study is consistent with the above mentioned study regarding the statements of value in universities web pages. Although not directly related, the findings in a way overlap with the research findings of Çal and Demirkaya (2018). In their metaphor study whose participants were pre-service teachers, the themes of "being scientific by being objective" and "being scientific by being logical" obtained as the value of being scientific. Er Türküresin (2018) carried out a qualitative study the title of which is "Improving the perceptions regarding the value of being scientific through character education program" with teacher candidates. The findings of that study which is "evidence use" and "ethics" to be scientific aligned with the current study. In another study conducted by Ergin (2021) with the participation of Social Studies Teachers for the value of being scientific, the results as "proven" and "realistic" in the categorical distribution of the metaphors support the present research findings. In their work, Demirutku and Güngör (2021) determined the values of creativity, curiosity, skepticism, open-mindedness, rationality, objectivity, commonality, scientific ethics and consistency as scientific values. It can be said that rationality and objectivity coincide with the research findings of this study.

Sub-themes such as plagiarism and hiding/distorting real data were the characteristics that the students described particularly as contrary to the value of being scientific. In addition to these, it is noticed that non-compliance with the citation rules, being unbiased/biased, sloppy data collection, being not original, and information not obtained through scientific means are listed as the main features that the students describe as contrary to the value of being scientific. In this context, according to the opinions of postgraduate students on this issue, unethical behaviors in science (TÜBA, 2002) are items such as plagiarism, hiding/distorting real data, obtaining sloppy data, fabrication, unfair authorship and republishing. In addition, they perceive actions contrary to scientific research and publication ethics (YÖK, 2022) as actions contrary to the value of being scientific as well.

It is understood that the students mostly emphasize scientific research methods and acting in accordance with publication ethics (staying away from plagiarism, distortion etc.) as the sub-themes of being scientific. From this point of view, it can be concluded that students perceive knowing research methods and acting in accordance with publication ethics as the main qualifications that need to be possessed with scientific value. Furthermore, it can be said that they perceive traits such as being honest, being objective, being inquisitive, and being equipped in scientific research methods courses as necessary qualities for scientific value. In addition, it is found out that the other qualities that students should have regarding the scientific value are to have a critical point of view, to learn practice based research methods, to internalize the value of being scientific, to be original, to be open to development and to be creative.

Considering the views of postgraduate students about the effective acquisition of scientific value, it is understood that they mostly propose "practice based learning". Therefore, it can be inferred that the students think the value of being scientific will be gained more effectively with an approach which adopts doing and experiencing. Besides, the suggestions expressed by the students as "congress and symposium participation should be ensured" and "many scientific studies should be done" in order to gain the scientific value effectively can be evaluated in this sense within the framework of practice-based learning. In the research conducted by Yazar (2020), participants recommend "practical courses" and "encouragement to academic activities" for a qualified graduate education. It can be figured out that these results support the current research findings. Participants also suggested that in order to gain an effective scientific value, academics should adopt these values too and be a guide in this regard. In this context, it can be said that the students are of the opinion that primarily the academicians should internalize the value of being scientific and be a guide for the students in this process of gaining them. The students made suggestions about the courses in the program in order to gain the value of being scientific effectively. And they expressed their opinions about the need for the

science ethics course in the programs, it should start from undergraduate education. The courses related to the subject should be compulsory and the number of courses related to this subject should be increased. The students also emphasized the suggestions that being scientific should be mentioned in all courses, furthermore panels and conferences should be organized on this subject, and that the value of being scientific should be gained together with all other scientific values.

Followings are some suggestions that have been developed within the framework of the findings obtained in this research:

- Courses such as scientific research and publication ethics, research ethics and science ethics should be included more in graduate education programs.
- In order to make graduate students gain the scientific value effectively in graduate education programs, courses such as scientific research and publication ethics, research ethics and science ethics should be carried out more practice based.
- Participation in congresses and symposiums should be encouraged more so that graduate students can internalize the value of being scientific.
- Knowledge and skills related to value of being scientific should be internalized starting from undergraduate education.
- Qualitative and quantitative research should be conducted with different working groups on this subject.

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The Artful Life as Transactional Process: How John Dewey Connects Art, Democracy, and Everyday Experience

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Abstract

This article explores John Dewey's influential perspective on art, which challenges traditional views that confine art to museums and galleries. Drawing on Dewey's seminal work, "Art as Experience," the article demonstrates that art is not merely about objects, but rather the quality of experience we have with the world around us. This experience is an ongoing transactional process between ourselves and our environment. Artworks serve as powerful tools within this process, shaping how we engage with everything from everyday tasks to artistic masterpieces. Through art, we can refine our experiences, gain new perspectives, and even undergo personal transformation. Furthermore, the article delves into the connection between Dewey's concept of art and his broader philosophical ideals, particularly his democratic vision. Art, according to John Dewey, plays a crucial role in a healthy democracy. Artworks can foster a sense of community by providing shared experiences and sparking communication about important social issues. The article further discusses how art can challenge the status quo and inspire citizens to become active participants in shaping their society. Finally, the article explores Dewey's notion of the "Everyday as Artful," where artistic principles can be applied to even the most mundane tasks, enriching our daily lives and contributing to a more aesthetically pleasing society. To illustrate these concepts, the article references various art examples throughout the discussion.

Keywords: Artful Life, Transactional Process, John Dewey, Art, Democracy, Everyday Experience

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INTRODUCTION

John Dewey, a prominent American philosopher and educational reformer, developed a unique and influential perspective on art. Dewey challenged traditional views on art and its place in our lives. In this paper, I will particularly delve into his notion of art as Transactional Process (Dewey, 1934), which proposes a radical shift in perspective. Dewey argued that art is not confined to museums and galleries, but rather encompasses the quality of experience we have with the world around us. This ongoing transaction between ourselves and our environment shapes how we engage with everything from everyday tasks to artistic masterpieces. Through art, Dewey suggests, we can refine our experiences, gain new perspectives, and even undergo personal transformation (Hickman, 1990).

I will further explore how Dewey's concept of art connects to his broader philosophical ideas, particularly his democratic ideals. Dewey envisioned art playing a crucial role in a healthy democracy. Artworks can bridge divides and foster a sense of community by providing shared experiences and sparking communication about important social issues. This focus on the public role of art aligns with Dewey's view of democracy as an ongoing process that thrives on citizen engagement. Art, in Dewey's perspective, has the power to challenge the status quo and inspire citizens to become active participants in shaping their society (Evans, 1980).

Finally, I will examine Dewey's notion of the "Everyday as Artful" (Dewey, 1934). He argued that artistic principles can be applied to even the most mundane tasks. By bringing intentionality, skill, and imagination to our daily activities, we can elevate them into artful experiences. This does not require grand gestures, but rather a mindful appreciation for the process and the details of our lives (Garrison, 1987). Dewey believed that cultivating an artful way of living can not only enrich our personal experiences but also contribute to a more aesthetically pleasing and harmonious society (Hausman, 1989).

To illustrate John Dewey's concept of art throughout this article, I will present examples of artworks that embody his ideas.

Art as Experience: A Transactional Process

Dewey challenges the idea that art is separate from our everyday experiences. He suggests refined experiences of artworks are an extension of how we engage with the world around us. Dewey emphasizes the importance of the experience itself, rather than focusing solely on the characteristics of the art object (Egan, 1990). Art, according to him, has the power to enrich and intensify our experiences. This focus on experience contrasts with traditional theories like those by Immanuel Kant. Dewey argues for the value of all art forms, including "popular art," not just the often-privileged "high art" or "fine art." Through art, Dewey argues, we can undergo a transformation. Art can help us reorganize our understanding of the world and equip us to have more meaningful experiences in the future (Goldblatt, 2012; Novitz, 2004).

Dewey (1934) believed art was not a static object for contemplation, but a dynamic process of interaction between artist, artwork, and audience. Art experiences are intentional, aimed at resolving problematic situations encountered in everyday life. Engaging with art allows us to reorganize emotions, perceptions, and beliefs, leading to personal and social growth (DeLong, 2019).

Dewey's transactional view emphasizes the ongoing interaction between humans and their environment. In "Art as Experience," he applies this idea to art. We do not passively receive art; we actively engage with it, and this interaction shapes our experience (Dewey, 1934).

Dewey argues that experience is not something that just happens to us. It is the result of this ongoing transaction. Similarly, our aesthetic experience with art is not just about the artwork itself. It is about the dynamic interplay between the artwork, our background experiences, and how we engage with it (Egan, 1990).

The transactional view emphasizes growth and learning through interaction. Dewey suggests art can be a powerful tool in this process. By confronting us with new ideas and ways of seeing the world, art can disrupt our existing patterns and lead to a more refined and meaningful way of experiencing the world (Cavadini, 1997).

In essence, “Art as Experience” shows how art functions within Dewey’s broader philosophical framework. Art becomes a medium for this ongoing transaction, shaping our experiences and allowing us to grow through our engagement with it (Abbing, 2003).

In contemporary art, the idea of art as a transactional process, inspired by John Dewey’s philosophy, manifests in diverse ways. Here are some examples:

- *Transactional/ Participatory art*: Works invite active engagement from the audience, blurring the lines between artist and viewer. For instance, Miranda July and Harrell Fletcher's *Learning to Love You More* (2002-2009) stands as a significant example of collaborative internet art in the early 21st century. This web-based project functioned as a participatory platform inviting users to engage with a series of creative prompts, fostering a global exploration of themes surrounding love, action, and human experience. The project unfolded over a seven-year period (2002-2009) and offered over sixty prompts for user-generated responses. These prompts, ranging from the introspective ("Write the phone conversation you wish you could have") to the playful ("Draw a constellation from someone's freckles"), encouraged participants to creatively interpret and document their everyday lives. The completed responses, encompassing various artistic mediums, were then uploaded and archived on the project's website.
- *Relational aesthetics*: Artists create social situations and interactions as the artwork itself. Tino Sehgal’s performances, for example, involve encounters with individuals hired to perform actions or offer experiences, emphasizing the artwork’s existence within the dynamic between participants. Sehgal throws a playful wrench into the traditional art exhibit. His works are like games, inviting visitors into strange situations that challenge the way we think about museums. The heart of the art is not a painting or sculpture – it is the unique interaction between each visitor and the piece. No two people experience it the same way. His works are completely intangible, relying solely on movement, conversation, and social connections. Through these encounters, Sehgal asks museum-goers to consider something deeper: how they create value and meaning in their daily lives.
- *Bioart and environmental art*: These practices engage with living systems and ecological concerns, inviting audiences into critical dialogues about our relationship with the environment. Eduardo Kac’s “GFP Bunny” sparked debates about bioethics and the intersection of art and science, highlighting the transactional nature of art's impact on society.
- *Technology-driven art*: Interactive installations and digital platforms allow audiences to actively manipulate and shape the artwork. Refik Anadol’s “Dreams” immerses viewers in a dynamic cityscape generated by their movements, emphasizing the co-creation aspect of the experience.

Dewey’s concept extends beyond these specific examples. Any artwork that encourages active engagement, critical reflection, and dialogue between artist, artwork, and audience can be seen as participating in a transactional process. This approach challenges traditional, passive art consumption and empowers both artists and audiences to shape meaning and impact through their interactions (Clark, 2001).

Democracy and the Public Role of Art

John Dewey had a unique perspective on democracy and the public role of art. Dewey didn't see democracy as a fixed state or a set of rules. Instead, he viewed it as an ongoing process—a social experiment—that requires active participation from its citizens. For Dewey, a healthy democracy relies on a vibrant public sphere. This is a space where citizens can freely exchange ideas, deliberate on issues, and work towards a common good (McCluskey, 2004).

Dewey believed art has the power to bridge divides and cultivate a sense of community. Artworks can spark shared experiences and understanding, fostering the social connection crucial for a functioning democracy (Duncum, 2000).

Dewey saw art as a powerful tool for communication beyond just words. Artworks can address complex social issues in ways that resonate emotionally and intellectually, stimulating public discourse (Ryan, 2006).

Dewey also viewed art as a crucial tool for fostering democratic participation and social good. By engaging with diverse perspectives and emotions through art, citizens can develop empathy, critical thinking, and a shared sense of community (Dooley, 2009). Art experiences, therefore, have the potential to challenge unjust norms and inspire social change. Art can challenge the status quo and raise awareness of social injustices. By prompting critical reflection and emotional engagement, art can inspire citizens to become active participants in shaping their society (McCluskey, 2004).

Dewey's concept is not without its limitations. Critics argue that his focus on shared experiences might overlook the importance of dissent and critical voices in a democracy. However, Dewey's ideas remain significant. He reminds us of the potential of art to revitalize public life and empower citizens to become active participants in shaping their democratic societies (Duncum, 2000; McCluskey, 2004).

To illustrate the connection between Dewey's views on democracy and the public role of art, let's consider some specific artworks.

- *Theaster Gates' Dorchester Project* in Chicago which transforms abandoned buildings into vibrant arts and performance spaces, could be a good example to the Dewey's notion of Art, Dewey would appreciate how the project not only creates a beautiful space but also fosters dialogue about urban renewal, racial equity, and the importance of cultural centers in a community.
- *Hank Willis Thomas' "For Freedoms"* billboards are another example to the Dewey's notion of democratic nature of Art. These powerful photographic billboards placed in public spaces address issues of race, identity, and social justice. By placing these artworks in the public sphere, Thomas sparks conversations and encourages viewers to engage with social issues.
- *Tania Bruguera's Immigrant Movement International (IMI) project* can be seen as another example to the Dewey's view of art. This participatory art project invites immigrants to share their stories through workshops and performances. Dewey would find value in how IMI empowers immigrants to use art as a voice and fosters a sense of community among participants.
- *The Guerrilla Girls*, an anonymous feminist art group, uses street art, posters, and performances to challenge sexism and discrimination in the art world. Dewey would appreciate how their work uses art to raise awareness of social injustices and promote a more inclusive art scene.
- *Ai Weiwei's large-scale installations* are good examples to the Dewey's notion of democratic nature of Art: This Chinese artist's work often critiques government policies

and human rights abuses. By confronting viewers with uncomfortable realities, Ai Weiwei's art encourages critical reflection and challenges the status quo.

These are just a few examples, and the beauty of Dewey's notion is its broad applicability. Artworks that spark conversation, empower communities, and challenge the way we see the world all contribute to a more vibrant and engaged democracy.

The Everyday as Artful

Dewey rejected the notion of art existing solely in museums or elite cultural spheres (Dewey, 1934). He saw artistic potential in all aspects of life, from cooking to gardening to daily interactions. This view encouraged art education for all and challenged elitist notions of aesthetics (Dewey, 1938; Egan, 1990).

Dewey challenged the notion that art is limited to paintings, sculptures, or performances. He argued that art is a quality of experience. It is about how we approach and engage with the world around us.

According to Dewey, everyday activities have the potential to be aesthetic—meaning they can be infused with a sense of beauty, care, and mindful attention. Cooking a meal, gardening, or even cleaning a room can be approached with an artistic spirit, focusing on the process, the materials, and the final outcome (Shusterman, 2000).

Dewey believed that by bringing intentionality and imagination to everyday tasks, we can elevate them into artful experiences. This doesn't require grand gestures; it is about finding beauty in the ordinary and appreciating the small details.

Dewey emphasizes the importance of skill in making the everyday artful. Honing our skills, whether in carpentry, playing a musical instrument, or even cooking, allows us to approach tasks with greater care and control, leading to a more fulfilling experience.

Dewey's concept is not just about personal satisfaction. He believed that by cultivating artful living, we can create a more aesthetically pleasing and meaningful environment for ourselves and others (Jacob, 2018). This, in turn, can foster a more connected and harmonious society.

It is important to note that Dewey does not suggest that everything we do needs to be a masterpiece. But by incorporating mindfulness, skill, and imagination into our daily activities, we can find greater enjoyment and enrich the overall quality of our lives (Hoopla, 2000).

Traditional Japanese Tea Ceremony, for instance, embodies Dewey's concept of the "Everyday as Artful." Every step, from preparing the tea utensils to whisking the matcha, is done with meticulous care and attention to detail. The focus is on the experience itself, creating a moment of mindfulness and shared beauty in the ordinary.

The following contemporary artworks exemplify John Dewey's enduring concept of "The Everyday as Artful":

- *Joseph Beuys' 7000 Oaks project*: Joseph Beuys, a German artist known for his unconventional performance and installation works, created 7000 Oaks over five years (1982-1987) in Kassel, Germany. The project involved planting 7000 oak trees around the city, each with a basalt stone placed beside it. The act of planting trees and the use of natural materials like basalt connected the artwork to the environment and daily life. In essence, Beuys' 7000 Oaks exemplifies Dewey's notion of art existing within the everyday. It takes an ordinary activity, imbues it with intention and social commentary, and creates an

artwork that is both aesthetically pleasing and has a lasting impact on the surrounding environment.

- *Street Embroidery by Yarn Bombers*: This global movement involves artists using yarn to “bomb” public spaces with colorful knitted or crocheted installations. These interventions elevate the act of knitting or crocheting from something done at home to a form of public art, transforming everyday objects (yarn, knitting needles) into tools for creative expression.
- *Urban Foraging and Cooking Projects*: Many restaurants and chefs now focus on foraging for wild ingredients in urban environments. This practice incorporates elements of exploration, skill (identifying edible plants), and creativity (using foraged finds in dishes) to transform a routine task (gathering food) into an artful experience.
- *Citizen Science Projects*: Online platforms like eBird and iNaturalist allow people to contribute to scientific research by documenting the plants and animals they encounter in their daily lives. These projects elevate the act of observing nature into a form of citizen art, engaging everyday people in a creative and scientific process.
- *Upcycled Clothing Design*: There is a growing trend of transforming old clothes into unique and fashionable pieces. Dewey would appreciate this approach, which takes readily available materials and, through skill and imagination, breathes new life into them, blurring the lines between everyday objects and art forms like fashion design. This perspective challenges the traditional distinction between the ordinary and the extraordinary, suggesting that art lies in the act of creation and appreciation, rather than solely in the finished product.

These contemporary examples showcase how Dewey’s concept of “The Everyday as Artful” remains relevant today. Artists and individuals are constantly finding new ways to imbue everyday activities with intentionality, skill, and imagination, transforming the ordinary into the extraordinary and enriching the aesthetic experience of our daily lives.

CONCLUSION

John Dewey, a prominent American philosopher, offered a unique perspective on art that challenged traditional views. In his influential book, “Art as Experience”, Dewey (1934) argued against the separation of art from everyday life. He proposed that art is not just about objects in museums, but rather the quality of experience we have with the world around us. This experience is an ongoing transaction between ourselves and our environment, and art serves as a powerful tool within this process (Dewey, 1934). Through art, we can refine our experiences, gain new perspectives, and even undergo personal transformation (Walford, 1998).

Dewey’s concept of art extends beyond the aesthetic realm and connects to his broader philosophical ideas, particularly his democratic ideals. He saw art as playing a crucial role in a healthy democracy (Novak, 1995). Artworks can foster a sense of community by providing shared experiences and sparking communication about important social issues (Dewey, 1934). Art can also challenge the status quo and inspire citizens to become active participants in shaping their society. This focus on the public role of art aligns with Dewey’s view of democracy as an ongoing process that thrives on citizen engagement.

Dewey (1934) further expanded his notion of art by advocating for the “Everyday as Artful.” He argued that artistic principles can be applied to everyday activities. By bringing intentionality, skill, and imagination to even mundane tasks, we can elevate them into artful experiences. This approach does not require grand gestures, but rather a mindful appreciation for the process and the details of our daily lives (Schiralli, 2007). Dewey believed that cultivating an artful way of living can not only

enrich our personal experiences but also contribute to a more aesthetically pleasing and harmonious society (Lederman, 1987).

In conclusion, John Dewey's view of art was complex and multifaceted. He saw art as a transactional process, a tool for democracy, and accessible in everyday life. By engaging with diverse academic sources, we gain a deeper understanding of his unique contribution to the philosophy of art, with lasting implications for education, aesthetics, and social engagement.

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