UNDERSTANDING THE SCHOOLING PROCESS AT BASIC HIGH SCHOOLS:
A MULTIPLE-CASE STUDY

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ABSTRACT

UNDERSTANDING SCHOOLING PROCESS AT BASIC HIGH SCHOOLS: A
MULTIPLE-CASE STUDY

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The purpose of this multiple-case study was to understand the schooling process at
Basic High Schools (BHSs). The data were gathered through semi-structured
interviews and observations in five BHSs in Ankara. In this regard, students, parents,
teachers, school principals, school counselors, and vice-principal were interviewed.
Besides, in-depth field notes were taken in each of the cases during the whole school
hours in a week. Content analysis was employed to analyze the qualitative data.
The findings revealed that it is difficult to categorize BHSs as schools due to several
reasons. First reason was related to the mission of these institutions. BHSs had a dual
education structure: operating as schools and preparing students for the university
entrance examination as *dershanes*, with an emphasis on the latter. Second, it was
observed that BHSs lacked many of the academic and social facilities an effective
school must possess. More importantly, it was disclosed that the schooling practices
were limited to implementation of the formal curricula and other processes of
schooling such as offering elective courses and implementing extracurricular
activities were neglected. This view of schooling attributes a passive role to students
which might prevent them to develop higher-order-thinking skills. Lastly, since
BHSs were categorized as private schools, students had to pay a school fee which

was more than *dershanes'* and not affordable for low-income families. Therefore, it can be argued that the closing of *dershanes* and transforming them to BHSs was not a remedy for the existing inequalities in Turkish education system, rather, legitimized them.

Keywords: *Dershane*, Basic High Schools, Schooling Process, Multiple-case Study, Critical Theory

ÖZ

TEMEL LİSELERDE OKUL SÜRECİNİ ANLAMAK: BİR ÇOKLU DURUM
ÇALIŞMASI

Yıldırım Taştı, Özlem Fatma

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Bu çoklu-durum çalışmasının amacı Temel Liselerdeki okul sürecini anlamaktır.
Veriler Ankara'da yer alan beş Temel Lisede yarı-yapılandırılmış görüşmeler ve
gözlemler yoluyla toplanmıştır. Bu kapsamda öğrenciler, veliler, öğretmenler, okul
müdürleri, rehber öğretmenler ve bir müdür yardımcısı ile görüşülmüştür. Ayrıca, bir
hafta boyunca okul saatleri süresince her bir okulda derinlemesine alan notları
tutulmuştur. Verilerin analizinde içerik analizi yöntemi kullanılmıştır.

Bulgular, Temel Liseleri okul olarak tanımlamanın pek çok açıdan zor olduğunu
ortaya koymaktadır. Bunlardan ilki bu okulların misyonuyla ilgilidir. Açıklamak
gerekirse, bu kurumların okul gibi faaliyet gösterdiği ancak ağırlıklı olarak
dershaneler gibi öğrencileri üniversite giriş sınavına hazırladığı görülmektedir. İkinci
olarak, bu okullarda etkili bir okulun sahip olması gereken akademik ve sosyal
olanakların olmadığı gözlenmiştir. Daha da önemlisi, bulgular, Temel Liselerdeki
okul pratiklerinin öğretim programlarının uygulanması ile sınırlı olduğunu ve
seçmeli derslerin verilmesi ile program dışı etkinliklerin uygulanması gibi diğer okul
süreçlerinin göz ardı edildiğini ortaya koymuştur. Öğrencilere pasif bir rol atfettiği
gözlemlenen bu tür okul anlayışının öğrencilerin üst düzey düşünme becerileri

geliştirmesini engelleyeceği sonucuna varmak mümkündür. Ayrıca, Temel Liseler özel okul statüsünde olduğu için öğrenciler bu okullara dershane ücretlerinden çok daha fazla ve düşük gelirli aileler tarafından karşılanması zor olan belirli bir ücret ödemektedirler. Bu durumda, dershanelerin kapanmasının ve Temel Liselere dönüştürülmesinin Türk eğitim sistemindeki eşitsizliklere bir çözüm sunmaktan ziyade o eşitsizlikleri yasal hale getirdiğini öne sürmek mümkündür.

Anahtar Kelimeler: *Dershane*, Temel Lise, Okul Süreci, Eleştirel Teori, Çoklu-durum Çalışması

To My Little Angel Zeynep Ece

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

BHS	Basic High School
MoNE	Ministry of National Education
SER	School Effectiveness Research
SES	Socio Economic Status
TEOG	The Examination for Transition from Primary to Secondary Education
UEE	University Entrance Examination

CHAPTER I

INTRODUCTION

This chapter covers the background of the study, significance of the study, and the purpose of the study. Next, research questions of the study are presented. Lastly, definition of the key terms for the study is provided.

1.1 Background of the Study

The role and place of education has been a contested issue. In this regard, the nature of knowledge and learning, the attributed role of teachers, and understanding of the curriculum have different meanings in different philosophical camps which can mainly be listed as perennialism, essentialism, progressivism, and reconstructionism (Oliva, 2001; Ornstein, & Hunkins, 2004). Grounded on the underpinnings of realism, perennialists allege that the aim of education is to raise rational people through the study of classical subjects and arts. In this educational philosophy, teachers accepted as the active transmitters of knowledge while students were attributed a more passive and submissive role. Essentialists, on the other hand, root their arguments on the idealism and realism. According to essentialists, the aim of education should be cultivating intellectual person by equipping them with certain skills and knowledge while employing mastery learning strategies. Teachers, in this regard, perceived as the authority since they have the power of knowledge; in contrast to students who have to comply with the authority. The third camp is consisted of progressivists who are followers of John Dewey. In contrast to the former educational philosophies, progressivism recognizes the main aim of education as to equip students with necessary skills and knowledge for a democratic society. Therefore, students are active actors whose development of critical thinking and problem-solving skills are facilitated by teachers. The last, not least, educational philosophy is called as reconstructionism. As the name implies, according to

reconstructionists, the aim of education is to raise students who will actively participate in reconstruction of their societies. Teachers are accepted to provide choices for students considering their personal needs and interests and to raise awareness among students with regard to problems of their society. As a corollary, supporters of the traditional view claim that the function of the schools should be accumulation and sustainability of cultural heritage and transmission of it to the next generations; whereas, counter views advocates educating students as innovative citizens who will actively participate in the reconstruction of their societies (Giroux, Penna, & Pinar, 1981; Ornstein, & Hunkins, 2004). Being aware of the power of education, therefore, the states have been using education as an ideological apparatus to promulgate their ideas and maintain social control (Althusser, 2016). Further, schools are organized and run in accordance with the needs of the states; thus, participants are taught to survive, integrate, be loyal, and reach consensus with others (Bennet, & LeCompte, 1990). In other words, mass schooling is an organizational strategy of the states to legitimize some of the embedded practices and forms of some entities while marginalizing others (Ramirez, & Boli, 1987).

One way of surveillance of the societies through education is adapting a centralized curriculum. This type of approach to development and implementation of the curriculum provides a framework to confirm consistency and stability of the content delivered, the knowledge acquired, and the skills developed (Kaya, Çetin, & Yıldırım, 2012). Nevertheless, centralized educational systems -which are designed based on power and privilege but neglects contextual understanding of the schools and the students (Giroux, Penna, & Pinar, 1981)- serve for the stratification of children based on their social class, race, gender, ethnicity, and sexuality (Wiggan, 2011). In this regard, states do not simply invest in education to meet the needs of the market or to eliminate class or status conflicts rather those societal-level factors have been determinants of state schooling to develop a unified national polity which indeed secures the national power (Bennet, & LeCompte, 1990).

In contrast to the centralized curriculum, efforts of localization of curriculum traceback on the continental philosophies such as existentialism, Marxism, and phenomenology (Giroux, Penna, & Pinar, 1981). This view challenges

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the idea of national curriculum approach and suggests reconceptualization of the relations among schools, society, and the curriculum; more specifically, understanding how different meanings emerge in classroom practices at different schools becomes more important. In other words, the school-based curriculum provides flexibility to its practitioners and appeals to the needs of them (Kaya, Çetin, & Yıldırım, 2012). This conceptualization of the curriculum development and implementation process has been supported by critical researchers who seek to demonstrate the ways of oppression at schools (Ritzer, 2000) by utilizing Critical Theory as a framework to describe and reconcile the sources of oppression in societies.

In Turkey, a centralized curriculum approach is utilized as in some other countries such as Singapore, China, and Japan, (Kaya, Çetin, & Yıldırım, 2012). The policymakers ground their arguments for adopting such an approach on the fact that the centralized curriculum provides unity of the content covered at schools which in turn allows administration of nation-wide high-stakes tests. In this conjunction, the role of "*dershane*[1]" has been a contested issue since they prepare students for high-stakes tests. Most recently, with the enforcement of Law No 6528, *dershane*s were decided to be closed as published in the Turkish Official Gazette numbered 28941 dated 14th of March 2014 (see Appendix A). They were provided two options: transform to "Basic High School (*Temel Lise*[2])" or serve as "Student Study Centers (*Etüt Merkezi*[3])". This transformation decision has challenged the agenda. Some interpreted the decision as a political counter-attack between the ruling party and a

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[1] *Dershanes* are private education institutions where individuals are prepared for the national exams or their academic development is supported. In this study, the term *dershane* stands for the institutions that prepare students for university entrance examination.

[2] Basic High School (Temel Lise) is introduced to Turkish education system after the closure of *dershane*s. It is a new type of private high school which follows the formal curricula but offers additional class hours different than public and other types of private high schools.

[3] Student Study Centers (Etüt Merkezi) are education institutions which provide private tutoring to students particularly on Math and Science courses.

terrorist organization, yet others concluded it as a remedial decision (Yelken &
Büyükcan, 2015). However, it is also important to read this decision in line with
structural global changes in educational policies (Yelken & Büyükcan, 2015). This
shifts our attention to the global neo-liberal policies.

Neo-liberal policies started to influence governments' market policies after
the global economic crisis occurred during the 1970s. The International Monetary
Fund and the World Bank lead structural adjustment and reform programs under the
name of modernization. Its impacts on diverse fields from health to government
organizations have been observed (Yolcu, 2011). One of the influential attempts was
the General Agreement on Trade in Service, a treaty of the World Trade
Organization (WTO) that entered into force in January 1995. This treaty aimed to
supply public services of countries which had not fully broken into the market yet
and prepared structural adjustment programs to provide million dollars loans for
these countries. Turkey also acceded to this treaty and due to the increasing needs
and the decreasing portion of the budget allocated for the public expenditures which
caused an increase in the number of private institutions (Hız, 2010). Further, the
demise of social economy and the rise of market society (Polanyi, 1944, as cited in
Ramirez and Boli, 1987, p. 13) led the emergence of the European capitalist
economy (Wallerstein, 1974). This new understanding of economy escorted the new
responsibilities of individuals: being productive for individual sake and increasing
plus value to the economy of their nation; productive and loyal citizens, i.e., which,
later, allowed social mobility.

Education is one of those sectors that have been affected by privatization
policies (Sayılan, 2007; Yirci & Kocabaş, 2013). By the year of 2000, the worldwide
expenditure on education was more than two trillion dollars and this makes the
education sector a shining star for profit (Aydoğan, 2008). This constructs a new
understanding of education: education as a "thing" that can be both bought and sold
and a privilege that only serves for people from high socio-economic status (Gök,
2004). Dinçer (2007) asserts that privatizing education as a product of neoliberal
policies under the name of "reconstruction of education" serves the capitalist system

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which degrades the role of the schools to training future labor of the free market (Yıldız, 2008).

Advocates of privatization exclaim that neoliberal policies are developed to increase standards; to ensure attainment of objectives for disadvantaged groups; to ensure high-stake accountability; and to provide school choice for all groups. In other words, neoliberal policies presume increased school quality and school choice for parents who want their children to continue schools that fit best in their needs. The schools, in this regard, which fall behind in this competition are either forced to improve quality or to be closed (Brathwaite, 2017). All these so-called opportunities indeed diverge education from being a right.

Recognition of education as a right was a long and conflicting process and achieved after only the states were given the responsibility of ensuring access to education through national and international treaties (Smith, 2001; Akyüz, 2010). Among those, two of them, "Universal Declaration of Human Rights" – proclaimed in 1948 and accepted by Turkey in 1949 - and "Convention on the Rights of the Child" -adopted on the 20th of November, 1989 and singed by Turkey in 1990-, are acknowledged as sacred documents. The 26th article of the Universal Declaration of Human Rights states that:

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children (p. 7)

On the other hand, the 28th article of the Convention of the Turkish Republic declares that the state is responsible to provide free and quality education for each child.

Despite the efforts which are secured by Law, education as a right to be ensured by the states, supporters of the liberal and recently neo-liberal policies criticize the intervention and financing of the state to education claiming that the only two responsibilities of the states should be ensuring everyone has access to education and determining minimum standards of curriculum to be implemented (Aksoy, Aras, Çankaya, & Kayahan Karakul, 2011). The counter views, on the other hand, exclaim that if it is intended to equalize the society, each child must be given the opportunity to access to education; yet, even they have access, socially or economically disadvantaged students are mostly educated at low-quality schools. In other words, education should serve as a mean of providing opportunities for low socioeconomic groups to enhance their life chances yet students of those groups are mostly tracked in low-quality schools. Nevertheless, acceptance of education as a right requires providing free, inclusive, and accessible education by qualified educators (Altunya, 1999). However, definition of quality education has been manipulated by values and characteristics of the dominant discourse (Aksoy, Aras, Cankaya, & Kayahan Karakul, 2011, p. 65); henceforth, the meaning of quality education is evolved to efficiency, efficacy, and being successful in national exams that lead getting higher positions in the market (Hanushek, 2005; Berliner, & Biddle, 1997; Cheng, & Tam, 1997) since the global market demands for more competitive workers (Brathwaite, 2017). In this regard, educational inequality has taken a new form after the transformation of *dershane*s to BHSs (Law No 6528, 14th oh March, 2014) since the likelihood of getting a higher score from the UEE for the students who enrolled in a BHS is more than that of students at other schools.

Given the impact of neoliberal policies on education, the transformation decision of *dershane*s into (BHSs) (Law No 6528, 14th oh March, 2014) has led proliferation of a new form of private schools. The role and place of BHSs within current Turkish education system is an unaddressed issue in the scholarly literature.

The aim of this study thus was to shed a light in the literature through an investigation of schooling process at BHSs.

1.2 Purpose of the Study

Transformation of *dershane*s to BHSs (Law No 6528, 14th oh March, 2014) has been a contested issue in the field of education. Many of the educators as well as political actors have been discussing mostly the reasons, rarely the consequences of this transformation. Further, little is known how these institutions functioned as a school after the transformation decision of *dershane*s into BHSs; therefore, the purpose of this multiple-case study is to understand schooling process at Basic High Schools from the perspectives of the stakeholders including school principals, teachers, students, and parents. The schooling process includes a wide range of activities such as class hours, recitation hours, breaks, lunch breaks, meetings, trial tests, counseling hours, and after-school studies.

1.3 Significance of the Study

BHSs were introduced into Turkish education system with the enforcement of Law No 6528 on the 14th March, 2014. These schools have been attracting widespread interest due to political, economic, and educational consequences they fired up. Despite this interest, no one to the best of our knowledge has studied the schooling process at BHSs. Bearing on this purpose, the present study is significant in that it is the first study that provides a comprehensive information on the schooling process at BHSs.

Second, as stated in the decision of the MoNE Board of Education and Discipline dated 23rd of February, 2018 and numbered 61 (see Appendix B), BHSs follow the national curricula during 35 hours in a week; in addition, they are allowed to implement additional 10 hours per week for arts, sports, and social activities, as well as any kind of educational activity based on the needs and personal characteristics of the students. Hence, it is important to portray a thorough depiction of how formal and additional class hours are run at BHSs.

Third, these schools were transformed from *dershane*s (Law No 6528, 14th of March, 2014). Most of them continued their activities in the same building, apartments or within commercial buildings, which lacked even the basic school facilities as regulated by the MoNE (see Appendix C for the regulation). Grounded on the School Quality Research, our understanding of how school activities were run at BHSs is limited. This study, thus, bears critical information on schooling process at BHSs.

Moreover, after the transformation of *dershane*s to BHSs (Law No 6528, 14th of March, 2014), most of these schools continued to work with the same teachers in their institutions most of whom lacked experience at schools. Since those teachers are accustomed to *dershane* practices, how, or whether, they handled schooling practices is an intriguing issue in the field of education. This study; therefore, is significant in that it provides insightful contributions to classroom practices of teachers at BHSs.

Furthermore, as published in the Turkish Official Gazette dated 25th of July, 2015 and numbered 29425 (see Appendix D) 110,000 students who were enrolled at BHSs were funded 3,220 TL. From a critical perspective, it can be claimed that a new form of educational inequality in the society was produced by the state itself since this amount did not meet the amount of whole school fee; therefore, contrary to expectations, this incentive only served for families with certain socio-economic backgrounds. A remarkable contribution of this study is that it reveals critical participant perceptions of the role and place of BHSs within our educational system during their activities.

Next, as stated in the Law No 6528 dated 14th of March 2014, by the end of 2018-2019 school year, BHSs have closed down, unless they moved to a new school building that meet the criteria set by the MoNE to regulate school facilities at private school. The ones which meet those standards are now functioning as Private High Schools. It is hoped that findings of the present study provide useful information for the transformed schools while organizing their schooling process and designing the physical infrastructure of the school building.

Lastly, the literature on neoliberal educational policies focus on various topics such as localization and parental involvement at schools (Yolcu, 2011), localization and autonomy (Yolcu, 2010), charter system (Al, 2014), history of privatization (Hız, 2010; Uygun, 2013), policies (Cinoğlu, 2006), neo-liberal globalization (Yıldız, 2008), implications for teacher education (Molnar & Garcia, 2007), effects on student achievement (Böhlmark &Lindahl, 2008; Wrigley, 2012), perceptions (Addi-Raccah, 2012), segregation (West, 2014), and theory building (Jones, 2007; Scott & DiMartino, 2009). Most of those studies highlight the economic and political dimensions of privatization; yet, little have implications on schooling process (Arreman & Holm, 2011; Hız, 2010; Jones, 2007; Rhim, 2002). This study is significant in that it focuses on the schooling process at BHSs.

1.4 Research Questions

Given the purpose of this study, the main research question of the study is "How did schooling process take place at Basic High Schools from the perspectives of stakeholders?"

Grounded on this main research question, the following research questions guided this study:

1. How do the participants perceive the policy change on the transformation of *dershane*s to Basic High Schools?
2. What are the school practices at Basic High Schools?
3. What are the experiences of students at BHSs?
4. What are the experiences of teachers at BHSs?
5. What are the administrative processes at Basic High Schools?
6. What are the expectations of the stakeholders at Basic High Schools?

1.5 Definition of Terms

Basic High School (*Temel Lise*): A new type of private high school which were transformed from *dershane* after the policy decision that stated the closure of *dershane*s (amendment in the Law No 5580 as published in the Official Gazette

dated 14th of March, 2014 and numbered 28941) and continued their activities until the end of 2018-2019 school year (the Official Gazette dated 5th of July, 2014 and numbered 29051).

Curriculum implementation: "Implementation attempts to alter individuals' knowledge, actions, and attitudes. It is an interaction process between those who have created the program and those who are charged with delivering it." (Ornstein, & Hunkins, 2004, p. 299).

Department (*Zümre*): It refers to a group of teachers in a school who teach the same subject-matter.

Dershane: A private educational institution in which examinees were prepared for the national exams, support students in their studies for the courses, and help students to develop knowledge (The Official Gazette dated 21st of October numbered 27383). In this study, the term *dershane* is used to represent the ones which prepared student for the Entrance Examination (UEE).

Etüt: Basic High Schools provided students with the opportunity to study with a teacher individually or in groups in order to review a content or ask questions.

Head of Department (*Zümre Başkanı*): The head of teachers who teaches the same subject-matter in a school.

High School: Any type of formal and special educational institution in which students enroll after graduating from middle school or religious middle school (MoNE Regulation for Secondary Schools, 2017).

School: A political, moral, social, cultural, and instructional institution in which students learn necessary knowledge and skills to build a democratic society as active transformative agents (Apple, & Beane, 1995; Giroux, 2018). Besides, school is more than a place where social inequalities are reproduced; rather, a place where struggle is experienced between conflicting groups (Apple, 1995; Giroux, 1988, 1993).

Private Schools: Educational institutions founded by private entities et government-depended schools regulated by Law No. 5580 (The Official Gazette dated 14th of February 2007 and numbered 26434).

Private Study Centers (*Etüt Merkezleri*): A type of fee-based out-of-school institutions that provides private tutoring to students on certain courses, mostly Mathematics and Science.

Recitation Hours (*Soru Çözüm Saatleri*): Basic High Schools are allowed to implement additional 10 hours per week in which students are provided various resources to solve tests; ask their questions to teachers; study individually or in-groups with a teacher. These hours aimed to prepare students for the UEE.

Trial Tests (*Deneme Sınavları*): Tests which include multiple-choice questions that are similar to the ones asked in the UEE so that students become familiar with question patterns, learn how to use time during the exam, learn how to handle with exam anxiety, and see their progress.

CHAPTER II

LITERATURE REVIEW

This chapter starts with the presentation of the theoretical framework and continue with the review of the literature on economics of education, neoliberal policies on education, privatization in Turkish education system, schooling, curriculum implementation, and school effectiveness.

2.1 Theories of Sociology of Education

Ideology is one of the fundamental means of the state to control and maintain social order of both subjects and societies. Althusser (2016) claims that in order to survive, the state uses repression apparatus which are law, courts, police, and army, as well as ideological apparatus such as family, religion, and education. In this respect, education is one of the most important tools that states use to put across their power, fundamental principles, and existence. People are educated in line with the ideology of the state within a clearly defined "musts" and "bans" that makes education a mean for reaching a social aim (Illich & Sanders, 1988). In this regard, the type and amount of knowledge is controlled by the governments (Foucault, 1980). In the Power/ Knowledge, Foucault (1980) enunciates that knowledge is an integral reflection of power relations and domination that all the produced knowledge serves for the sake of power; hence, he denies the idea of "independent knowledge" and perceives knowledge as a way of preventing emancipation of, monitoring, and regulating societies. While explaining power relations, Foucault (1991) proposes the term governmentality. He asserts that, following the changes in the role of government regarding promotion and production of life, the meaning of relation between the governance and subjects was reproduced. This new meaning was shaped by market relations and was called as liberalism. Neo-liberalism, unlike classic liberalism, he further explains, does not focus on politics rather it makes a

point of human nature, as well as human behaviors and drives in a more comprehensive, but more abstract form. Therefore, neo-liberalism directly has eyes on governing the subjects, not on political regime. In this type of regime, governance of emancipation is taken from the main unit, that is the subject, and given to the market, which regulates the economic and social mechanisms, on a silver platter to be able to maintain control over emancipation of societies.

As stated in the aforementioned, education has always been a disputable issue mostly interpreted within the functions of education in societies; therefore, the role of the schools has been an important field of study among educational sociologists. These studies rooted in the seminal works of Karl Marx, Max Weber, Emile Durkheim, and other contemporary scholars. When we examine perspectives of different camps regarding the function of the education, it can be concluded that those views can be categorized in four main paradigms; namely, functionalism, radical-structuralism, interpretive, and radical-humanism (Burrell & Morgan, 2005) or functionalism, conflict theory, interaction and interpretive theories, and recent theories in the sociology of education as classified by Ballentine and Hammack (2009).

Functionalism, a macro level theory, advocates that society is a system composed of interrelated parts – education, family, religion, politics and economics, education, health care. Each of these dependent parts contributes to the functioning of the whole society to sustain order and consensus among individuals (Ballentine, & Hammack, 2009; Sadovnik, 2007). The pioneer of functionalism is French sociologist Emile Durkheim. Durkheim argued that rituals and institutions of a society provide social cohesion (Durkheim, 1956). Moreover, he claimed that the process of industrialization, urbanization, and modernization led to the "breakdown" leading decline of collective conscience and increase in individualism. He called this breakdown as anomie, the condition of normlessness in individuals and society. Further, he applied his theory in the field of educational sociology (Sadovnik, 2007). Durkheim believed that education is vital to create moral unity to maintain social cohesion and harmony (1956). Besides, the main role of the schools is socializing

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students into appropriate values and sort and select them according to their abilities. Other roles of the schools are:

1. maintaining social order
2. teaching basic cognitive skills
3. maintaining allegiance to the existing political order (patriotism)
4. teaching students values and norms of the study
5. preparing students for labor force.

Today, Functionalism asserts that schools and society are not different identities rather interwoven. Schools perpetuate the common values and norms to create a unified social system around a common social goal (Cookson, & Sadovnik, 2002) and transmit certain modalities of knowledge and behaviors to maintain social order (Parsons, 1937). Among research topics that are grounded on functionalist theory are social organization of schools, how student background affects student achievement (Coleman, Hoffer, & Kilgore, 1982), and meritocratic education system (Blau, & Duncan, 1967). Adopting a centralized curriculum approach, Turkish education system has also reflections of functionalist view. In addition, high-stakes tests as university entrance examination ensure division of labor in the society and reproduce social structures (Turan, Armağan, &, Çakmak, 2015).

Second, Radical-structuralism (Conflict Theory as categorized by Ballentine and Hammack) traces back to Marxists views and not only criticizes social status quo, but also aims to change it (Burrell & Morgan, 1979). Unlike functionalism which assumes social cohesion and consensus, conflict theory stresses the tension between the "haves" and the "have nots" derived from the unequal distribution of material and cultural goods (Ballentine, & Hammack, 2009, p.17). Here, struggle is the key term that is the struggle of those conflicting groups for power is the key determinant of functioning of societies. However, the "haves" as they own most of the materials and goods, use ideology or coercive power to ensure surveillance of groups and to maintain their position in the society. Another conflict theorist was Max Weber. He claimed that powerful groups give form to social institutions. He examined status cultures and class positions and concluded that the

role of schools is to train students in line with their status culture (Ballentine, & Hammack, 2009). In addition, he asserted that it is the dominant class "insiders" whose status culture is privileged through schools; on the other hand, "outsiders" are destined to failure. When we examine conflict theory today, the focus of the research is still on explanation of power relations and conflicts in societies. Contemporary conflict theorists allege that mass education is used by dominant groups in order to decide who will get which form of educational credentials. In this context, Collins (1978) espouse that educational credentials are not indicators of real achievement; rather, they are symbols of status. Further, in their strident work "Schooling in Capitalist America", Bowles and Gintis (1976) developed the "correspondence theory" which explain how schools reproduce class inequalities. The authors present that students are taught discipline, respect to authority, hierarchy, and certain modalities of their status culture at schools in correspondence with division of labor in the society which indeed result in reproduction of inequalities in the society. Meritocracy is used to legitimize those inequalities. In other words, students are destined for professions in line with their social classes under the cover of meritocracy.

Moreover, as a different form of conflict theory, social reproduction theory, which is also called as new sociology of education (Young, 1971 as cited in Sadovnik, 2007), expounds the role of schools as an institution that triggers inequalities in society based on social and cultural differences among classes. Rooted in the Marxist discourse, social reproduction theory gained impulse after the post-World War II. These studies extolled "identity", "voice", "person", and "agency" over the structural constraints of political economy or linguistic code (Collins, 2009, p. 42). Focusing on the inequalities, Bourdieu (1977) and Bourdieu and Passeron (1977) provided a subtler account by emphasizing cultural elements. For instance, children of dominant class come to school with different skills which facilitate their school life. This notion implies that schools and other institutions of the societies contribute to the reproduction of inequalities by means of maintaining the cultural capital of the dominant classes and marginalizing the others. Reflections of this paradigm on education can be interpreted as individual needs, expectations and values should be prioritized rather than social norms (Şişman, 1998). As applied

in Turkey, centralized curriculum rejects this notion. Individual differences and needs are neglected in our education system, instead students are educated for national exams which feed segregation of students. Students are forced to select Math and Science courses in line with economic policies that favor certain professions.

In his renowned work Ideology and Ideological State Apparatuses, Althusser (2016) illuminates our understanding of function of the schools as agencies of the dominant class. Albeit provided basis for further studies, explanation of inequalities in societies based on solely economic factors was criticized by some recognized scholars (e.g. Apple, 1982; Giroux, 1983; Lareau, 1989). Their assertions center upon the critical role of individual resistance and struggle. In this context, Willis's work in which he revealed an in-depth analysis of working-class students - lads- has been recognized as a classic text. The author alleges that contrary to common belief that schools confine working-class students to failure, it is the lads who consciously fail to object to the meritocracy. Grounded in the Bourdieu's works, cultural reproduction theories, on the other hand, investigate cultural practices as key determinants of social classes (e.g. Barone, 2006; Bettie, 2003; Cookson, & Persell, 1985; Lareau, 1987; Weis, 1990, 2004). Foley's (1990) Learning Capitalist Culture provides evidence for the function of schools in reproducing the dominant cultural practices and perpetuating inequalities in the society. In her leading work Working Class without Work, Weis (1990) unveils gender and race issues on the basis of identity, social mobility, and class restructuring. To clarify, the author claims that, also in her follow-up study (2004), schools do not humbly reproduce class relations; instead, they function as the identity formation fabrics.

Bernstein is one the pioneers of this paradigm. He examines the ways education reproduces inequalities in society. Bernstein (2003) connotes that pedagogic practices are developed based on two fundamental principles. First, there are antagonistic approaches to pedagogical practices which are classified as conservative or traditional and progressive or child-centered. Second, pedagogical practices are determined based on either market-oriented drive, which represent

elitist ideologies that engender class hierarchy, or autonomous knowledge, which represent hierarchy of knowledge that is purified from market-driven ambitions. The pervasive fact is that no matter how the pedagogical practices are executed, existing class inequalities are reproduced. Furthermore, any generic form of pedagogical practice as cultural relay is dependent on the relationship between three rules. First, the hierarchical rule, also called as regulative rules, means that any pedagogical practice requires a transmitter and an acquirer and these two should act in accordance with their assigned roles. These rules can be explicitly or implicitly practiced. If explicitly stated, power relations are notably evidenced in the relationship between subordinate and superordinate. However, if implicit, power is obscured by different modes of communication. Next, sequencing rules, or discursive rules, refer which pedagogical practice will come before and which will after. It is also related to pacing that is how much an acquirer must learn in a given amount of time. When explicit, these rules regulate skills to be developed or knowledge to be acquired by the learner in accordance with age. In other words, the acquirer is aware of objectives to be achieved onset. In contrast, if implicit, the learner is not informed about what is expected from her/his, only the transmitter is aware of the expectations. Put differently, the acquirer's certain behaviors are interpreted by the transmitter by means of complex theories and the acquirer is alienated to his/her own practices. Last are the criterial rules. These rules determine the modalities of evaluation to decide on the competence of the learner. When the criteria are explicitly explained, the acquirer will know what to accomplish or how to perform certain modes of behavior. The transmitter will notify the student about what is missing in his/her work. If implicit, on the other hand, the learner only knows the general criteria.

Bearing on these generic modes of acquisition and transmission, Bernstein (2003) asserts that "The fundamental proposition is that the same distribution of power may be reproduced by apparently opposing modalities of control" (p. 203) that is no matter visible or invisible the pedagogical practices are, they both embody premises of social class. The author clarifies his assertions through explaining economy of pedagogic discourse. He argues that effective implementation of formal curriculum requires two sides: the school and the home that is discursive activities

should be complemented by time spent at home through homework while home should enable the acquirer to complete the homework. In this regard, children in poverty will be positioned in a disadvantaged situation since the home cannot provide a silent space for studying nor pedagogic time is available since those children often have to work for money. In other words, failure of the poor children becomes a self-fulfilling prophecy: "...children's consciousness is differentially and invidiously regulated according to their social class origin and their families' official pedagogic practice." (p. 206); therefore, pacing/sequencing rules legitimize the schools' dominant pedagogic code. On the other hand, space allocated for pedagogic practices is a critical determinant of invisible pedagogy because if the classes are designed to provide students freedom of movement, for example, such number of students would not fit in the classes and more budget would be needed to design such classes. In Turkish context, there is a great difference among schools' quality based on region, city, district. The grim reality is that one can observe this discrimination even within a school. These educational practices named as stratifying practices of transmission within visible pedagogies by Bernstein (2003, p. 201).

Third, contrary to macro level theories, interpretive theory attempts to explain fundamental nature of social world at micro level through subjective experiences. Interaction theorists interpret the world through critical lenses; they unveil unquestioned issues; challenge the mainstream norms; and criticize accepted interactions (Ballentine, & Hammack, 2009). In the field of sociology of education, the theory shed a light into everyday classroom life and interactions among stakeholders (teachers, students, principals) at school level (Sadovnik, 2007). The sociologists of education focus on labeling at schools (Rits, 1977); how teacher expectations of students are influenced by students' socioeconomic background (Rits, 1977); ability grouping and student monitoring (Oakes, 1985).

Fourth, radical-humanist paradigm, advocates the idea that the ultimate truth of universe is not the matter, but the soul. The proponents of this view look for the ways that will help individuals emancipate from self-alienation (Burrel & Morgan, 1979). This theory is labeled as Recent Theories in the Sociology of

Education by Ballentine and Hammack (2009, p. 21). The advocates of this paradigm postulate that dominant ideology controls the consciousness of individuals and it alienates individuals from the "self-truth" which is an impediment to human emancipation. Criticisms they bring to the field of education are about how students, teachers, and even principles are excluded from educative decisions. Turan and Armağan (2015) interpret these criticisms in Turkish context. They purport that highly centralized and undemocratic education system has some contradictions that teachers are partially allowed to implement their own pedagogical approaches in their classes but on the other side, they have to follow the guidelines of national curriculum.

Influenced by mainly interpretive and radical-humanist paradigms, Critical Theory is one of the fundamental approaches that explain power relations, how knowledge is used and controlled, as well as inequalities in the education system. It emerged during the early twentieth century in line with the shifts in the way social scientists bring an explanation to their findings (Wiggan, 2011). Ritzer (2000) delineates that as a theoretical framework, Critical Theory acts as a mediator between the findings of the social scientists and the sources of oppression in society. It contends that the only way of human emancipation is emancipated knowledge and constructing a transformative consciousness in citizens. Since the 1970s, the reflections of Critical Theory have been observed in the field of education as well because Critical Theorists believe that revolution will occur to reproduce power relations in the societies if students are engaged in "conscientizing education" (Freire, 2005). Paulo Freire (2005), the father of critical pedagogy, claims that critical teachers are afraid of being fired of the job, being exposed to oppress of other groups, being left alone, and reactions of students; on the other hand, students feel the fear of not being employed, not having the skills the market needs, and failing in the standardized tests. Freire, further, talks about the differences between traditional and critical pedagogy. He asserts that traditional curriculum prepares students for being employed but critical pedagogy focusses on students' needs. He adds that although traditional curriculum can be student-centered, it will do it in a way that maintains structure of the system; in contrast, critical pedagogy aims unveil the mystery of sovereign powers to transform the societies. He exemplifies his views as

when teaching about architecture or nursing, the teacher should underline how people in shanties live, what are their problems and medical needs. Students should not be educated to build houses only for rich people but they are also not thought to commiserate to poor. They should be provided an integrated view including policies in that field.

Complementing Freire's perspective, Giroux (1992), one of the strident contributors, argues that the primary asset in critical pedagogy is accepting knowledge and power as questionable, accountable, and reproachable. In this context, he indicates that in today's schools, both educators and students are being standardized and commoditized. The aim of schooling is not educating students as individuals who criticize, support democracy, respect differences; on the contrary, the students are trained to meet the needs of the system. In an interview, Giroux extends his arguments to the enchained universities (Guilherme, 2006). He contends that higher education does not include democracy or critical thinking; rather, students are educated to meet the needs of market which in turn transform universities to vocational schools. He further exclaims that universities are now acting as commercial agents and students as customers. Rich people's students get better education and are trained for better careers.

Michael Apple is another prominent in the field of Critical Theory, particularly Critical Pedagogy. In his book, "Can Education Change Society?", he (2013) explains his perspective about neo-conservative and neo-liberal policies and restructuring education and curriculum. Apple depicts that education policies are not determined based on a consensus rather there exist four groups that determines them. One of those groups is neo-liberals who serve to market and aim creating school that fits in the free market. The second camp is neo-conservatives. They propose reproduction of culture and support romantic education which is teacher-centered and composed of high-level knowledge. They also believe in the centralized control and intensive curriculum including high standards. Mainly, they assume that teachers and students undermine the culture when they left alone. The third group is authoritarian populists who hold beliefs about the power of holy writings, teacher authority, Bible, and male stream. They also refuse the relation between school and

body/sexuality. The last of those groups include new aged middle-class. Apple continues talking that the aforementioned groups make top-down policies and ignore poor, black, and oppressed people. He purports that in the curricula, it is only mentioned about "the others" within supplementary readings. There is not an integrated approach to multi-culturalism.

Peter McLaren (2000) is considered one of the architects of critical pedagogy, having been one of the representatives of Freirean education and one of the educators who dedicated himself to construct schools in which they can design socialist alternatives to capitalism. He applies Marxist views in the analysis of critical pedagogy, and calls his views as pedagogy of revolution. McLaren appreciates the contributions of critical pedagogy but he asserts that it lacks analysis of capitalist system while explaining class and power relations. Hence, he defines himself as revolutionist critical pedagogue. According to him, revolutionary critical pedagogy presupposes that knowledge is constructed within the social reproduction and re-conceptualizes power relations. Students should be taught opposition, political systems and their traces, and how to defend their perspectives. He adds that formal education is beyond transferring individual experiences that it should emphasize dialog with "the others". He also puts down the schools for being at the center of capitalist system which cultivates and enhances class relations. In his book, "Che Guevara, Paulo Freire, and the Pedagogy of Revolution", he (2000) further explains pedagogy of revolution. According to McLaren, students are trained to be workers in a skill-based education model, not to be revolutionists. He connotes that critical pedagogy is beyond making students to sit and discuss hot topics in the agenda. In other words, the hub of Critical Theory is the praxis.

Given the theoretical roots of Critical Theory, it can be concluded that Critical Theory provides a framework to the social scientists who study issues such as social justice and equality, as well as power relations within the societies. Being one of the institutions in which injustices and inequalities in the society are mirrored; education also utilizes roots of Critical Theory. Those researchers who base their ideas on Critical Theory are called as critical pedagogues. The way curriculum is developed and implemented, as well as how power relations in the society are

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reproduced through the education are among their research interests. According to the Critical Theorists, schools are the places where social inequalities are reproduced. How social inequality in a society is perpetuated at classroom and school level is still a matter of scholarly scrutiny. Inherent in Marxist thought, reproduction studies have entered into the field in the 1960s. Among early examples of reproduction studies are influential works of Bernstein (1960) in which he examined the role of language as a class code, Bowles and Gintis's (1976) Schooling in Capitalist America, Paul Willis's study (1977) with lads, or Bourdieu and Passeron's (1977) study in which they examined the interplay between culture, society, and inequalities. These studies attempt to portray the relationship between economic and cultural class differences and schooling experiences in meritocratic education systems. In this regard, Althusser (2016) opened a new room in the field of educational sociology claiming that schools are agencies in which dominant class values are thought and working-class children are prepared for their future submissive role in the labor market. Expanding this notion, Bowles and Gintis (1977) examined school experiences of students from different economic classes and concluded that students from lower classes are taught low-level of knowledge and respecting authority which are required in working-class jobs. In other words, schooling maintain the social roles assigned for different classes through conveying those roles to next generations. In his magnum opus Learning to Labor, Paul Willis (1977) provided an in-depth account of schooling experiences of working-class students, -lads. Unlike existing studies which entrust an amenable role to lower class students, the author portrayed resistance and struggle of those students. He delineates that lads, imitating their fathers' actions at home and factories, consciously fail at schools and perform disruptive behaviors such as fighting, oppressing girls, ruining the flow of the classes. Similarly, in her ethnographic study, McRobbie (1978) address experiences of working-class girls at school. The author notes that those girls oppose to 'good girl' schema of the schools and rely more on sexual and feminine behaviors. These two leading studies provide a critical depiction of reproduction of social relations at school through investigation of resistance practices embedded in working-class dispositions.

2.2 Turkish Education System

Turkish education system includes both formal and non-formal education. Formal education is highly centralized that all school levels are under the control of the MoNE and their functions are regulated by the Basic Law of Turkish National education, Law No 1739 which was entered into the force on the 24th of June 1973. The general aims of education in Turkey are listed below:

- to inculcate all individuals with a consciousness of their responsibilities to their country, and to promote them internalize Atatürk's nationalism, as well as his principles, values, and reforms;
- to foster creativity, constructiveness, individuality, entrepreneurship and productivity in all individuals; to encourage them to develop a broader understanding of the world, to be respectful for human rights, to raise awareness of social responsibility, to cultivate a sound and balanced character, and to help them develop independent and rational reasoning;
- to prepare citizens for life while helping them become aware of their interests, abilities and capabilities, and to equip them with the necessary knowledge and skills for a profession that result in both their own welfare and the welfare of society.

On the 30th of March 2012, with the amendment in Law No 6287, compulsory education was increased to 12 years which consists of three levels: primary school (from 1st to 4th grade), middle school (from 5th to 8th grade), and high/secondary school (from 9th to 12th grade). Secondary education is given at Science High Schools, Social Science High Schools, Anatolian High Schools, Fine Arts High Schools, Sports High Schools, Religious High Schools, Vocational High Schools, and Private High Schools.

The aim and principles of secondary schools are regulated by Basic Law of Turkish National Education No 1739 and Regulation for Secondary Schools as published in the Official Gazette dated 7th of September, 2013 and numbered 28758. These schools implement the formal curricula and lesson plans which are approved

by the MoNE. They determine their activities in accordance with the General Aims of Turkish National Education and its General Principles. They prepare students for higher education, life, and work force. Private schools, on the other hand, are regulated by Law on Private Education Institutions No 5580.

An important feature of Turkish education system is administration of high-stakes test to regulate transition from middle school to secondary school and from secondary school to higher education. The exam for the former transition is called as Transition to Secondary Schools (*Liselere Geçiş Sınavı*). The latter, on the other hand, is a two-staged exam: Basic Proficiency Test (*Temel Yetenek Testi)*, then, Area Qualification Test (*Alan Yeterlik Sınavı*). Besides, examinees who want to be placed at Language Departments take the Foreign Language Test (*Yabancı Dil Testi*).

Embedded in the states responsibilities to offer free and equal education for all, in Turkey, the 1982 Constitution of the Republic of Turkey (articles 10, 24, 42, 62, 130, 131 and 132) outlines the responsibilities of the State regarding education. Each citizen's right to education is legislated in the Article 42 of the Constitution of Republic of Turkey as follows:

ARTICLE 42-

- No one shall be deprived of the right of education.
- The scope of the right to education shall be defined and regulated by law.
- Education shall be conducted along the lines of the principles and reforms of Atatürk, based on contemporary scientific and educational principles, under the supervision and control of the State. Educational institutions contravening these principles shall not be established.
- The freedom of education does not relieve the individual from loyalty to the Constitution.
- Primary education is compulsory for all citizens of both sexes and is free of charge in state schools.

- The principles governing the functioning of private primary and secondary schools shall be regulated by law in keeping with the standards set for the state schools.

- (Paragraph added on February 2, 2008; Act No. 5735, and annulled by the decision of the Constitutional Court dated June 5, 2008 numbered E. 2008/16, K. 2008/116)

- The State shall provide scholarships and other means of assistance to enable students of merit lacking financial means to continue their education. The State shall take necessary measures to rehabilitate those in need of special education so as to render such people useful to society.

- Training, education, research, and study are the only activities that shall be pursued at institutions of education. These activities shall not be obstructed in any way.

- No language other than Turkish shall be taught as a mother tongue to Turkish citizens at any institution of education. Foreign languages to be taught in institutions of education and the rules to be followed by schools conducting education in a foreign language shall be determined by law. The provisions of international treaties are reserved (The Constitution of the Republic of Turkey, 1982, p. 23)

Although secured by Law, it is hard to exclaim that educational equality is ensured in Turkey. Growing number of private schools in Turkish education system is accepted as one of the major indicators of educational inequalities. Most recently, on the 14th of March 2014, with an amendment in the Law No 5580, *dershane*s were closed down and their transformation into private high schools, named BHS, was regulated. This policy decision brought disputable debates together. The discussions centered upon the educational equality issue in Turkey because albeit these schools implemented the formal curriculum, they were allowed to implement additional 10 hours per week. Therefore, even though, the argument behind their closure was eliminating inequalities among students, the gap between the poor and rich students regarding not only to access to education but also to become successful in the UEE is

widened. For these reasons, this study utilized Critical Theory as a framework to explain the role and place of BHSs within the Turkish education system.

2.3 Neoliberal Policies on Education

Neoliberal policies have been a quintessential part of contemporary societies since 1970s as a result of financial and social changes in the world (Brathwaite, 2017). Neoliberal policies are rooted in the idea of decreasing public expenditures and privatizing public services such as hospitals, education, social security in order to increase efficiency and quality of those services when run by private companies (Apple, 2006). Education itself, therefore, has become a commodity which is priced based on the test scores and attainment rates (Giroux, 2012). Privatization acts in the field of education transformed parents and students to customers while attributing a competitive function to school businesses (Brathwaite, 2017). A high school diploma, for example, meets only the minimum criteria for job achievement and financial security. The meritocracy system implicitly instills that the more people are prepared the more they are employed (Brathwaite, 2017). In developed or developing countries, the concept of free education is discussed due to the implicit costs spent for education. Most of these costs are met by parents' investment on different budget items of schools, as well as other education expenditures outside of schools. Furthermore, social responsibility projects conducted by recognized companies implicitly pave the way of commercialization in education (Ball, & Youdel, 2008; Aksoy, 2012).

Privatization policies trigger inequalities in education. This inequality maintains the existing system, the choices and the opportunities of individuals in the education system (Apple, 2006; Hanushek, & Luque, 2003; Sullivan & Whitty, 2007). The owners of the education system, the governments, continuously make changes in line with their political aims to promulgate their ideas rather than eliminating inequalities and existing school segregation (Weiner, 2012). When the literature on privatization of education is scrutinized, it is seen that there are both supporters and opponents of such policies. While some embrace the idea of privatization in education claiming that it improves efficiency (Rhim, 2002),

eliminates inequalities, provides parental choice, and ensures accountability (Scott & DiMartino, 2009); others opposed to the transformation of schools to profit-oriented institutions (Saltman, 2012). In addition, counter-views assert that privatized schools would serve in favor of privileged White families causing segregation (Renzuli & Evans, 2005) by convincing parents that school choice ensures distribution of equal power in the society (Bertoni, Gibbons, & Silva, 2017).

Criticisms of privatizing education focus also on different aspects. A study on free schools in England aimed to analyze impacts of privatization of schools and asks "Who owns our schools?" (Higham, 2014). The first critique of the author shed a light on whether privatization serves to people to whom it is intended to be reached. Secondly, it is underlined that privatization would produce socio-economic stratification and social group segregation. Last, it does not ensure the common good. To exemplify, in the US, No Child Left Behind Act paved the way for privatization of public schools through declaring the failure of public schools and needs of business reforms (Saltman, 2012). Such acts are no use of working-class and poor schools; on the contrary, they will expel those schools from professional-class schools (Saltman, 2012.). Likewise, Giroux and Schmidt (2004) contend that instead of benefiting for all, education has become a private commodity consumed by only some for a more advantaged status in the society. On the other hand, privileged schools will become a servant of the global knowledge economy to prepare the future workforce because market-oriented people perceive schools as preparing children to contribute economy of their socities. In her book, Ravitch (2013) emphasizes two elements: standardized tests and social engineering that rush up such perceptions. She argues that standardized tests are one of the social forms of academic competition which forces students to develop certain skills for their later experineces in the market. Similarly, Giroux (2012) notes that perceiving education as an institution to be publicly controlled prevents schools to function in accordance with the needs of market through standardized tests and attainment rates. In other words, disadvantaged groups (low-income and minority students) are not provided with the educational opportunities which help them surpass social mobility (Bourdieu, 1973) since low-performing schools focus on attainment of basic skills

while high-performing schools teach more sophisticated knowledge and critical thinking skills (Giroux, 2012).

In conclusion, many countries, such as US, England, Sweden, China, have been making policies to privatize public education. Neoliberal policies in education guarantee that people with high economic backgrounds benefit most from educational opportunities since neoliberals support the idea that individuals, not the states, are responsible for getting a high-quality education while neglecting structural inequalities in access and opportunity in education (Mehnatfar & Rahi, 2012). The underlying reasons for such policies are mostly linked to financial constraints, the poor performance of public schools, and so-called parental choice. On the other hand, opponents draw our attention to not only inequalities in education but also competitiveness among schools and accountability issues. Private schools focus more on student outcome and are experience the pressure of high level of performance than public schools in order to appeal their customers (Hanushek, 2015). By anyway, privatization attempts are interpreted within neo-liberal ideology and perceived as "common sense" (Harvey, 2005) which Bourdieu (1999) defines as doxa. In other words, privatization is reflected as natural and legitimate aspects of inequalities in societies' hegemonic discourses.

2.4 Privatization in Turkish Educational System

It was the 1980s that privatization was started in Turkey with the adaptation of neo-liberal policies (Hız, 2010). Education has also undergone a shift and has become a tool to train students as capable of meeting the needs of the free market. Indeed, private schools exist in Turkish education system since the Ottoman Empire. Before the foundation of Turkish Republic, in the Ottoman Empire, it was the midst of 19th century when education was accepted as a public service; although, it only served for educating soldiers and managers (Akyüz, 1989). Education of subaltern, on the other hand, was left to natural and legal persons. In the second half of the 19th century, the Edict of Reform (1856), the first official document which constitutes the framework of private schools, was declared. Later, in 1869, Maarif-i Umumiye Regulations were adopted to adjust foundation of public schools, teaching and

learning strategies, the content of curricula, and teacher appointments were left to the state. After the Tanzimat Era, the schooling system was amassed under three main types of schools: traditional schools (medrese, mektep), state schools, and foreign and minority schools.

After the foundation of Turkish Republic, the foremost effort regarding education was achieved through enforcement of Tevhid-i Tedrisat (The Law of Unification of Education) on the 3rd of March, 1924. The law assembled all the schools under the same roof of Maarif Vekaleti (Board of Education). In this respect, on the 31st of January, 1928, in order to take private enterprises' support in education, The Association of Turkish Education was founded. This association aimed to support education of successive students who had financial difficulties. The association provided those students accommodation and financial support for their other needs. In 1931, firstly, a pre-school and next, elementary school was opened in Ankara by the association. Today, this association incorporates 36 schools including a university.

Later, with the enforcement of 1961 constitution, private schools were classified under the control of state and foundation of them was liberated. The Law No 625 of the 1961 Constitution was named as "Private Schools Law" in 1965 and aimed to regulate general aims, principles, teacher qualities, school buildings, teaching materials, and responsibilities of private schools. As a fundamental right, education has become a commodity. Certificate programs have trivialized license diplomas and graduate students have been forced to take those certificates. Further, to fill the emotional emptiness in this capitalist system, the government has been directing the focus toward religion that can be called as neo-liberal conservatism (Apple, 2006; Gümüş, 2015).

Most recently, with the amendment in the Law No 5580 (14th of March 2014), *dershane*s were transformed into a new type of private high school: Basic High Schools. After the policy decision, the number of private schools at secondary school level has proliferated. According to the National Education Statistics (NES) published by the MoNE, the number of private high schools was 1433 in 2013, and

1603 in 2014; while, it increased up to 2923 after the transformation decision of *dershane*s into BHSs. In addition, the number of students who enrolled in private high schools almost doubled (MoNE, 2014, 2015, 2016). These statistics direct our attention to the role and place of *dershane*s in the Turkish education system.

2.4.1 The role and place of *dershanes* in Turkish education system.

Shadow education refers to out-of-school training students attended to support their academic development or to be prepared for high-stakes tests (Bray, 1999). They are parallel education institutions of formal schools (Baker, Akiba, LeTendre, & Wiseman, 2001) across the world including Japan, South Korea, Singapore, Turkey, and United States (Baker, Akiba, LeTendre, & Wiseman, 2001; Lee, Park, & Lee, 2012). They are perceived as an alternative of schools to support academic development (Dang, 2007; Guimaraes, & Sampaio, 2013; Lee, Park, & Lee, 2012; Loyalka, & Zakharov, 2016). They are also claimed to contribute students' psychological growth (Lee, Park, & Lee, 2012). Besides, shadow education is perceived as a remedy by parents whose child attend in the university entrance exam (Bray, 1999; Foondun, 2002; Lee, Park, & Lee, 2012) since achievement in high-stakes tests is perceived as the key for a high social class (Bray, 1999; Lee, Park, & Lee, 2012). However, the likelihood of participating in shadow education institutions depended on the socio-economic status of families (Kim, & Chang, 2010; Stevenson, & Baker, 1992).

In Turkey, as shadow education institutions (Ankara Center for Political and Economic Research, 2013), *dershane*s were at the center of fierce criticisms. Özgen, Köşker, and Yalçın (2015) critically ask whether *dershanes* were shadow education institutions which were rooted in educational policies of the government to complement deficiencies at schools, or they were designed to create a social and economic employment (p. 717). No matter how they are designed, there is a fact that the number of *dershane*s accelerated through time. The Minister of Education, explained that there were 2, 568 *dershane*s, 668, 673 students and 23,730 teachers in *dershane*s by the end of 2012-2013 school year. As published on the website of the Anadolu Agency, the number of *dershane*s increased up to 3,579 with more than one

million students and almost 50,000 teachers (*Dershane* öğrencisi ve öğretmeni sayısı ikiye katlandı, 2014). National exams, increase in the number of students taking those exams, and limited capacities of existing universities in Turkey have created a competitive education system. In addition, crowded classes, insufficient physical facilities of the schools, inadequate number of teachers, and the content and format of national exams created a need for *dershanes* (Akyüz, 1989). Moreover, regional differences, school differences, insufficient number of teachers are the signs of inequalities in the education system that lead people to look for alternatives outside of the school (Yelken, & Büyükcan, 2015). These problems are specified as the main drive behind enrolling at *dershane*s (Arabacı, & Namlı, 2014; Baran, & Altun, 2014; Dağlı, 2006).

The never-ending demand for *dershane*s is rooted in the exam-oriented practices of *dershane*s. In other words, *dershanes* evolved to educational institutions which prepared students for the UEE (Boydak-Özan, Polat, Gündüzalp, & Yaraş, 2015; Temelli Kurt, & Köse, 2010) by enabling them to review the content they learned at schools and to develop test solving skills by employing banking model of education based on root memorization (Boydak-Özan, Polat, Gündüzalp, & Yaraş, 2015). Also, students were taught short-cut ways of solving questions and question patterns that are asked in the UEE (Arabacı, & Namlı, 2014; Morgil, Yılmaz, Seçken, & Erökten, 2000; Turan, & Alaz, 2007). Besides, close teacher-student relations that empowers paying individual attention to each of the students (Baştürk, & Doğan, 2010; Temelli, Kurt, & Köse, 2010) facilitated exam preparation activities. On the other hand, students who spent almost all of the out-of-school time at *dershanes* could not allocate time to attend in art and sport activities which are critical for their cognitive and social development (Ankara Center for Political and Economic Research, 2013).

Turan and Armağan (2015) provide a depiction of the role of schools and *dershanes* in Turkish education system based on different paradigms. From a Functionalist perspective, centralized curriculum approach enables the states to control what is taught at schools which contributes to building a unified society. *Dershanes*, in this regard, operated as one of the gears to cover deficiencies within

the Turkish education system. In addition, national exams create such a social perception that make people believe in the objectivity of the system and legitimize structures in the society. In other words, students who get higher scores in the UEE are placed in the prestigious universities which later enable them to have good career opportunities; thus, earn higher salaries. In this way, students of middle and upper classes maintain their status in the society while lower class students are destined to get higher education at low quality universities. Second, bearing on the tenets of radical-structuralism, Bernstein (2003) allege that schools and pedagogical practices taught at schools reproduce and legitimize inequalities in the society. According to the authors, high-stakes tests secure unequal distribution of economic and social capital by labeling and tracking the students. They further contend that being available for only middle- and upper-class students, *dershane*s operate as amplifier of educational inequalities. In addition, inequalities were reproduced even within the *dershane* by means of so-called homogenous classrooms. Third, rooted in the interpretivist paradigm, the authors exclaim that schools de-emphasize personal needs and interests of the students; instead, train unified students. In this regard, it can be connoted that *dershane*s prepared students for the nation-wide exams and guided students to prefer the most demanding professions in the market while neglecting their abilities and interests. Fourth, grounded on the presumptions of the radical-humanist perceptions, it can be argued that the centralized education system in Turkey restrains teachers to implement context-specific pedagogical practices. On the other hand, *dershane*s prepared students for the high-stakes tests by teaching students short-ways of answering test questions so that students get higher scores in the nation-wide tests. Therefore, most of the students and their families felt themselves obliged to participate in *dershane*.

Given the role of *dershane*s, a substantial number of students participated in *dershane*s. The reason for such demand to get higher scores in the UEE is rooted in the economic-based arguments. To clarify, education is one of the means of improving human capital (Kartal, 2013). From an economic perspective, getting a high score from the UEE enables one to get education at distinguished universities which indeed provide her/him to work at white collar jobs (Tansel, 2013). Put differently, families believe that enrolling at distinguished departments enable their

children to have good career opportunities, thus, earn high salaries (Tansel, & Bircan, 2004). Nevertheless, since families' socioeconomic status is a key determinant of students' participation in *dershanes*, students of low SES families fall behind their upper SES peers. This fact grounds the arguments that *dershane*s caused and reproduced educational inequalities (Gök, 2005).

Grounded on the adult education, *dershanes* were founded to train adults about foreign language, art, handicraft, but then, from the 1930s to the midst of 1960s, they also served as refresher private courses in order to help students (Duman, 1984) which resulted in sharp increase in the number of those centers. However, they have always been a contested issue among both educators and policy-makers. In 1983, a legislative motion about closure of *dershanes* was passed in the national assembly since those centers claimed to cause inequalities among students but the coming government reversed the decision (Boydak-Özan, Polat, Gündüzalp, & Yaraş, 2015). In 1985, the founders and managers of *dershane*s united and founded "Union of Private Student Study Centers (ÖZDEBİR)". Nevertheless, discussions continued during the 1990s. The 9th five-year progress plan included an objective of transforming *dershanes* to private schools. Later, the 10th five-year progress plan included objectives of providing land, capital, and tax incentives for *dershanes* to transform them to private schools. Finally, with the enforcement of Law 6528 on the 14th of March, 2014, *dershane*s were transformed to BHSs. These schools are categorized as private schools under the MoNE. Another circular letter was issued on the 12th of August, 2015 by the MoNE with regard to abrogation of changes in the private school regulations based on the 2014/88 rule basis and 2015/68 decision. After the abrogation of the law, the MoNE made some changes in the regulations and the decision was published in the official gazette No. 29439 dated 8/8/15. These regulations included articles about *dershane*s. As stated in the second article of the law of interest (a) which is about the "definitions" of private education institutions, *dershane*s were not listed among private education institutions. In accordance with the law, *dershane*s were obligated to transform to one of the private education institutions defined within the law. Additionally, the institutions had to apply for transformation until 1/9/2015 and had to fulfill the standards stated in related legislation till the end of 2018-2019 school year. On the

other hand, the institutions which were not transformed would continue serving as "private teaching centers" that implement curricula of maximum three scientific fields that are prepared by Board of Education and Discipline to get approval from the General Directorate. In addition, transformed schools would also be allowed to provide weekend courses for high school graduates as long as they meet the necessary regulations defined for private teaching courses. Later, as published in the Turkish Official Gazette fated 25th of February 2017 and numbered 29990, an amendment in the Law on Private Education Institutions No 5580 was done. According to this law amendment, the institutions which were applied to transform will be provided right of easement up to 25 years or opportunity of hiring building up to ten years. However, the institutions which will be continue serving at their own buildings will have to fulfill the standards of private education institutions by the end of 2018-2019 school year. Additionally, the students who were enrolled in these transformed schools would be provided incentives. Other incentives were regulated through "Legal Decision on State Aids for Investments" published in the Official Gazette numbered 28328 and dated 19/6/2012.

The transformation decision of *dershanes* to BHS (14th of March 2014, Law of 6528) has evoked heated debates. In a recent study, the researchers examined the perceptions of school principals on the transformation process (Boydak-Özan, Polat, Gündüzalp, & Yaras, 2015). The results revealed that there was no consensus among the participants. Some of the principals believed that *dershanes* help students to review and practice the content. They also pointed that *dershanes* are not a cause, they are a consequence of failures in the education system; therefore, only if the education system changes, there will be no more need for *dershanes*. This view was also supported by the principals who believe in the partial effect of *dershanes*. In contrast, some of the participants claimed that there is no need for *dershane*s within the education system because they educate students as people who do not have critical thinking skills yet have the ability of memorization. Also, as they stated, physical facilities of *dershane*s do not meet the requirements of a school building. Similarly, Şeker, Süngü, and Çamlıyer (2015) investigated the effects of physical conditions at BHSs on students' health. The authors underline that until 2019, these

schools would serve students in apartment buildings, which would result in a lost generation.

Furthermore, in a qualitative study, perceptions of *dershane* principals on the transformation process were investigated (Şanlı, 2015). The principals were asked whether they were informed about the process; included in the process, and support transformation. The findings yielded that they were not informed in detail and there still remains elusive parts about how the process would be completed. They were also against the decision claiming that the decision was anti-democratic and oppressive. Likewise, Arabacı and Namlı (2014) evaluated the transformation of *dershane*s based on perceptions of principals, teachers, and students. Among 20 students, almost all of them (*n* = 17) took a stand against this process. Among their reasons, there were "*Dershane*s help students to practice the content", "Examination system force students to go to those centers", "Not everyone can effort private tutoring". The other three claimed that *dershane*s were creating a more competitive education system and together with schools, taking so much time. Instead of closing *dershane*s, the participants suggested "making reforms within the education system", "abolishing national exams", and "monitoring teacher progress at public schools". Both the principals and the teachers also highlighted the same points with the students. They also mentioned the need for qualified teacher education, decreasing the school hours, and ensuring access and equity in education.

2.5 Theories of Schooling

The place and role of schools have been a controversial issue in the scholarly literature. There are myriad of studies that demystify what schooling is and its relation to various societal factors. Durkheim's Functionalist Theory attributes the role of meeting the needs of societies to the schools while conflict theory asserts that schools are not for the society but the elites (Westberg, 2015). Karl Marx's ideas of reproduction have also been illuminating our understanding of schooling, albeit his central intention was not on education. As opposed to liberal views which convince society that public education ensures educational justice and equity, the critical theorists of education, grounded on the premises of Marx's ideas, claim that

dominant ideology, social classes, and distribution of knowledge and skills are reproduced through schools. In other words, schools operate as agencies of the state to reproduce and legitimize social, economic and cultural inequalities (Althusser, 2016; Bourdieu, 1977; Willis, 1977).

2.5.1 Critical Theory.

Grounded on the premises of Marxist and neo-Marxist views, critical theory attempts to deconstruct and displace the doctrines of functionalist theory (Sever, 2012) which underestimates the realm of dominant ideology and conflicts in society (Karabel, & Halsey, 1977, as cited in Sever, 2012) but believed in so-called neutrality of the schools (Parsons, 1961, as cited in Sever, 2012). To clarify, critical theorists assert that social inequalities and power relations are reproduced by means of schools (Althusser, 2016). Critical theory, indeed, occurred as an assault to the capitalist system during the 1920s as a thought of Frankfurt School and first alluded by Horkheimer and proliferated after the widespread of Marxist conflict theories during the 1960s. After the 1970s, critical theory has become a quintessential aspect of sociology of education that canvasses the functions of the schools (Apple, 1971; Giroux, 1983). In other words, on the one hand, it is a school of thought that unveils the inequalities in a society in regards of distribution of money, status, or production as well as reproduction of inequalities through different modes of social institutions, on the other hand, it underlines the cardinal role of self-emancipation and social change to eliminate any type of inequality in societies (Giroux, 2001; McLaren, 2003). Therefore, as being one of the most influential social agents, the schools are among the primary interests of the critical theorists asking the question of who benefits from education and challenges the idea that education is for all. According to critical theorists, in other words, education appeases the power of elites, the upper classes, and their privileges (Apple, 2004; Freire, 2005; Giroux, 2001). According to Giroux (1983), the radical educators attribute three main functions to schools. First, they are the places where individuals are equipped with certain knowledge and skills in line with their class, race, and gender. Second, the dominant culture is reproduced through knowledge, values, and language distributed and legitimated at schools.

Last, schools serve as an ideological and economic apparatuses of the state to maintain the political power of the states.

2.5.2 The Reproduction Theories.

The reproduction or correspondence theories, on the other hand, rooted in the work of Bowles and Gintis (1976), challenge the field that schools function as institutional agents of the state that track students based on the social class they belong (Oakes, 1982). Further, schools are the places where dominant values of the society are produced and reproduced through distribution of knowledge at different levels in order to preserve the status quo in the society (Anyon, 1981; Weis, 1990) and to direct working-class youth to future careers that fit their social class position (Willis, 1977). In other words, power forces promulgate their ideologies (Demaine, 2003) and inequalities in society are legitimated through schools. Further, education is a process that reproduces social classes and/or leads social mobility through stratification of classes to certain jobs. Education, then, becomes a mean of transmitting particular cultures: shared activities, language, dressing, values (Collins, 1971). It is further argued that education is benefitted by the employers either to select individuals from the upper elite classes for the top positions or to monopolize employers of the lower class to secure their respectful position (Bernstein, 1960; Bourdieu, 1973; Bourdieu, & Passeron, 1977). Criticisms of social reproduction theory are rooted in the idea that schools are not only places where class conflicts are experienced rather they are arenas of struggle for equality (Apple, 1982; Carnoy, & Levin, 1985).

These theories can be categorized into three core dimensions: the economic-reproductive model, the cultural-reproductive model, and the hegemonic-state reproductive model (Giroux, 1983).

Economic-reproductive model: The economic-reproductive model is rooted in the works of Bowles and Gintis (1976). Researchers working on this model ask the overt and covert reflections of power on schools (e.g. Anyon, 1981; Apple, 1971, 1980; Giroux, & Penna, 1979; Sambell, & McDowell, 1998). They basically focus on the submissive and legitimate function of economic power regarding the reproduction of

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educational inequalities enunciating that dominant values, norms, and skills of workforce and class interactions in a society are key determinants of daily classroom practices. Specifically, schools reproduce the social division of labor and class differences by means of hidden curriculum (Giroux, 1983, p. 263). The locus of the economic-reproductive model is the relationship between schools and labor market that is how division of labor is immunized by means of schooling, particularly by hidden curriculum; critical nonetheless, it neglects the influence of culture, resistance, and mediation (Giroux, 1983, p. 266).

Cultural-reproductive model: Cultural-reproductive model, on the other hand, set tensions one another regarding how dominant culture is reproduced in a society (Bourdieu, 1989). According to this model, the schools do not overtly impose dominant culture rather implicitly reproduce power relations to assure so-called fairness and objectivity of schools. In other words, the hegemonic curriculum, maintains the power of the dominant through selection and distribution of certain types of knowledge and marginalizing other types of knowledge that are emancipatory for low-status groups (Bourdieu, 1973; Freire, 2005). This type of knowledge, hence, aids for a better future career of middle and upper-classes since it incorporates certain modes of practices that are not habituated and accessible for low-classes. The habitus is the embodied dispositions, thoughts, and practices of a society. As described by Bourdieu (1984), the habitus is not a consequence of a deliberate process rather it is created and reproduced implicitly by past and current events and practices (p. 170).

Hegemonic-state reproductive model: The arguments of the hegemonic-state reproductive model center upon the role of the state on domination. This model opens a new room to be investigated with regard to how state policies intervene in structuring and reproducing inequalities by means of education (Giroux, 1983). Gramsci (1971), in his seminal work, delineates the precise relationship between the state and the capital. He defines the State as "…the entire complex of practical and theoretical activities with which the ruling class not only justifies and maintains its dominance, manages to win the active consent of those over whom it rules" (p. 244). Poulantzas (1978) (as cited in Giroux, 1983) further develop a theory of the state

noting that not only domination of the ruling class is exercised in different institutions of states but continuous conflicts and contradictions, tacitly result in favor of the dominant classes though, are exercised, also. He also designates that the state, through different means such as knowledge, skills, and values taught, serves to sustain the interests and the needs of the dominant class. He further delineates two major postulations. First, intellectual and moral leadership of the dominant classes keep the working class under control. Second, hegemony reveals itself in the form of force and ideology in order to reproduce societal relations between the dominant and subjugated classes. While doing so, it legitimizes privileges of the dominant class through controlling others as either silent or marginalized at the same time makes policies in order to convince the working class to believe in social mobility, democratic rights, and happiness (Giroux, 1983, p. 278). Put another way, the relation between the State and the schools is twofold. First, "How does the State exercise control over schools in terms of its economic, ideological, and repressive functions?" and "How does the school function not only to further the interests of the State and the dominant classes but also to contradict and resist the logic of capital?" (Giroux, 1983, pp. 278-279). In this regard, knowledge is compartmentalized into categories as high-status and low-status and transmitted to students in accordance with the capital they own: This allocation of knowledge functions as an afflictive agent of the State in order to maintain unequal accumulation of the capital in the society (Apple, 1982).

Giroux (1983) admits the critical role of reproduction theories in broadening our understanding of the "political nature of schooling and its relation to the dominant society" (p. 259), yet, he criticizes those educators for detracting possible actions teachers, students, and other stakeholders can take to resist to repressive roles of schooling. This criticism draws our attention to resistance theorists, called also as neo-Marxist theories, (e.g. Bates, 1980; Whitty, 1981; Willis, 1977), which extoll the role of individual struggle and resistance. Neo-Marxist perspectives focus not only on how teachers and students make meaning of knowledge but also the classroom practices as mechanisms of social control and legitimization of dominant beliefs and values. Both perspectives have contributed to the conceptualization of hermeneutic and political nature of public-school pedagogy

(Giroux, 1979, p. 264). Gramsci roots the concept of ideological hegemony to the changing form of domination that is the dominant class does not apply to repressive domination forces anymore instead uses obscured modes to reproduce and legitimate its power. Cultural hegemony, on the other hand, provides theoretical underpinnings to explain the dependency of economic production and social and cultural reproduction. To clarify, economic goods and services in industrialized societies are not equally distributed as well as the cultural capital – meanings, language forms, abilities (Apple, 1978).

2.5.3 Resistance Theory.

The advocates of resistance theory contend that the functions of the schools cannot solely be explained by economic foundations rather they are interwoven with political, ideological, and cultural aspects of the societies. In other words, contradictory ideologies and cultures are inherent in social, cultural and economic nature of the schools. This theory, interpret mediation, power, and culture as means of understanding conflicts in the society from a different perspective which addresses the emancipatory aspects of curriculum and not only focuses the submissive role of it. Willis's (1977) outstanding study Learning to Labor entails a different perspective about assumed failure of low-status students. In the study, it is revealed that working-class children, 'lads' as he calls, contrary to former theories blaming the system for their failure, those lads consciously superior manual labor over mental power as a defiance to the dominant ideology which inferior the culture -the language, certain modes of behaviors, values- of the working class. He further asserted that schools are the places where working-class children are prepared for a subordinate position. Similarly, Fine and Rosenberg (1982) have made a leading contribution in the field. The authors yielded that the students who drop out the school, in contrast to consensus on the failure of them, are the ones who are aware of the inequalities in the society and drop the school as a dissent to the system. In other words, the traditional paradigm condemns low SES students for their failure in school and neglects within school factors such as school finance, teacher quality, and curriculum differentiation leaving the question "In what ways is the school beneficial or not beneficial to the students in terms of equity?" unanswered (Kim, & Taylor,

2008, p. 208) Despite the major insights resistance theorists introduced to the field, there are still deficiencies regarding the representation of the dichotomy: human agency and structures within schools. In order to overcome this dualism, Giroux (1983) suggests re-postulating the assumptions of resistance theories are built on and re-concluding on emancipatory and radical insights of major reproduction theories.

The complex and contested nature of schooling leaves the doors open for nagging uncertainties with regards to even what schooling is. According to Giroux (1976), schooling is an 'open system': it is a dynamic and developing system. A beneficial school program is the one that equips students with the knowledge, skills, and processes that fits their future career, Kim and Taylor (2008) delineates. Besides, it encourages students to think critically and synthesize the knowledge and skills they develop. Traditional schools, however, bear to developing lower order thinking skills and teach subordination to maintain the status quo of the powerful which in turn reproduces inequities in the society.

2.5.4   Recent Theories.

The sociology of education has undergone a shift after Education Act (Chapman, 2001). The focus of the research was on the social structure and quantitative studies that neglect the daily processes take place at schools. This technical approach to schooling (Sarup, 2017) attributes a passive role to both researchers and individuals; therefore, ethnographic research method has been applied in the field of education as an alternative to technical approach (Keddie, 1971; Spender, 1982). Most of those studies were conducted at secondary school level (Entwisle, Alexander, Cadigan, & Pallas, 1986) revealing even teacher expectations of pupils are mainly shaped by class prejudices about children (Davies, & Meighan, 1975). In their seminal work, Rosenthal and Jacobson (1968) administered an IQ test to the participants and assigned random scores to each participant. One year later, those students who had been given higher scores performed better, some even better than their actual score, due to the teachers' higher expectations of them. Therefore, a child's home background becomes a trigger of educational inequalities since it is one of the key determinants of cognitive

development as cognitive development of a child is affected by nutrition, health care and physical and mental stimulation from caregivers (Taylor, van der Berg, Reddy, & van Rensburg, 2015, p. 426) which cause "inequality at the starting gate" (Lee, & Burkham, 2002). Supporting these ideas, Feinstein (2003) contend that albeit poorly performed at the beginning, privileged children are more likely to move upward while socio-economically disadvantaged students whatever their initial performance is they are winnowed down during the schooling process. The discussion of the role or impact of schooling on children's cognitive development, thereby, has been voiced by many scholars particularly after the Coleman Report of 1966 which opposes to sacred and exaggerated role of schools on student outcomes instead ground their findings on the socioeconomic status of the students and the interaction with their peers.

Grounded on the tenets of Bernstein' thoughts, Johnson (1976) lucidly argues that schools are the places where students learn discipline, submissiveness, and competition. Classroom practices are reflections of dominant culture at the classroom level and they secure and legitimize the dominant culture. In other words, classroom practices are inevitably influenced by various social and political factors such as the dominant rationality and its impact on both conceptualization and implementation of curriculum, common attitudes and values that affect the way teachers select, organize, and evaluate knowledge, classroom interactions, and perceptions. This practice is also activated through the hidden curriculum which includes learning experiences – attitudes, values, norms - that are not officially emphasized. The elements are transmitted through the rules, regulations, school culture, physical settings, and hierarchy. It is a representative form of capitalist system that destines students for their future role as workers, teaches subordination and regimentation, and persuades inequality as natural (Bowles, & Gintis, 1976). Succinctly, the classes are, in fact, 'haunted by ghosts – the architecture of the school building, the curriculum developers, the authors of the textbooks-' and not run by autonomous teachers (Meighan, 1981).

Given the role and function of schooling, it is important to note that free education system does not necessarily secure individuals' right to be equally

educated. In fact, there is still a wide gap between social classes, sexes, or races regarding educational opportunity. High-income families usually send their children to fee-paying private schools claiming low quality of education given at public schools. On the other hand, some families abdicate public schools criticizing the ideology promulgated through schools. Some even take these criticisms one step further and support 'deschooling' the term which was first predicated by Ivan Illich (1971). His theory, at heart, contends that schools passivize children and instill the precepts of the capitalist economy. Advocates of deschooling movement denote that schools induce certain type of skills to be developed (Goodman, 1973) and teaching methods to be used by teachers, which function as a mean of an accelerated education system that neglects the slow nature of learning process (Holt, 1969). In this context, "*How a society selects, classifies, distributes, transmits and evaluates educational knowledge it considers to be public reflects both the distribution of power and the principles of social control within that society.*" (Bernstein, 1977, p. 85). He further alleges that the knowledge transmitted at schools is restricted by curriculum and it is highly compartmentalized. Lower achievers are directed to practical knowledge while high achievers are taught academic subjects. Further, in countries where students have to pass certain exams to continue to higher education, thus their future career, private schools and study centers have become sacred institutions.

Private schools play an important role in this market-based education system since they have been the places where elites are educated (Lewis, & Wanner, 1979). Similarly, Mills (1956) claim that schooling process mainly serves to upper classes to maintain their position against middle or low classes. In other words, class discriminations in the society are maintained and reproduced through the private schools. Besides, students learn certain types of behaviors, the language, or the manner –the cultural capital- of their class in private schools (Warner, & Lunt, 1941; Domhoff, 1967 as cited in Lewis, & Wanner, 1979). Educated at a private school, thereby, a child increases his/her life chances since socialization of upper-class students ensure formation of a fellowship which will reproduce itself also in the future lifework and they acquire superior knowledge and skills compared to their

peers at public schools in turn which eliminates downward mobility (Lewis, &
Waller, 1979).

2.6 Curriculum Implementation

A vis-à-vis component of schooling process is the curriculum. The lenses
which we interpret the world, the reality, and values reflect his/her approach to
curricula (Ornstein, & Hunkins, 2004). These approaches are identified as behavioral
approach, managerial approach, the systems approach, academic approach,
humanistic approach (Ornstein, & Hunkins, 2004, pp. 2-9). Bearing on these
approaches, there are different definitions of the term curriculum; i.e., curricullum as
the structured content; curriculum as the planned activities. Curriculum as
prescription refers to a planned/prescribed set of knowledge and experiences (Block,
1998; Oliva, 2001; Taba, 1962). Curriculum as experience, on the other hand, stands
for a more comprehensive definition which includes all experiences students have
under the guidance of schools (Caswell, & Campbell, 1935; Tanner, & Tanner,
1980). These two definitions constitute the edges of the meaning of curriculum.
Between these two edges, three other curriculum definitions exist: curriculum as a
system, curriculum as a field of study, and curriculum as subject-matter (Ornstein, &
Hunkins, 2004).

Embedded in different definitions, the essential components of curriculum
are specified as "content and skills, evidence-based interventions, instructional
arrangements, class and instructional management procedures, and progress
evaluation" (Hoover, 2011, p. 12). Also, Ornstein and Hunkins (2004, p. 236) list the
four basic components of the curriculum as "objectives, content, instructional
strategies- resources, and evaluation means". Despite the relative consensus on the
basic components of the curriculum, implementation of it has been a disputed issue
in the field of education since most of the curriculum workers confuse
implementation and adoption of a curriculum. In other words, the term
implementation embodies a broader meaning than the word itself implies: it is more
than planning and adopting, standing as a "phenomenon in its own right" (Fullan, &
Pomfret, 1977, p. 336). In this context, the authors mark that the study of

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implementation is critical since it provides feedback on what has changed. The second reason, the authors add, is to understand the reasons behind failures of many of the educational changes. Therefore, curriculum implementation studies have a major role in the field of education. According to Fullan (2007), any change in educational settings is practiced on three major components of curriculum: 1) changes in educational materials, 2) change of teaching approaches, 3) change of beliefs (p. 30).

Furthermore, curriculum implementation is defined as the congruence between the actual use of an innovation and its reflections on practice (Fullan & Pomfret, 1977). The authors argue that "…implementation is not simply an extension of planning and adoption processes. It is a phenomenon in its own right." (p. 336). However, it is a neglected phase of curriculum change and it does not always happen as it is intended (Patterson & Czajkowski, 1979). On the other hand, Ornstein and Hunkins (2004) define curriculum implementation as the process in which students interact with the curriculum to facilitate a change on their "knowledge, actions, and attitudes" (p. 299).

The literature is rich in curriculum implementation studies (e.g. Fullan, & Pomfret, 1977; House, 1996; Otto, 1994; Verhoeven, & Verloop, 2002), particularly on the relationship between teachers' beliefs and their curricular practices (e.g. Çobanoğlu, 2011; Erden, 2010; Roehrig, Kruse, & Kern, 2007; Marton, 2006; Öztürk, 2003; Waugh, & Punch, 1987; Taneri, 2010). It is noted that the field have been mainly dominated by two approaches: fidelity and adaptive (Fullan, & Pomfret,1977, p. 340; Cho, 1998). The former approach advocates standardized and homogenized implementation while the latter put the emphasis on local change (Fullan, & Pomfret,1977). The fidelity approach, in addition, is grounded on the behaviorism by focusing on observable changes. Put it simply, it is defined as the degree of curriculum reaches its intended outcomes (Fullan, & Pomfret1977; Loucks, & Prat,1979). The adaptive perspective, on the other hand, is rooted on the context specific explanations with an emphasis on the process (Berman, 1980; Shipman, 1974). Later, an alternative model of curriculum implementation is suggested by Snyder, Bolin, and Zumwalt (1992). In this alternative perspective, a

broader understanding of the curriculum which included experiences of teachers and students is adopted. Accordingly, Corbett and Rossman (1989) explain successful curriculum implementation as the interplay among cultural, technical, and political dynamics.

Moreover, in their leading review of curriculum implementation studies, Fullan and Pomfret (1977) specify five dimensions of implementation: change in materials, structure, role/behavior, knowledge, and understanding, value internalization. Further, the authors present that there are two approaches that guide curriculum implementation studies. The first and most used one is fidelity approach. This approach aims to explore the degree of coherence between the plans and the actual use of an innovation. The second orientation deals with the changes or developments in the innovation during the process of implementation.

Besides, there has been a growing body of literature on teacher beliefs about teaching and teachers' self-efficacy beliefs as a part of curriculum implementation. For instance, Maxwell, McWilliam, Hemmeter, Ault, and Schuster (2000) explored the predictors of curriculum implementation as classroom characteristics, teacher characteristics, and teacher beliefs. Similarly, Öztürk and Yıldırım (2011) studied with high school Biology teachers and investigated how teacher perceptions of students impact their teaching. Findings of the study reveal that teachers with different perceptions of students and beliefs about teaching also differed in terms of the teaching methods, techniques, and materials. Likewise, İzci, Özden, and Tekin (2008) investigated the perceptions of Science and Technology teachers on Science and Technology curriculum. The participants stated that they did not get an in-service training and had serious problems with the implementation of the new program.

Another dimension that affects curriculum implementation is classified as external factors. In this respect, physical structure and facilities of the schools impede teachers from effective curriculum implementation (Dindar, 2001; Yaman, 1998). In her master thesis, Çobanoğlu (2011) studied with early childhood teachers to determine how their self-efficacy and teaching beliefs affected their curriculum

implementation. The results of the study yielded that teacher self-efficacy and teaching beliefs were significant predictors of curriculum implementation in terms of content selection and learning process yet teacher demographics were found to be significant regarding learning process. However, school-related factors were not found to be effective in content selection and learning process.

As portrayed above, the literature is rich in providing a conceptual framework to understand curriculum implementation. There are various models offered for the curriculum implementation studies. They all underline the importance of evaluating curriculum innovations. In this regard, this study aims to understand curriculum implementation as an aspect of schooling process at transformed schools, BHSs.

2.7 Economics of Education

Production relations in societies are fundamental in social systems which are sustained and reproduced through education. In the capitalist system, individuals who are specialized in a field and developed new skills through education produce more surplus value (Nikitin, 1974; Rikowski, 2006). In other words, countries' economic development (gross national product per capita) and individual involvement in education are highly correlated (e.g. Anderson, & Keys, 2007; Gundlach, 1997; Harbison, & Myers, 1964). To clarify, economic growth is a key determinant of living standards of societies. Since, more educated individuals will contribute to the production relations in their society through inventions, developing and integrating new technologies, or implementing new production methods, the role of schooling in societies' economic growth has always been at the center (Hanushek, 2005). Moreover, schools are the places where students are prepared for the labor market in order to contribute economic growth of their societies as future citizens and to equalize distribution of resources in a society (Hanushek, & Somers, 1999). Built on a reciprocal relationship between productive forces and other social institutions, education has evolved in accordance with the dominant economic system (Adem, 1968; Çakmak, 2008). It is asserted that the knowledge and skills attained through education contribute not only to community development but also

decrease the likelihood of observing negative situations in societies as a consequence of low education level (Çakmak, 2008).

The scholarly literature that examines the relationship between economy and education is generated from two fundamental theories: Human Capital and Signaling (Kroch, & Sjoblom, 1994). Our understanding of the concept Human Capital is enhanced and extended by the prolific contributors such as Shultz, Becker, Mincer, and Psacharopoulos who explained the relationship between human capital and some constructs such as individual earnings, share of economic success, and economic growth of countries. The theory also asserts that human capital is formatted through education which is ultimately shadowed in the market that leads economic growth. The theory is mainly developed on the idea that the more individuals are educated, the more countries develop. In other words, investments on education lead economic growth both at individual and societal level (Becker, 1964; Harbison, & Myers, 1964; Schultz, 1961). However, many of the school policies are not effective and have not yielded anticipated student outcomes. One underlying reason is that most of those attempts focus only on the quantity of schooling rather than the quality of schools (Hanushek, & Woessmann, 2010).

In the construction of the field, school attainment and years of schooling were mostly used measures and were linked directly to the labor market outcomes. Put differently, the accumulated research on schools focused on quantity of schooling during the 20th century, less work has been accomplished regarding the school quality and this limited number studies centered their arguments on spending on schools (Hanushek, & Somers, 1999). Yet, as Hanushek (2015) disputes, this approach neglects the fact that each year spent in schooling in different countries does not yield similar outcomes in terms of student achievement. To clarify, there are factors other than schooling year of a child which also have an impact on student achievement such as school context, family, and peers, and ignoring those factors hinder researchers to present a thorough depiction of the situation. On the other hand, today, many of the scholarly works employ cognitive skills – standardized test scores – as a measure to explain earnings in the labor market (e.g. Bishop, 1991; Lazear 2003; Murnane, Willett, & Frank Levy, 1995).

This theory enhances our understanding of educational quality through providing a framework to explain the indicators of educational quality and competitive, as well as profit-oriented labor market (Aksoy, Aras, Çankaya, & Kayahan Karakul, 2011). Human capital which "refers to the skills and productive capacity embodied in individuals" (Hanushek, 2015, p. 149) is also embraced within the economics of education. This outcome-oriented approach is used in much analysis of economics of education. The indicators of quality in education can be listed as expenditures per student, school enrollment and drop-out rates, qualifications of teachers, educational resources at school, laboratories and laboratory equipment, school hours, absenteeism rates, class sizes, and student achievement in exams (Carnoy, 1995 as cited in Aksoy, Aras, Çankaya, & Kayahan Karakul, 2011). Other indicators used to estimate educational quality are schooling rates (Hanushek, 2005), teachers' academic skills, teacher experiences, professional development (Mayer, Mullans, & Moore, 2005), educational spending per student (Harris, Evans, & Schwab, 2001), international standardized test scores (Woessman, 2005). Nevertheless, there is not a consensus regarding the effect of those factors on educational quality.

Signaling Theory, on the other hand, accentuates that year of schooling and costs allocated for education are signals of the value of worker attributes. Both theories assume a positive correlation between earnings and years of schooling although their explanations of this correlation differ. Human capital theory asserts that getting more education compared to older generations is a result of either increase in the marginal social returns or decrease in the marginal costs while signaling theory depend more on worker attributes signaled by education or by changes in the costs (Kroch, & Sjoblom, 1994). In other words, inequalities in the distribution of income in a society stem from differences among educational spending of individuals.

In this context, according to Hanushek and Woesmann (2015), education influences economic development in three different ways. First, education increases the qualifications of human capital in the labor force. Second, education expands the innovative capacity of the economy. Last, it ensures dissemination of knowledge

demanded to utilize new knowledge and technology. Similarly, Stevens and Weale (2003) allege that the alliance of education and economy depends on two aspects: Education leads increased living standards, and individuals' income is related to educational levels of them. In this regard, Mincer (1958), based on census data, reports that an additional year spent in schooling process ensures 11.5% increase in annual salary. Similarly, Barro and Lee (1993, 2001) studied the relation between average years of schooling and educational attainment in different countries that allowed comparisons based on census or survey data. The problem with their approach is assuming a year in schools lead the same educational outcomes in different countries. Other noteworthy problem with the quantitative data collected at formal schools is that they underestimate the role of non-formal educational environments, as well as the power of family, health, and other influences in the quality of education.

Bearing on the existing literature, Hanushek and Woesmann (2010) contend that students' cognitive development is a critical determinant of economic growth estimations. There are also other studies supporting their findings (e.g., Barro, 2001; Hanushek, & Kimko, 2000; Lee, & Lee, 1995). In his leading article, Hanushek (1993) offers new insights into the relationship between school expenditures and student performance. First and foremost, he argues that most of the attempts at policy level do not reach the intended results, if not worsen the existing situation. Second, the allocation of funds is not always made in favor of the poor. Next, contextual differences, expenditure costs, and local needs cause variations in the way the budget is spent. Last, needs of the population and population shifts inhibit calculation of an exact expenditure amount. Succinctly, ensuring equal spending per student does not necessarily demit improved student performance.

The other side of the coin, on the other hand, unveils how economy influence education. In this regard, financial issues such as governments' public expenditures on education, families' economic backgrounds, and privatization of education have a direct impact on the quality of education as well as individual educational opportunities. To illustrate, many of the people in poverty have limited access to educational opportunities (Yılmaz, & Sarpkaya, 2016), or parental school

choice is directly related to the economic status of families (Yolcu, 2011). Annual growth in Gross Domestic Product (GDP) per capita is mostly used in many of the studies to estimate the contribution of education to economic growth (Hanushek, & Woesmann, 2015). Hanushek and Luque (2003) conducted a worldwide comparative study in which they used the data from the Third International Mathematics and Science Study (TIMSS) to examine efficiency and equity in schools. They reached contradictory findings with the literature. For instances, the effect of class size on test scores depends on the age and grade level of students, teacher's education impact is inconsistent, expenditures on educational resources has an influence on student performance, yet, depending on the economic development level of the countries. In contrast, the relation between family background and student performance was confirmed.

There is another hypothesis that offers an insight to the role of education in economy: Screening Hypothesis. Contrary to Human Capital Theory, this hypothesis proposes that education and labor productivity are not related rather education is a signal considered by employers in personnel selection process (Riley, 1976). In other words, investments on education have no, or limited, impact on productivity. In addition, education is a mean for sorting and selecting individuals. For example, for blue-collar jobs, the employers evaluate not only cognitive skills of the workers but demand for personal characteristics such as being punctual, ability to work in groups, and respecting authority while for white-collar jobs, skills such as leadership, self-respect, or versatility are demanded (Blaug, 1985).

Critical Theorists, on the other hand, criticize Human Capital Theory due to its emphasis on market relations instead of the individual (Apple, 1993; Aronowitz, & Giroux, 1987; Freire, 2000; McLaren, 2000). Therefore, these theorists argue that labor force is perceived as a thing which can be bought and sold while education perpetuates the profit-oriented perspective of labor force. Besides, critical theorists advocate the idea that education should enable students to gain a critical perspective while explaining power relations. To illustrate, Apple (2006) argues that perceiving schools merely as the institutions where students are prepared for future jobs underestimates other functions of schools. According to critical theorists, inequalities

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in societies are reproduced through schools. In the context of Turkey, vocational high schools, regional differences in school budgets, and differences in educational opportunities between private and public schools, and standardized tests distend educational inequalities.

Given the relationship between education and economy, it can be concluded that education has become a tool that serves to privileged families to rule and to maintain their power (Giroux, 2007). Althusser (2016) similarly dwells on the idea that education as an ideological state apparatus sustains reproduction of production relations. A critical incident of this claim is the education loans given to the developing countries by World Bank, OECD or European Union under the color of reform. By doing so, those institutions implicitly ensure the surveillance of societies by deciding on what and how will be taught (Güven, 2013). In addition, schools, curriculum, and even course books function to train individuals as submissive to the existence of dominant ideology. They secure transmission of existing class differences in the society to the next generations and the situations in which class differences are sustained (Apple, 1990; Freire, 2005; İnal, 2004).

2.8 School Quality

Rooted in the economics of education, school effectiveness research (SER) has become a central issue in the field of education. From an organizational theory perspective, effectiveness refers to increasing productivity at an organization, in this regard, schools are defined effective as they accomplish educational goals (Edmonds, 1979). Mortimore (1991) also underlines that an effective school should lead student progress. Embedded in this notion, schools are defined effective as they accomplish educational goals (Edmonds, 1979). According to Hargreaves (2001) an effective school:

> …mobilizes its intellectual capital (especially its capacity to create and
> transfer knowledge) and its social capital (especially its capacity to generate
> trust and sustain networks) to achieve the desired [4] educational outcomes
> of intellectual and moral excellences, through the successful use of high

leverage strategies grounded in evidence-informed and innovative professional practice (p. 490).

Adding to the output-oriented definitions of school effectiveness, Scheerens's (1992) definition include the importance of the process to reach desired outcomes: "effectiveness could be referred to as the transition of inputs by means of processes into desired outputs and outcomes" (p. 11). Built on the literature, Edmonds (1979) broadened our understanding of effective schools by developing a five-factors model. The model included leadership style of the principal, a comprehensive understanding of the instruction, orderly school climate, high academic expectations from the students, evaluation of the effectiveness of the school program and success. Next, in their remarkable work, Scheerens and Bosker (1997) specified the eight factors that lead effective schools as: educational leadership, consensus and cohesion among staff, curriculum quality/opportunity to learn, school climate, evaluative potential, parental involvement, classroom climate, and effective learning time.

Embedded in the concept of effective schools, school quality indicators were studied in the literature. In their influential review, Levine and Lezotte (1990) draw attention to following characteristics of effective schools: school climate that increases productivity, culture of the school, emphasis on learning skills, effective leadership, well-developed instructional designs, and high expectations. In this regard, Scheerens (1992) asserts that the features of effective schools are not independent rather interwoven. To clarify, school conditions influence the quality of instruction in the classroom while effective instruction increase student attainment. Bearing on this multi-level vision of effective schools, school facilities are accepted as one of the key indicators of the effective schools. In this context, there is a growing body of literature on the impact of quality of school facilities on student outcomes such as motivation, interactions, discipline, and achievement (Evans, 2006; Lackney, 2005). The facilities include classroom designs, pathways, ample egree (Tanner and Lackney, 2006); climate control and indoor air quality (Earthman, 2004); lighting (Kuller, & Lindsten, 1992); acoustical control (Haines, Standsfeld, Job, Berglund, & Head, 2001; Hygge, Evans, & Bullinger, 2002); building age

(Bowers, & Burkett, 1988, McGuffey, & Brown, 1978); and overall impression (Tanner, 2000). In this regard, Tanner (2009) analyzed the impact of movement and circulation, day lighting, and patterns of views on student achievement. The findings demonstrated positive impact of improved conditions on Reading, Language, Mathematics, and Science scores of the students.

Early studies of Coleman Report (Coleman et al., 1966) and Jencks et al. (1972) are accepted as the leading studies in the field. Coleman report assumes that family background is more influential than school related factors. However, later research presented that within school quality indicators have a greater impact on student achievement (Edmonds, 1979; Weber, 1971). Weber (1971) opposed to Coleman and his followers who assert that children of the poor are destined to failure and alleged that school environment itself had a greater impact on student achievement. In other words, "Schools matter, that schools do have major effects upon children's development and that, to put it simply, schools do make a difference" (Reynolds, & Cremers, 1990, p. l). In a more recent study entitled "The Walls Speak", Uline and Tschannen-Moran (2008) examined the effect of school facilities and school climate -academic expectations of teachers from students, teacher quality, and community engagement- on student achievement on English and Mathematics. In their further study "The Walls Still Speak", Uline, Tschannen-Moran, and Wolsey (2009), the researchers analyzed the impact of quality of school facilities on not only students' achievement, behavior, and attitude but also teacher attitude and behavior. The findings confirmed the prior study revealing the mediating impact of school climate on student achievement.

Contrary to the myriad of studies in the international literature about SER, there is a scarcity of literature in Turkey (e.g. Çubukçu, & Girmen, 2006; Gümüşeli, 1996, Sivri, 2011). Among those limited studies, Balcı's (1993) leading book provides a thorough depiction of school effectiveness in Turkish elementary schools with regards to leadership in the school, teachers, school environment, students, and parents. Another study conducted by Şişman (1996) in which the author examined effective school management in Turkish primary schools. The author draws attention to school managers, teachers, parents, students, school climate and culture, physical

facilities of the school, and curriculum as the key indicators of effective school management. Besides, Ayık and Ada (2009) examined the relationship between school effectiveness and school culture. The authors reported a positive and high correlation between the school culture at elementary schools and school effectiveness. Further, Çobanoğlu and Badavan (2016) provided a depiction of the characteristics of successful schools. Bearing on the existing literature, the authors concluded that the determinants of effective schools are not independent, rather interrelated. The authors draw attention to the critical role of school managers in creating an effective school environment by prioritizing democratic, collaborative, and decisive management approach.

2.9 Summary of the Literature

Basic High Schools (BHSs) were introduced in the Turkish education system in 2014 with the amendment in Law 5580 (Official Gazette dated 14th of March, 2014 and numbered 28941). The literature on BHSs has been studied by many scholars from different disciplines such as Educational Sciences (e.g. Saltık, 2015; Yılmaz, 2017), Educational Technology, Sociology (Yel, 2014), and Business (Yürek, 2017). Nevertheless, the analysis of the literature unveiled that the schooling process was a neglected scholarly room to be investigated.

Second, this study aimed to understand the schooling process at BHSs. In this context, initially, policy documents including The Basic Law of National Education and Regulation for Secondary Schools were analyzed to portray the general structure of schooling as well as the aim of education at the secondary school level. Analysis of the policy documents showed that BHSs were categorized as private high schools and regulated by the General Directorate of Private Education Institutions (Official Gazette dated 5th of July, 2014 and numbered 29051). Nevertheless, the literature on the mission of BHSs displayed that different from other high schools, the focus of education at BHSs was to prepare students for the UEE (Aksoy, 2016; EğitimSen, 2015; *ERG*, 2018).

Third, the literature on the policy decision about the transformation of *dershane*s into BHSs was scrutinized to understand the role of BHSs as a

phenomenon in the field of educational sociology. The literature disclosed that in the field of educational sociology, four theories dominated the field which are functionalism, conflict theory, interpretive and interactionist theories, and recent theories (Ballentine, & Hammack, 2009). Functionalism advocates that schools are one of the gears in the society that contributes well-functioning of the society by ensuring the maintenance of the social order and class differences. Conflict theory, in contrast, supports the idea that schools have been one of the ideological apparatuses of the states to promulgate the dominant ideology (Althusser, 2016). They propose that schools should become places where students learn conflicts in their societies and oppose the social status quo. Third, interaction and interpretive theories focus more on subjective experiences and castigate transfer of dominant norms at schools. They also assert that schools serve as an agent of labeling students based on their SES and achievement level. Fourth, recent theories postulate that schools teach dominant ideology to prevent students learn emancipatory knowledge. Critical theory, as one of the recent theories, proposes that schools are the places where inequalities are reproduced and students are taught to obey the rules set by the dominant. Bearing on the tenets of Critical Theory, the literature showed that although the state presented the drive behind the closing of *dershane*s as to eliminate educational inequalities, another form of inequality was created through BHSs (Aksoy, 2016; Büyükcan, & Biçer, 2016; Yelken, & Büyükcan, 2015).

Further, analysis of the literature presented that one of the reasons for the policy decision on the closing of *dershane*s and transforming them into BHSs was rooted in the neoliberal policies of the state. In this regard, the literature on neoliberal policies was reviewed. Analysis of the scholarly works and the national education statistics demonstrated that the number of private high schools, as well as the number of students who were enrolled in private high schools almost doubled after the policy decision on the transformation of *dershane*s into BHSs. Besides, BHSs and students who were enrolled in BHSs were provided incentives by the state. Therefore, some of the studies in the literature exclaimed that transformation of *dershane*s to BHSs triggered privatization attempts of the state in the field of education (Yelken, & Büyükcan, 2015; Yıldırım, Aktaş, & Polat, 2014).

Next, since the main aim of the present study was to understand curriculum implementation at BHSs, the literature on curriculum implementation was also reviewed. Analysis of the literature showed that there are two approaches: fidelity and adaptive (Fullan, & Pomfret,1977, p. 340). The former is a more product-oriented approach while the other focuses on the process within the given context. In this study, an adaptive approach was utilized in the examination of curriculum implementation at BHSs.

Moreover, economics of education was another title included in the literature review of this study. Examination of the literature uncovers that two main theories explain the link between economy and education: Human Capital Theory and Signaling Theory (Kroch, & Sjoblom, 1994). Human Capital Theory assumes that each individual has a capital. Education enables individuals to improve the capital they have so that they can find better jobs and earn high salaries. On the other hand, Signaling Theory postulates that an additional year and budget spend in education are signals of better worker traits. Nevertheless, embedded in the roots of Critical Theory, there are some studies which criticize these theories for degrading schools to a place where students are prepared for the labor market (Apple, 1993; Aronowitz, & Giroux, 1987; Freire, 2000; McLaren, 2000).

Lastly, after the transformation decision of *dershane*s to BHSs (14th of March, 2014, amendment in the Law no 5580), *dershane*s were allowed to continue their activities as schools in their existing buildings until the end of 2018-2019 school year. Later, the ones, who meet the Standards for Private Education Institutions as regulated by the MoNE (see Appendix C for the Regulation for Standards for the Private Education Institutions) have transformed into Private High Schools/Private Anatolian High Schools by the 2019-2020 school year. In this regard, to understand whether BHSs had the facilities a school must possess, the scholarly literature on school effectiveness research (SER) was scrutinized to provide information on the school quality indicators. The literature demonstrated that school facilities such as indoor air quality (Cash, 1993; Earthman, 2004), lightning (Kuller, & Lindsten, 1992) and design issues (e.g. classroom design, pathways, meeting room) (Tanner, Lackney, 2006) are the key indicators of quality education.

Given these effective features, the literature disclosed that BHSs lacked many of the school facilities a quality school must have (Aksoy, 2016; Boydak-Özan, Polat, Gündüzalp, & Yaraş, 2015, Şeker, Süngü, & Çamlıyer, 2015).

As a corollary, this study intended to shed a light in the scholarly literature through providing a depiction of schooling process at BHSs. The following chapter introduces the research method employed to conduct the present study.

CHAPTER III

METHOD

This chapter unveils the method utilized to conduct this research which aimed at understanding schooling process at Basic High Schools. The research questions and the overall research design are presented at the beginning of the chapter. Later, data sources, data collection instruments, data collection procedures, and the researcher role are depicted. The chapter is closed with the explanation of data analysis, trustworthiness, and limitations of the study.

3.1 Research Questions

The main research question of the present study was: "How does schooling process take place at Basic High Schools from the perspectives of stakeholders?"

The sub-questions were provided below:

1. How do the participants perceive the policy change on the transformation of *dershanes* to Basic High Schools?
2. What are the school practices at Basic High Schools?
3. What are the experiences of students at BHSs?
4. What are the experences of teachers at BHSs?
5. What are the administrative processes at Basic High Schools?
6. What are the expectations of the stakeholders at Basic High Schools?

3.2 Overall Design of the Study

This is a qualitative research study. Qualitative studies seek to answer how and why questions in detail through the lenses of following philosophical assumptions:

knowledge is within the meanings people make of it; knowledge is gained through people talking about their meanings; knowledge is laced with personal biases and values; knowledge is written in a personal, up-close way; and knowledge evolves, emerges, and inextricably tied to the context in which it is studied (Creswell, 2007, p. 19).

There are different strategies of conducting a qualitative research, namely, phenomenological research, case studies, ethnographic research, life histories, documents, and grounded theory (Bogdan & Biklen, 2007; Creswell, 2007). As utilized in this study, a case study design empowers researchers to gather in-depth information about a specific phenomenon (Bogdan and Biklen 2007; Patton, 2002). Also, it explores a case/multiple-cases over time through multiple data collection instruments rich in content (Creswell, 2007). In other words, case studies are used to answer "Why?" and "How?" questions within a real-life context, without any manipulation or control, of the topic being investigated (Yin, 2003, p. 1).

Case studies are categorized as intrinsic case study, instrumental case study, and multiple case study (Stake, 1995). As utilized in this study, a multiple case study enables the researcher to study on multiple cases at the same time. They are also called as collective case studies, cross-case, multisite studies, or comparative case studies which allow researchers to collect data from several cases (Merriam, 1998, p. 40). Use of multiple cases increases the likelihood of making compelling interpretations, as well as enhances the external validity or generalizability of findings (Merriam, 1998). Similarly, Miles and Huberman (1994) affirm that utilization of multiple case studies strengthens "the precision, the validity, and the stability of the findings" (p. 29).

The rationale behind defining these schools as a unique case is twofold. First, they functioned as *dershane* until the amendment in the Law No 5580 (14th of March, 2014) which stated the transformation of *dershane*s to private high schools named Basic High Schools (BHSs). Most of these schools, except for a few, did not move to another building which meets the physical requirements of a school building (see Appendix C for the Regulation for Standards for the Private Education

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Institutions) nor made any arrangements regarding the physical facilities inside buildings including classes, laboratories, study halls, cafeteria. Besides, the teaching staff and other personnel mostly remained the same after the transformation. Their building facilities, therefore, make these transformed schools a unique case in Turkish education system. Second, these schools used to train students for the national university entrance exam through a test-based traditional teaching approach. After the transformation, on the other hand, they implemented the formal curricula along with recitation in which students were prepared for the UEE. How these schools integrated curricula and university entrance preparation within their schooling process is a black box in the scholarly literature. Given the characteristics of these schools, examination of schooling process at BHSs is critical (see Figure 1).
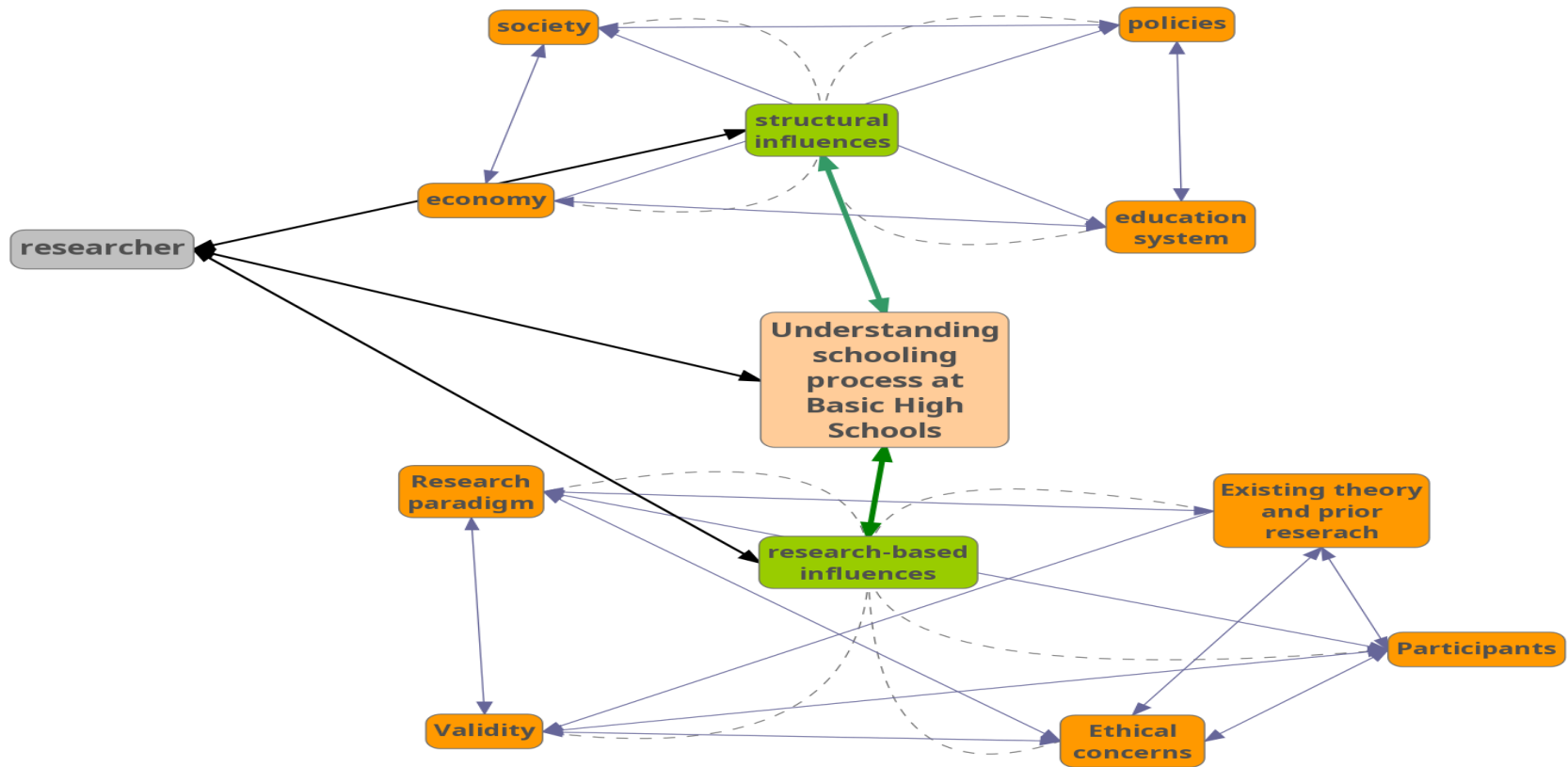
Figure 1. Understanding the schooling process at Basic High Schools.

Moreover, this study both explores and describes the schooling process at BHSs which is an open room to be investigated in the scholarly literature. Although there are studies which examined the perceptions of the stakeholders on the transformation process of *dershane*s to BHSs and evaluated it at the policy level, how schooling process takes place at these schools remains unknown. On the other hand, this study provides an in-depth depiction of various dimensions of schooling - curriculum implementation, recitation hours, extracurricular activities, meetings, lunch hours, breaks, and even after school hours - are described in detail based on the multiple data sources.

Succinctly, the present qualitative study aimed to understand schooling process at BHSs based on stakeholders' perceptions and observations in its actual setting through a multiple-case study. Multiple-case study is utilized as the research design to abet a holistic representation of the phenomenon under investigation. Further, critical theory constitutes the theoretical framework of the study since the researcher was also aimed to explain how these schools serve for the interest of some rather than everyone. In this respect, data is collected at selected five BHSs considering their facilities and certain institutional characteristics. Teachers, students, principals, and parents constituted the participants of the study. The data were mainly collected through semi-structured interviews and in-depth field notes. The overall design of the study is briefly presented below in Figure 2.
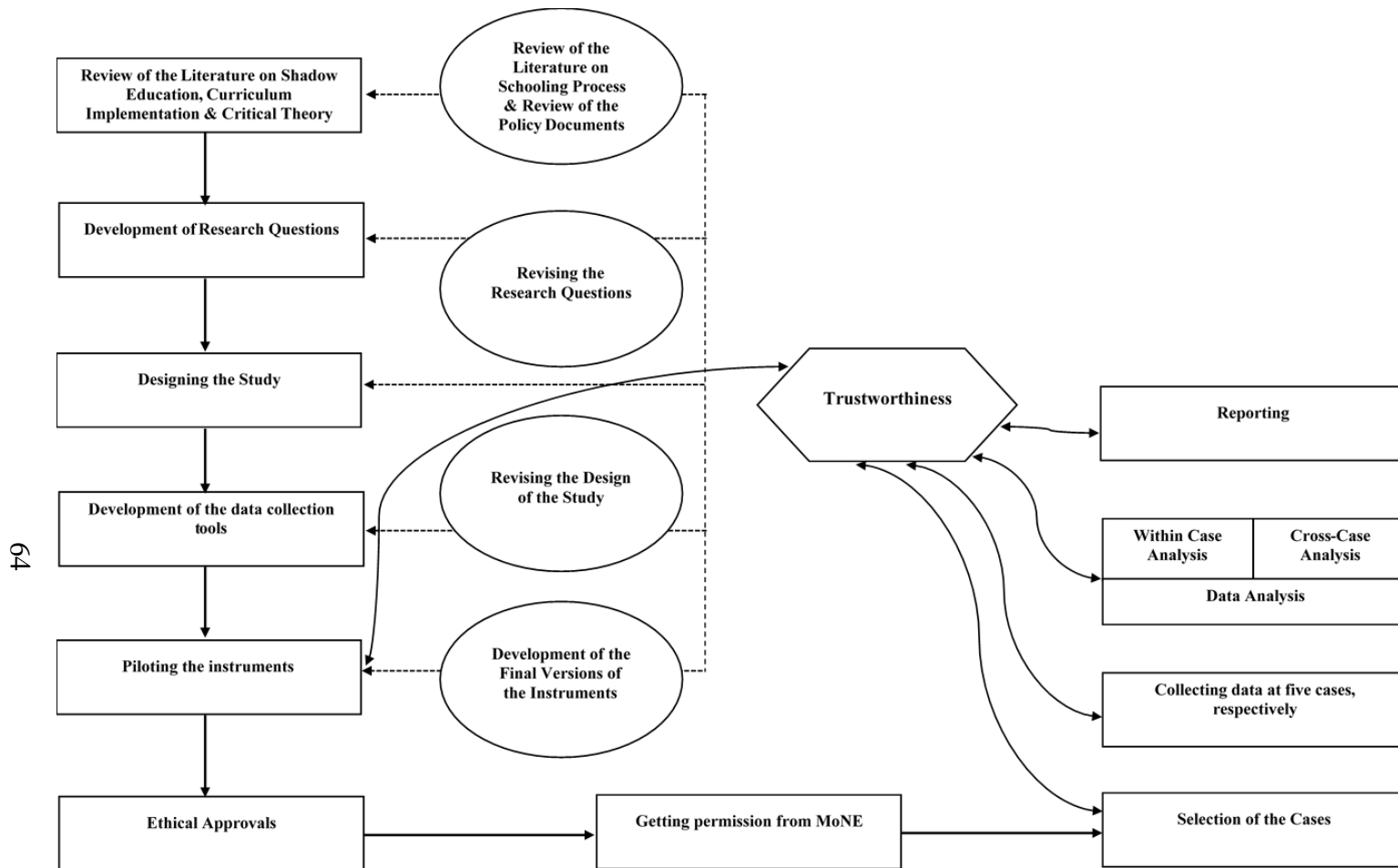
Figure 2. The overall design of the study.

As indicated in Figure 2, initially, the literature and policy documents were thoroughly reviewed in order to provide how the topic is presented in the scholarly literature and to decide on research questions and design of the study. Next, data collection instruments were developed. For the validity and reliability of the instruments, two experts in the field of qualitative research were consulted for their feedback on the instruments. Later, a pilot study was conducted at a Basic High School in Yenimahalle district of Ankara. Based on the findings emerged from the pilot study, final versions of the instruments were formed. Then, the data were collected at selected research sites. While doing so, the trustworthiness of the data, which is thoroughly presented later in this chapter, was assured. Following, the qualitative data were content analyzed and trustworthiness of the study was provided. Finally, reporting of the research was done in a format which contributed to the trustworthiness of the data.

3.3 Data Sources

One of the requirements of conducting a research is deciding on from whom and at which site(s) data will be collected. Even studying a single case rather than others requires a decision-making process (Maxwell, 2013). This process refers to sampling. As Patton (2002) delineates, different from probability sampling or convenient sampling, qualitative researchers employ purposeful sampling. This type of sampling includes a deliberate selection of informants, settings, or events and is powerful since it leads selection of information-rich cases for an in-depth study of the phenomena under investigation. Qualitative researchers usually decide on places to go and people to interview after entering into research site (Bogdan, & Biklen, 2007); "sometimes it is even more idiosyncratic: an opportunity arises; you wake up with an idea; you are out doing what you normally do and you come across some material that strikes your fancy" (Bogdan, & Biklen, 2007, p. 56), there are some researchers who prefer to follow a more structured way and plan all the processes at the outset, though (Miles, & Huberman, 1994).

A case is a "specific, complex, and a functioning thing" which should be selected "to maximize what we can learn" (Stake, 1995, pp. 2 – 4). In this regard,

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multiple-case sampling allows researchers to study similar and contrasting cases (Miles & Hueberman, 1994). In other words, multiple-case studies enable the researchers to reach more compelling inferences and a more powerful overall design (Yin, 2003). The number of cases selected for a multiple case study depends on the purpose and theoretical framework of the study. The researchers basically seek to select similar or rival contexts to reach more pervasive generalizations. Sampling parameters: e.g. settings, actors, events, processes are also useful in selection of the cases (Miles, & Huberman, 1994). However, sampling logic should not be utilized in a multiple case study; therefore, discussing a critical sample size is irrelevant (Yin, 2003). Mainly, five, six, or more replications are required when the researcher seek to portray differences in each rival contexts with a high degree of certainty since emerging conclusions based on multiple cases are robust compared to single case studies (Yin, 2003). The researcher can both reach common and contradictory findings in each of the case which in turn lavishly increase external generalizability of a study.

3.3.1 Selection of the cases.

Inherited in sampling methods in qualitative research, this study employs purposeful sampling to best represent the schooling process across five Basic High Schools. Five cases were selected through employing maximum variation sampling strategy which "documents unique or diverse variations that have emerged in adapting to different conditions and identifies important common patterns that cut across variations" (Patton, 2002, p. 243). There were 150 Basic High Schools in Ankara when the researcher started data collection in 2017-2018 education year. They differed in terms of their physical facilities, institutional characteristics, and districts they were located. Considering these criteria and for the problem set forth in this study, five schools were selected for the present study (see Table1). After collecting the data at five cases, the data reached saturation; therefore, no more cases were studied.

Table 1

The Criteria Used to Select the Cases

Criteria	Parameters	Data Sources
District - Neighborhood	Çankaya	Teachers
	Yenimahalle	Students
	Altındağ	Principals
Institutional characteristics	Missions of the schools	Parents
	Founder of the school	Classes
	Reputation of the school	School
	Branches of the institution	activities
	Publications of the institution (e.g.	School
	test books, text books, modules)	documents
Physical facilities	School garden	Physical
	School size	artifacts
	Cafeteria	Breaks
	Physical structure of the building	Lunch breaks
	Classrooms	Recitation
	Laboratories	hours
	Teachers' room	Trial tests
	Meeting room	Parent
	Study halls	meetings
	Music hall-Visual Arts hall	School
	Library	corridors
	Sports hall	Canteen
	School corridors	Classrooms
		School garden
		School
		building

Initially, the districts were determined in consideration of representing different socioeconomic backgrounds. In this respect, three central districts were

selected namely, Cankaya, Yenimahalle, and Altındag each of which has different social, political, and economic characteristics. Next, a list of the Basic High Schools in those districts was made. Among those schools, institutional characteristics and physical facilities of the schools were considered to select the cases. With regards to physical characteristics, type of school building and physical facilities of schools were considered as displayed in Table 1. On the other hand, in relation to institutional characteristics, mission of the schools, the founders, the reputation of the schools, branches of the institution (if any), and publications of the institution (if any) were included as criteria. Finally, based on these criteria, three schools in Çankaya, one school in Yenimahalle, and one school in Altındağ were selected as research sites.

3.3.2 Selection of the participants.

Within-case sampling method was utilized to decide on activities, processes, informants, and times to be explored (Miles & Huberman, 1994). Selection of data sources was iterative in nature which was shaped throughout the process. In other words, participants to be interviewed were decided after entering in the research sites. While doing so, maximum variation sampling strategy was employed to increase the possibility of the representation of different perspectives (Creswell, 2013) (see Table 2).

Table 2

The Criteria Used to Select Teachers

	Criteria	Parameters
Teachers	Role	Administrative role
		Head of Department *
	Subject-matter	Social Sciences **
		Science ***
		Math
		Language
		Visual arts
		Music
	Experience	Newly graduate
		Experienced in *dershane* system
		Experienced in public schools
		Experienced transformation process
		The grade level the teacher teaches
	Educational background	Bachelor degree
		Master degree
	Grade level	9th grade
		10th grade
		11th grade
		12th grade
Students	Previous school type	Public school
		Private school
		Vocational school
		Imam Hatip
	Achievement level of the classroom****	High
		Middle
		Low

Note:
*Head of the teachers who teach the same subject-matter
** History, Geography, Philosophy, Turkish Language and Literature
***Physics, Chemistry, Biology
**** An exam is administered at the beginning of the school year to form the classrooms based on students' test scores. However, those classrooms are reformed according to average scores students get from the exams administered throughout school semester.

Addition to students and teachers, school principals, as the key informants each of the cases were interviewed. Moreover, each of the case had school counselors. However, the school counselors at Case 3 did not accept to participate in the study and the school counselor at Case 4 did not have an available time for the interview during the week data were collected. Therefore, only three counselors were interviewed. Lastly, parents were interviewed as the other stakeholder at BHSs. However, since a parent meeting was organized only in Case 4 during the course of the study, only the parents in Case 4 were interviewed.

3.3.3 Selection of the processes to be observed.

The processes to be observed were decided to gather in-depth information on the school facilities and the schooling processes such as breaks, lunch breaks, recitation hours, administration of trial tests, meetings, celebration of official days. Classroom observations, on the other hand, selected to represent different grade levels, content, teaching activities. Lastly, physical artifacts enabled the researcher to depict a holistic understanding of each of the case.

A detailed information about the participants and observations is provided below in Table 3.

Table 3

Data Sources

Case	Interviews		Observations	
	Students	9th grader, $S1_1$, $S1_2$ 11th grader, $S1_3$ 12th graders, $S1_4$, $S1_5$, $S1_6$, $S1_7$, $S1_8$, $S1_9$, $S1_{10}$, $S1_{11}$, $S1_{12}$	Classes:	
				Biology (9th grade)
				Chemistry (12th grade)
	Teachers	Visual Arts, $T1_1$		Geography (10th grade)
		History, $T1_2$		History (11th grade)
		Mathematics, $T1_3$		Mathematics (11th grade)
	Principal	P1		Mathematics (12th grade)
	School counselor	C1		Physics (10th grade)
				Religious Culture and Moral Knowledge (10th grade)
Case 1				Turkish Language and Literature (12th grade)
				Visual Arts (9th grade)
			Other:	
				breaks
				lunchtime
				cafeteria
				teachers' room
				the garden (front garden and backyard)
				counselor's office
				Chemistry exam
				recitation hours
	Students	10th grader, $S2_1$ 11th grader, $S2_2$ 12th grader, $S2_3$, $S2_4$, $S2_5$	Classes:	
				Biology (12th grade)
Case 2				Geography (12th grade)
	Teachers	Geography, $T2_1$		History (11th grade)
		Mathematics, $T2_2$		Geometry (12th grade)

Table 3 (*cont'd*)

Case	Interviews		Observations
Case 2 (cont'd)	The Principal	P2	Geometry (12th grade) Mathematics (12th grade) Mathematics (11^{h} grade) Physics (11th grade) Other: breaks lunchtime cafeteria teachers' room counselor's office recitation hours administration of trial test
	The School Counselor	C2	
Case 3	Students	10th grader, $S3_1$, $S3_2$ 11th grader, $S3_3$, $S3_4$ 12th grader, $S3_5$, $S3_6$, $S3_7$, $S3_8$	Classes: Biology (10th grade – recitation hour) Chemistry (11th grade – recitation hour) Philosophy (12th grade)
	Teachers	Biology, $T3_1$ Physics, $T3_2$, $T3_3$ Turkish Language and Literature, $T3_4$, $T3_5$ Mathematics, $T3_6$ History, $T3_7$ Head of the Literature teachers, $T3_8$	Other: breaks lunch time cafeteria teachers' room counselor's office recitation hours extra study hours 24th November – Teachers' Day
	The Principal	P3	
	School counselor	-	

Table 3 (*cont'd*)

Case	Interviews		Observations

	Students	9th grader, S4$_1$, S4$_2$
		 10th grader, S4$_3$, S4$_4$
		 11th grader, S4$_5$, S4$_6$
		 12th grader, S4$_7$, S4$_8$
			Classes:
			     Geometry (12th grade)
			     Religious Culture and Moral Knowledge
			     (11th grade)
			     Philosophy (12th grade)

	Teachers	History, T4$_1$ Physics, T4$_2$ Visual Arts, T4$_3$	Physics (11th grade) English (9th grade) English (10th grade)
	The Principal	P4	Chemistry (12th grade) Mathematics (10th grade)
Case 4	School counselor	-	Counseling hour (12th grade)

	Parents	10th grade: V1$_{10}$, V2$_{10}$, V3$_{10}$, V4$_{10}$, V5$_{10}$, V6$_{10}$, V7$_{10}$, V8$_{10}$, V9$_{10}$
		 11th grade (A): V1$_{11A}$, V2$_{11A}$, V3$_{11A}$, V4$_{11A}$, V5$_{11A}$, V6$_{11A}$, V7$_{11A}$
		 11th grade (B): V1$_{11B}$, V2$_{11B}$, V3$_{11B}$, V4$_{11B}$, V5$_{11B}$, V6$_{11B}$, V7$_{11B}$
		 12th grade (A): V1$_{12A}$, V2$_{12A}$, V3$_{12A}$, V4$_{12A}$, V5$_{12A}$, V6$_{12A}$, V7$_{12A}$
		 12th grade (B): V1$_{12B}$, V2$_{12B}$, V3$_{12B}$, V4$_{12B}$, V5$_{12B}$, V6$_{12B}$, V7$_{12B}$, V8$_{12B}$
			Visual arts (11th grade)
			 History (11th grade)
			
			 Other:
			
			     breaks
			     lunchtime
			     cafeteria
			     teachers' room
			     counselor's office
			     recitation hours
			     parent meeting

Table 3 (*cont'd*)

Case	Interviews		Observations

	Students	10th grader: $S5_1$, $S5_2$
		11th grader: $S5_3$, $S5_4$, $S5_5$
		12th grader: $S5_6$
			Classes:
			   Biology (12th grade)
			   Religious Culture and Moral Knowledge (12th grade)

	Teachers	Turkish Language and Literacy, $T5_1$ Physics, $T5_2$ Chemistry, $T5_3$	Turkish Language and Literature (12th grade) Turkish Language and Literature (11th grade)
	The School Counselor	C5	Physics (11th grade) Chemistry (12th grade)

Case 5	The School Principal	P5	Mathematics (12th grade)
			   Visual Arts (11th grade)
			   History (12th grade)
			   English (10th grade)
			Other:
			   breaks
			   lunchtime
			   cafeteria
			   teachers' room
			   counselor's office
			   recitation hours
			   trial tests

3.4 Data Collection Instruments

Data is what is reached through systematic investigation of the world and provides evidence to ground ideas to the empirical world in the form of diaries, photographs, interview transcripts, field notes, official documents (Bogdan & Biklen, 2007). In case studies, the researchers intend to portray an in-depth picture of the phenomenon through a myriad of procedures (Creswell, 2007) and use multiple data sources as observations, interviews, and analysis of artifacts to triangulate their findings (Denzin, 1978). According to Yin (2003), there are six sources of evidence to be mostly used in case studies: documentation, archival records, interviews, direct observations, participant-observation, and physical artifacts all of which have both strengths and weaknesses.

Interviews allow researchers to reach multiple realities (Stake, 1995) and provide information that cannot be reached through observing a case (Simons, 2009). While conducting an interview, Yin (2003) asserts, the researcher's role is twofold: following the questions as written in the case study schedule and asking further questions in an unbiased manner. In other words, the researcher should stick to the schedule; on the other hand, s/he should ask the questions in a "friendly" or "non-threatening" manner to ensure the interviewee feels as an "informant" rather than a "respondent" (p. 90). Direct observations, as another source of evidence, provide complementary information regarding physical conditions, spaces, facilities, furnishing of the research site(s). Participant observation, on the other hand, enables the researchers to participate in the events which in turn empower the researcher access to the data (evidence) which cannot be reached through direct observation.

3.4.1 Semi-structured interviews.

Interview schedules for all stakeholders were prepared to align with the purpose of the study and the relevant literature. The first draft of the interview forms consisted of five main parts, namely, 1) Demographic information of the participants, 2) Experiences regarding transformation of *dershane*s to Basic High Schools, 3) Present experiences at Basic High School, 4) Strengths and weaknesses, and 5) Perceptions of the place of Basic High Schools within Turkish education

system. The questions mainly aimed to unveil i) adaptation of the institution to schooling, ii) curriculum implementation (teaching methods, learning activities, student evaluation, educational materials, homework, lesson plans, teacher meetings, and personal interactions) at these schools, iii) the role of recitation hours and trial tests, iv) social activities, and v) strengths and weaknesses of these schools regarding the education they provided.

A professor in the field of qualitative research and four researchers experienced in qualitative research were consulted for their feedback on the content and face validity of the interview schedules. Based on their feedback, in the second part, yes/no questions were replaced with how questions, e.g.:

1st version: "Were you informed about the transformation process?" "Did you attend any in-service training regarding the transformation process?"

2nd version: "How did you become a Basic High School? Can you explain the process?" "What measures have been taken for this process to be successful?"

Besides the question "What did you think about the transformation? Were you a supporter or opponent of it? Why?" was deleted since it might reflect biases of both the researcher and the participant. Moreover, in the third part, alternative questions and prompts were added to the questions. The question of "How do you deal with individual differences in your classes?" was deleted and integrated as a prompt to the question "How would you describe the change in a typical class of yours after the transformation?" Similarly, in the fourth part, the questions "What are the strengths of the school in regard to educating students?" and "What are the parts/aspects that need improvement at the school?" were added prompts, namely, "the knowledge it provides, skills it develop, preparation to national exams, preparation for the labor force, updated content" and "physical facilities, support from the MoNE, parental support, collaboration with curriculum experts, resources" Lastly, following questions were added to the fifth part:

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- How do you assess this transformation?
- What do you think about equality and fairness issue within the context of basic high schools and other types of schools?
- Do you think you are providing in this school the education students need? In what ways and how?
- How do you see justice and equality issues in our educational system? Where do you place this school and its mission with regard to these concepts?

Piloting the interview schedules

Given the changes in the interview schedules, a pilot study was conducted at one of the Basic High Schools in Yenimahalle. Two teachers (a female school counselor and a female Turkish Language and Literature teacher), the school principal, and an 11th-grade female student were interviewed. Teachers were selected by the school principal as key informants since both of them had been working at the school even before the transformation. Teachers were interviewed in the school counselor's room. The interviews were audio recorded and lasted respectively 90 minutes and 77 minutes. The student was interviewed at her home since the researcher had a personal contact with her. The interview was audio recorded and lasted about 30 minutes. The interview with the principal was conducted in his room and lasted about one hour. The interview was not recorded; instead, the researcher took notes.

Final versions of the semi-structured interview schedules

After piloting the interview schedules, the data were analyzed. Analysis results were first evaluated by two experts in the field of qualitative research. Then, the findings were shared with the Dissertation Monitoring Committee. The findings of the pilot study provided data also on the processes at the school other than curriculum implementation such as recitation hours and trial tests; henceforth, based on their feedback, the scope of the study changed from "curriculum implementation at Basic High schools" to "schooling process at Basic High Schools"; therefore, some questions were revised. Besides, the fifth part was omitted since it included

questions that might discomfort participants and reflect certain biases. Based on the feedback from the experts, final versions of them were given.

Teacher interview schedule: The same interview schedule was used to interview with the teachers and the school counselors. Final version of the teacher interview schedule consisted of four parts respectively,

- demographic information (age, gender, field, experience, subject-matter s/he teaches, role at school, educational background);
- past experiences regarding transformation of *dershane*s to BHSs (process, measures taken for a successful transformation at institutional level, measures taken for a successful transformation at subject-matter level, measures taken for a successful transformation at personal level);
- current experiences at school (aim of the school, teacher role, decision-making processes regarding instruction, description of a typical class, formal class hours, recitation hours, other activities at school, relations with students and parents);
- strengths and parts need improvement (strengths of the school in regards to students' education, deficiencies met during instruction, parts that need improvement)

There were 14 questions in the teacher interview form (see Appendix E).

Principal interview schedule: Interview schedule for the school principal was very similar to the one developed for teachers. It was comprised of four parts as listed above in the teacher schedule including 11 questions. Different than teachers, school principals were asked their role as a principal, and questions aim to understand teaching-learning processes at school in general rather than at subject-matter level (see Appendix F).

Student interview schedule: The student interview form, on the other hand, included three main parts: demographic information (age, gender, field, grade level, educational background, parents' educational background, occupation of parents); current experiences at BSH (factors affecting enrolling at BHS, aim of the education

at BHS, role as a student, classes, recitation hours, after school activities, breaks/lunch breaks); strengths and parts need improvement (strengths of school in regards of educating students, problems faced during instruction, parts need improvements) (see Appendix G). 10 questions were included in the final form.

Parent interview schedule: The parent interview schedule embodied three main parts: demographic information (age, gender, educational background, occupation, monthly income, number of children, monthly expenditure spent on education of children) ; current experiences at BSH (factors affecting sending children to BHS, aim of the education at BHS, role as a parent, children's after school and lunch break activities; communication with teachers, parent meetings); strengths and parts need improvement (strengths of school in regards of educating students, problems faced as a parent during children's education at BHSs, parts need improvements) (see Appendix H). There were 10 questions in the final version of the parent interview form.

At the beginning of the interviews, the participants were informed about the study and a brief description of the flow of the interview was made before starting the interviews. In addition, each individual was given the consent form. Each interview was audio recorded when given permission by the participants. Then, transcription of audio records was made by the researcher herself and stored in the computer. While doing so, a separate file for each case was created and the file was given the name of the school it contains (e.g. Case 1). Then sub-files were created for each of the cases. Each transcript file was named according to the characteristics of the participants, 12th grade female student, i.e. Date, place, starting time, and stop time of the interviews, characteristics of the participants were written in the transcript file before transcription of the interview.

3.4.2 Observations.

Observations were held at schools in order to portray the schooling process at the school level.

<u>Piloting the observation form</u>

The first draft of the observation form was developed based on the scholarly literature on curriculum implementation and the purpose of the study. There were three main dimensions in the form:

- Context: information about the physical setting (class size, seating arrangement, classroom board, teaching, materials, manipulatives, analogies), scheduling patterns (timeline for periods and scheduling of the session)
- Formal structure of the classroom: information about roles, responsibilities, interactions between student and teacher, interaction among students
- Instruction: teaching approach (student-centered, teacher-centered), teaching methods (collaborative teaching, lecturing, discussion), teaching materials (technological tools, textbooks, test books, posters, infographics), flow of the session (starting up, elaboration, closure, learning activities)

A professor in the field of education and three researchers experienced in qualitative research were consulted for their feedback on the form. Then, the form was piloted at a BHS in Yenimahalle. An 11th grade Math class and a 12th grade Chemistry class were observed. Stream of behavior approach was utilized to take field notes during the observations.

Piloting the observation form allowed the researcher to depict the parts that worked and the deficiencies faced. To illustrate, the flow of the session was quite fast so I had difficulties with writing and observing simultaneously. I missed some parts of the conversations. In addition, I realized that my previous experience with *dershane*s affected the aspects I focus on. Therefore, considering the research questions, field notes were taken also on other processes occurred at the schools. Another drawback was that there was not any systematic lesson plan the teachers followed. Teacher lecture, student talks, and interactions, all these were happening simultaneously and I was like a recording machine trying not to miss any incident.

Therefore, when possible, I used signs, drawings, or abbreviations not to be perceived as a clerk and tried to keep contact with the teachers and the students.

Final version of the observation form

After piloting the observation form, the field notes were presented to the dissertation committee members. Based on their feedback, observations were held at the classroom and school level to describe schooling process at BHSs rather than just focusing on the curriculum implementation. The focus of the classroom observation form remained the same while another form was developed to take notes on other processes at school including: recitation hours, trial tests, breaks, lunch breaks, after-school hours, places other than classrooms (school garden, cafeteria, corridors, teachers' room) and contextual information to describe the schools (school building, school size, notice boards, posters, student works, Atatürk's corner, other physical artifacts) (see Appendix I).

While making the observations, the researcher took field notes on a notebook. The field notes were descriptive and reflective in nature. Detailed descriptive field notes included objective recording of what occurred. To illustrate, within classroom observations, the design of the classroom, number of chairs, the place of the classroom board, windows, were all described in detail. Besides, notes were taken on conversations, activities, materials, interactions. In other words, "portraits of the subjects, reconstruction of dialogue, description of physical setting, accounts of particular events, the depiction of activities, the observer's behavior" were recorded as depicted by Bogdan and Biklen (2007, pp. 121-122). Moreover, other than descriptive notes reflective notes were taken. They reflected subjective experiences regarding the observed events and places. In this regard, the researcher wrote her comments, biases, successes and failures, hesitations (e.g. I have difficulties in keeping up with the pace of the class! It takes less than a minute to answer a question!).

Furthermore, the steps, suggested by Bogdan and Biklen (2007), were used to sort the field notes as follow:

- The field notes were transferred to computer files right after each observation session to prevent poor recall.
- While transferring the data to computer, a quiet place such as home was preferred to avoid distractions.
- The notes were chronically written.
- Some reflective notes were added while storing.

This allowed the researcher to have a rapport with the data. It also sketched an idea of deficiencies met, what worked best and least, and inadequacies of the researcher during the observations.

Moreover, physical artifacts provide insights into cultural features. They can be interpreted as silent representations of the culture they exist. "Use of personal computers in the classrooms needed to ascertain the nature of the actual use of machines" Yin (2003, p. 96) exemplifies, and he explains that computers are available for researchers to observe; however, printouts tell much more than the computers as they show "the type of school work, …the date and the amount of computer time used to do the work". Therefore, physical artifacts were also critical data sources in the present study. The researcher took notes on school boards (What are posted on the boards?), school corridors (What are posted on the walls? What are placed in the school corridors? Is there any student corner? Is there any Atatürk's corner? Is there any corner aligned for a special day or a person?), design of the classrooms (How are the classrooms designed?), classroom boards (What are posted on the classroom boards?), study halls & Music and Visual Arts halls & cafeteria (How are they designed? For what purposes they are used by students?), teachers' room (How is the room designed? What kinds of resources are available to teachers? Is there a water dispenser for the use of teachers? Is there a tea-machine for the use of teachers? What is posted on the wall of the room? What is posted on the notice board?), principal's room (How is the room designed? What kind of resources available in the room? What is posted on the wall of the room?). These critical incidents served as evidence while describing the cases.

3.5 Data Collection Procedures

In qualitative studies, data collection is critical to unveil the phenomenon under investigation. Maxwell (2013) alleges that having a structured data collection beforehand allows researchers to make comparisons across individuals, times, and settings if the purpose is to understand differences among the cases or contexts. However, existing as a new type of school in Turkish education system, our scholarly knowledge of Basic High Schools is scarce which encumbered the researcher to follow a structured plan onset; instead, most of the steps to be followed and dimensions to be focused were decided in the course of data collection.

There are three phases in the study: initial-phase, process phase, and final-phase (see Table 4). Represented separately, though, they were interpenetrating phases.

Table 4

Phases of the Study

Initial-phase	Process-phase	Final-phase
• Research problem	• Entering to the field1	• Within-case analyses
• Review of the literature	*conducting interviews	• Cross-case analyses
• Writing research	*making observations	• Trustworthiness
questions	*taking field notes	(member checks,
• Designing the study	• Entering to the field 2	triangulation of analyses,
• Developing data	*conducting interviews	peer debriefing, negative
collection instruments	*making observations	case analyses, rival
(interview schedule and	* taking field notes	explanations)
observation form)	• Entering to the field 3	
• Validity of the	*conducting interviews	
instruments	*making observations	
(expert opinion,	* taking field notes	
conducting pilot	• Entering to the field 4	
interviews and	*conducting interviews	
observations)	*making observations	
• Developing final	* taking field notes	
versions of the	• Entering to the field 5	
instruments	*conducting interviews	
• Ethical approval	*making observations	
• MoNE approval	* taking field notes	
• Deciding on the cases	• Trustworthiness of the	
	process (prolonged	
	engagement, peer	
	debriefing, persistent	
	observation, member	
	checks, triangulation of	
	data sources/data	
	collection methods,	
	reflexive journal, thick	
	description, purposive	
	sampling)	

As presented in Table 4, five of the cases were explored separately as Bogdan and Biklen (2007) suggest. They state that studying the cases simultaneously can confuse the researcher since there will be "too many names to remember and too much diverse data to manage" (p. 70). They also articulate that this will help the researcher spend less time since the researcher will become experienced and focused

after spending time in the first case. Furthermore, the researcher gave a one week break after finishing each case in order to organize and review the data gathered before entering in the next case.

3.5.1 Conducting the interviews.

All the participants were interviewed by the researcher herself in order to avoid data collector bias threat, and all the interviews were audio recorded when given permission by the participant. While conducting interviews, instead of following a rigid order in questions, a more conversational approach was applied and alternative and probing questions were asked (see Bogdan & Biklen, 2007). Additionally, the researcher provided reinforcement and feedback to the interviewee such as nodding or saying 'I understand'; 'This is the last part of our interview.' In other words, the researcher kept in mind that the aim of the interview was not testing the ideas of the interviewee instead to understand how s/he makes meaning of the schooling process at BHSs.

Moreover, while selecting the participants, the criteria demonstrated above were used to provide multiple perspectives. For example, although the teachers who had been working at the school before the transformation were the key informants, beginning and less experienced teachers were also interviewed to illuminate undiscovered aspects which might not be consciously or unconsciously mentioned by the key informants. To exemplify, teachers who had been working at that institution for a long time as loyal workers tended to extol the role of BHSs in Turkish education system through castigating public schools in regards of educating students; in contrast, beginner teachers were more comfortable while talking about parts that need improvements at the school.

Next, the interviews were made with the participants alone, except for two occasions. First, when more than one student was available for the interview at the same time, they were interviewed together. Second, parent interviews were conducted at only Case 4 since parent meeting was organized while the researcher was collecting the data in that research site. Due to the limited time allowed to the researcher to make interviews with the parents, parents were interviewed in groups.

They were waiting in the classrooms and the teachers were visiting the classrooms. The researcher entered the classrooms when there were not any teachers in the classroom and asked parents whether they wanted to participate in the study. Therefore, parents were interviewed in groups.

In total, 39 students, 38 parents, 19 teachers, five school principals, three school counselors, and a vice principal were interviewed. Student interviews lasted for 15 to 50 minutes, while parent interviews took almost 20 minutes. Teacher interviews, on the other hand, lasted at least half an hour. Principals, as the key informants, provided a considerable amount of data during the interviews which lasted 40 minutes to more than one hour. The students were interviewed in different places where they would like to do such as school garden, classroom, and study hall. The parents were interviewed in groups in the classrooms. The teachers, on the other hand, were mostly interviewed in the teachers' room. The school counselors and the school principals, lastly, were interviewed in their offices.

3.5.2 Field notes.

Whole school day at each case was observed during a week by the researcher. Stream of behavior approach was employed to take in-depth field notes about the setting, formal structure, and instruction. In this respect, Bogdan and Biklen (2007) suggest keeping in mind of following questions during the observations:

- What are you actually going to do?
- Will you be disruptive?
- What are you going to do with your findings?
- Why us?
- What will we get out of this?

These questions were taken into consideration to stick with the focus of the study. While recording, more descriptive notes were taken and low-inference descriptors were included. Reflective notes included comments, feelings, and thoughts of the researcher such as 'I feel like I am an inspector!', 'He told me that he

would not participate in this study and furiously wanted me to leave the room. I felt very upset. I wanted to leave the school at that moment!'; 'He talked about some classified issues within the school. I do not know whether I should put them on my dissertation or not. It makes me feel like I am betraying them!'. Furthermore, at the end of each data collection day, the researcher recorded all the written daily field-notes in the computer and wrote summaries. In addition, the researcher reviewed daily field notes she took and wrote comments on them such as 'Observe a Math class!', 'Observe a class of 9th graders!', 'Spend time at teachers' room!' These comments helped the researcher not only to control whether she was following the planned activities but also to plan the following data-collection sessions. Besides, the researcher took notes to spark critical thinking about the observed things and "to become more than a recording machine" (Bogdan, & Biklen, 2007, p. 163). To illustrate, while observing a 12th grade Math class, the researcher observed posted notes on the classroom wall on which names and some professions were matched. The researcher wrote a note as: "Ask what those notes are for!"; therefore, after the class, she asked the students why they posted such notes on the wall.

Furthermore, school documents and physical artifacts were examined. These documents included mission and vision of the schools, exams, yearly plans, and lessons plans. Physical artifacts, on the other hand, included any kind of material, equipment, or even design of the spaces which provided evidence with regards to covert meanings of school culture. For example, the design of teachers' room and classrooms was described in detail including posts, materials, sitting arrangement, and equipment. In addition, notes were taken about student works (drawings, writings), announcements (exam dates, trial tests scores of the students, the key for trial tests), and other visuals (drawings, pictures) which were displayed in the classrooms and through the school corridors. Besides, two of the school principals showed the school files and made explanations on those files (e.g. school discipline, number of students, number of teachers, implementation of extracurricular activities) with the researcher. Some of the teachers, on the other hand, showed exam papers and rubrics while talking about the student assessment at their school.

As a corollary, 42 class hours were observed: 10 in Case 1, eight in Case 2, three in Case 3, 11 in Case 4, 10 in Case 5. Besides, field notes about various processes at each school such as recitation hours, trial tests, physical artifacts, talks in the teachers' room, counseling hour were taken during the whole school day for a week in each of the case. In order to increase the variability of the field notes, the researcher tried to spent her time in different places. She walked through the school corridors during the breaks, stayed in the teachers' room, sat in the guests' hall, went out to the garden, went to the canteen, and even played table soccer with students and teachers.

3.6 Role of the Researcher

Grounded on the nature of qualitative research, the role of the researcher in qualitative research is critical since it is the researcher who collects and analyses the data and presents the findings (e.g. Creswell, 2007; Marshall, & Rossman, 2006; Miles & Huberman, 1994; Patton, 2002). Further, after spending time in the field, the researcher might become a member of the group from whom data are collected. Therefore, elucidating researcher's biases and expectations, as well experiences with regards to qualitative research and the context is important in qualitative research. Under this topic, the role of the researcher is depicted.

First, I am a graduate of the Physics Education Department. During my undergraduate study, I worked at one of the institutionalized *dershane*s in Ankara for two years. Therefore, I was familiar with the training system at *dershane*s including classroom practices of teachers, recitation hours, trial tests, publications of the institutions. Having the experience outset enabled me to focus on various aspects of *dershane* at BHSs such as root memorization techniques, recitation hours, trial tests. However, at the same time, it restricted my perception of schooling at BHSs. To illustrate, during the data collection, I sometimes found myself searching for evidence to present that *dershane* practices continued to be employed at BHSs. For this reason, I reviewed daily field notes I had taken each day and took notes to focus other practices at the classroom and school level such as student-teacher interaction, breaks and lunch hours, student works. As another example, I could easily develop rapport with the teacher when I said them that I had worked at *dershane* for two

years. The teachers shared their problems with regards to the working conditions which were similar to the problems we had at *dershane*. Therefore, although, it was not the intention of this study, I presented findings on the working conditions of teachers at BHSs.

Second, as an outsider, I was perceived as an inspector by most of the participants. My field notes included many incidents in which people asked me if I was an inspector; whether I would report lameness in their school to the MoNE; whether I would publish the findings on newspapers. Bearing on these hesitations, most of the participants did not want to interview with me or did not allow me to observe their classes. I spent the first two days in the field to convince the participants that I was not an inspector of the MoNE but a researcher who wrote a dissertation about BHSs. Most of the time, I set alone in the teachers' room. Besides, the participants answered some of the interview questions, dissembling their true perceptions. To illustrate, each case had a room labeled as the laboratory but used for other purposes in practice. However, some of the participants avowed that they used laboratory to make experiments in Science courses. Similar reactions were noted when students were asked about elective courses, art and sport activities, social activities, student clubs, and grading. For example, during the interview with a student at Case 2, I realized that another student was recording a video of us. I asked him to turn the camera off and explained him that due to the confidentiality of the participants, no one is allowed to take such a record. Later, I learned that he was brother of one of the school staff who wanted to be sure that I was not asking questions which were not specified in the interview form I had given them before starting the study. I felt sad and angry but since I was a researcher collecting data at the school, I just told her that I had permission from the MoNE and the school founder, as well. People were running away from me, refusing to make interview, and even asking me to leave the room, to put it kindly. Most of the time, it was sometimes hard to motivate myself to continue data collection. Yet, I continued collecting the data while explaining my role and purpose of being there. I also consulted my supervisor and also my colleagues about how to handle with such problems. Bearing on their suggestions and my experiences in the field, I kept extra

copies of the official permissions and data collection instruments to show the participants who had hesitations about my role as the researcher.

Third, the drive behind choosing examination of such an issue from a critical perspective rooted in a course I took during my master degree. I learned different theoretical perspectives of both society and schools. Later, I attended in a reading group in which we read critical texts and meet twice a month to discuss our opinions on those readings. I gained different perspectives of not only education, but also different aspects of the society. Besides, I enrolled in another course that allowed me to study on sacred readings of critical theory. Grounded on my previous experience with Critical Theory, understanding of schooling process at BHSs shined as a critical issue in the field of education, to me. Specifically, I was curious about the role of BHSs in the reproduction of educational inequalities in Turkish education system. Having such an assumption outset, I realized that I searched for evidence to report that BHSs caused inequalities in education. However, during the interviews with students, particularly with the students at Case 5, I noted that BHSs provided an opportunity for the students who could afford neither private tutoring nor private school fee after the closing of *dershane*s. Therefore, while reporting, I tried to quote different perceptions, even they were contradictory.

Next, while analyzing the data, I had problems in assigning codes to some of the segments in order not to reflect a certain bias. Therefore, the Dissertation Monitoring Committee and two researchers experienced in the field of qualitative research examined and re-labeled the codes emerged from the data, when necessary.

Finally, during the course of the study, I witnessed a few critical incidents (e.g. Students were allowed to check their notes during an exam), or some of the participants declared the critical issues in their institutions (e.g. The school officially offered elective courses, yet not in practice.). I had hesitations while reporting such critical issues. It sometimes made me feel like I was betraying them. When I excluded that piece of information, on the other hand, I felt like I was losing the objectivity. Therefore, I consulted my supervisor about whether to include or exclude that piece of information. Having the research questions and the context at

each of the case at hand, after negotiations we reached consensus to include necessary information.

3.7 Data Analysis

Having various forms in different disciplines, there is no single definition of qualitative data. "The term data refers to rough materials researchers collect from the world they are studying" (Bogdan, & Biklen, 2007, p. 117). They provide both evidence and clues (Bogdan, & Biklen, 2007). Field notes, transcripts of audio records, documents, official documents, and photographs are main types of data in qualitative research. Raw data do not embody meaning; it is the interpretation act that makes the data apparent (Marshall, & Rossman, 2006). Then, qualitative text analysis is a sort of hermeneutical-interpretive informed systematic analysis (Kuckartz, 2014, p. xv) which means explaining, interpreting, and translating: the art of interpretation (Kuckartz, 2014, p. 18, emphasis added). Put another way, data analysis is the systematic examination and interpretation of qualitative data gathered through interviews, observations, and other ways (Bogdan, & Biklen, 2007).

There are mainly two approaches to qualitative data analysis: Classical content analysis and qualitative content analysis. Classical content analysis traces back to the beginning of the 20th century, to the works of Lasswell, Berelson, and Lazarsfeld, this type of analysis is restricted to quantification of the given content, however (Kuckartz, 2014). Classical content analysis consists of five phases namely 1) planning phase (develop research questions, define theoretical background, decide on research method(s); 2) development phase (develop and define categories, set rules for coding); 3) test phase (train coders, calculate intercoder reliability, test the category system - modify if necessary); 4) coding phase (randomly assign dataset to coders); 5) analysis phase (statistically analyze the data matrix). Qualitative content analysis, on the other hand, criticized classical content analysis for not providing an in-depth understanding of the content and missing the iceberg meanings (Kracauer, 1952). In other words, meanings inherited in the texts should be discovered and interpreted, rather than being quantified.

Qualitative analysis is an iterative non-linear process. In other words, data analysis is not "off-the-shelf; rather it is custom-built, revised, and choreographed." (Creswell, 2003, p. 142). In this regard, Wolcott (1994) offers three main approaches to qualitative data analysis. The first approach represents a more descriptive approach in which the researcher presents the data in its original form and provide quotations when necessary. By doing so, the researcher answers "What" questions. The second approach, on the other hand, refers to a more systematic way of analyzing the data. In this approach, the researcher provides descriptive analysis of the data while also explaining the relationships among themes. This approach answers both "What?" and "How?" questions. The last approach suggests a more eclectic and subjective approach. In other words, while adopting the first and second approach, the researcher also shares his/her own interpretations. In this study, an eclectic approach was utilized during the data analysis.

In the most general sense, qualitative text analysis is bringing pieces -codes- together to see the whole picture. Contested meanings of the term code are explained by Bernard and Ryan (2010, p. 87) as 1) Code as an encryption device; 2) Code as a tool for tagging and indexing a text; 3) Code as a value code to indicate the amount of a particular characteristics. In their illuminating study titled "The Discovery of Grounded Theory", Glaser and Strauss (1967) make a distinction between three main types of coding as open, axial, and selective coding. Open coding includes understanding and initial interpretation of data in order to conceptualize and categorize data. According to Strauss and Corbin (1990), on the other hand, there are two ways of conducting a qualitative data analysis: descriptive analysis and content analysis. In descriptive analysis, the researcher analyzes the data in accordance with the pre-determined themes. The findings are presented in line with research questions and/or interview questions/observation dimensions. This type analysis allows researchers to organize their data and interpret them. Content analysis, on the contrary, is a more open process that requires in-depth analysis of the data which allows researchers to reach new themes that emerge from the data. There are four steps to engage in content analysis: coding, finding themes, organizing and describing themes, and interpreting findings. Coding is the very first of content analysis. It aims to reach meaningful data segments and to assign meaningful labels

to those segments. It is the process of conceptualization of the meaningful data segments. Codes can be selected based on pre-determined concepts, emerge from the data, or based on the former two. After coding, the researcher makes a codes list. Then, meaningful segments which have similar meanings are labeled with the same code which works to bring the data together. While doing so, the researcher considers the aim, the research questions, and the theoretical framework of the study. However, it is important to note that coding is an iterative process that is the researcher reads and codes the data again and again till reaching an organized and meaningful data segments. Secondly, the researcher finds the themes. This help researchers to provide a general understanding of the codes and to bring the codes together under certain categories. The first thing to do in this step is the critical examination of the codes and bringing them together. Then, communalities among codes should be determined. Next, the relationship between codes should be examined and those codes that represent the similar dimensions should be categorized under the same theme, and each theme should be assigned a label. Third, the researcher organizes and describes the data in accordance with the themes without providing any personal interpretation. Lastly, the researcher interprets the findings based on the themes.

As employed in this study, open coding includes initial codes (blueprint of emerging codes, e.g.: meetings, student achievement, UEE), conceptual codes (context-depended codes, e.g.: physical facilities of the schools), and in-vivo codes (used by the participants themselves than utilized as codes by researchers, e.g.: "This place is like a cage, it is not a school!"). The term category, on the other hand, refers to a class emerged from a classification. There are five types of categories as utilized in the present study, namely, factual, i.e., participant's occupation; thematic, i.e., classroom management strategies; evaluative, i.e., achievement level of students; formal, i.e., length of the interview; and analytical or theoretical, i.e., instructional design.

The steps followed in the present study to analyze the data are listed below.

a) <u>Starting the analysis:</u> Before beginning the qualitative text analysis, the researcher re-examined the research questions and the purpose of the

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study. The existing literature, theoretical underpinnings, assumptions, and even prejudices were scrutinized to have an overall understanding of expected findings. This step represents 'the process of data acquisition' (Kuckartz, 2014, p. 49)

Initial work with the text: Critical reading of the entire text line-by-line to develop an overall understanding of the text in the lights of research question was done. Description of the text, i.e. length of the text, particular language used by participants, length of the sentences and metaphors used by the participants were also noted in this stage.

Working with memos: While reading the text, the researcher took notes on the transcriptions and field notes and highlighted the passages that were critical. In addition, memos were recorded with regards to characteristics of the text or ideas.

Case summaries: Writing individual case summaries helped the researcher flow within the course of the study and enabled her to recall the peculiarities of each case.

b) <u>Constructing categories:</u> After a close reading of the data, the researcher constructed categories, meaningful segments in accordance with research questions, existing scholarly literature, and theoretical perspectives. Categories can inductively or deductively be developed. Deductive approach to category generation utilizes existing theories, assumptions, or systematic plans. Inductive approach, on the other hand, comprises a process of creating categories derived from the data (see Figure 3).
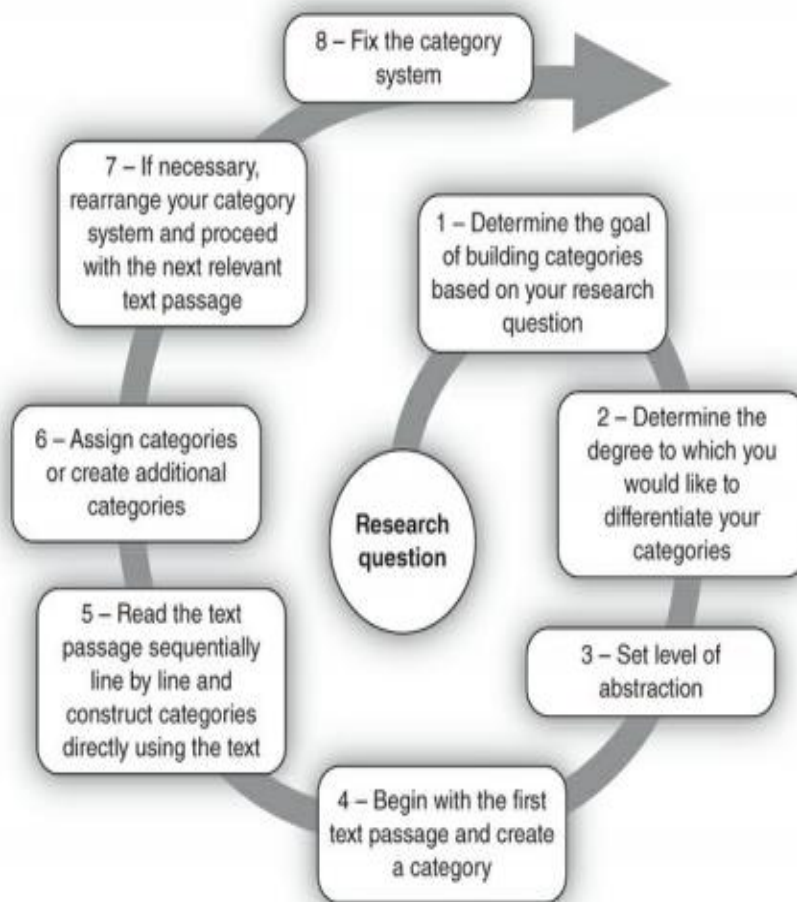
Figure 3. The process of creating categories inductively. Reprinted from Kuckartz, U. (2014). *Qualitative text analysis: A guide to methods, practice & using software* (p. 60).

3.7.1 Initial coding.

Given the data analysis in qualitative research, an inductive approach was utilized in the present study. Bearing the purpose of the study and the research questions in mind, all the transcribed data were read and codes were assigned to meaningful segments, after piloting the instruments. Then, similar codes were gathered together in order to generate the themes. At the end of initial coding, seven themes emerged: 1) Preparation for the transformation, 2) Implementation of formal curriculum, 3) Schooling process other than formal school hours, 4) Function of BHSs, 5) Problems faced, 6) Strengths, 7) Parts need improvement (see Table 5).

Table 5

Initial Categories and Codes

Main categories	Codes
Preparation for the transformation	Perceptions
	Seminars
	Meetings
	Incentives
	Teacher recruitment
	Objectives list
	Curriculum
	Vision and mission of the school
	Discipline committee
Implementation of formal curriculum	Educational materials
	Yearly plan
	Decision-making processes
	Extra-curricular activities
	Teaching method
	Evaluation
	Homework
	Teaching activities
	Resources
Schooling processes other than formal school hours	Extra 10 hours
	Extra classes
	Trial tests
	Breaks
	Weekends
	Meetings
Function of Basic High Schools	Role of basic high schools
	Role of the teacher
	Schedule
	Seminars
	Relations with parents
	Aim of the education

Table 5 (cont'd)

Main categories	Codes
Problems faced	Support of the MoNE
	Responsibilities
	Class size
	Grading
	Paper-work
	Inflexibility
	Physical facilities
	Courses offered
Strengths	Mission and vision of the school
	Relations with parents
	Educational resources
	Guiding students
	Reputation of the school
	Discipline
Parts need improvement	Physical facilities
	Extra-curricular activities
	Support of the MoNE
	Educational materials

Next, the researcher brought all the text passages together which are assigned to the same main category and developed sub-categories (see Table 6 for a sample of sub-categories).

Table 6

Definition of Sub-categories within the Main Category 'Strengths of the School'

Sub-categories of 'strengths of the school'	Definition	Examples from the data
The culture of the school	Includes: • beliefs, values, opinions, attitudes, written and unwritten regularities that form and affect the functioning of the school • how the classrooms are organized • how the school corridors are designed • spaces designed for student use • exhibited student works and other materials • design of the teachers' room / principal's room / counselor's room /other staffs' room • the reputation of the school	• Atatürk's corner • school bulletin boards • classroom noticeboards • discipline rules • cafeteria, sports hall, Music hall, Visual Arts hall, study hall, library, garden, • class sizes / school size • posted notes about the UEE • list of graduates who were placed in the top higher education institutes • exhibited textbooks /test books of the school students' writings and paintings about the Foundation of Turkish Republic, 10th of November Commemoration of Atatürk • posted school rules
Education approach	Includes: • mission and vision of the school • courses offered • school hours • educational materials • extra-courses • guidance and counseling • teacher responsibilities	• preparing students for the UEE • practice hours • trial tests • individual studies • homework • seminars about professions • seminars about strategies to perform better in tests • test books / textbooks / modules

Table 6 (cont'd)

Sub-categories of 'strengths of the school'	Definition	Examples from the data
Social facilities	Includes: • student clubs • social organizations recreation spaces	• travel club / chess club • visits to universities / museums / Anıtkabir • seminars • competitions • garden / cafeteria / game room / library
Relations	Includes: • parent-teacher relationship • student-teacher relationship • principal-teacher relationship • principal-parent relationship • principal-student relationship teacher-teacher relationships	• parent meetings • parent calls • letters to parents • daily text messages • teacher meetings • group meetings • teacher talks with the school principal • informative daily talks with the school principal • individual student talks • classroom talks

3.7.2 Secondary coding.

After completing data collection, all of the transcribed interviews and observation files were inserted to a qualitative data analysis program MAXQDA 2018 (VERBI Software, 2017). Use of computers in qualitative data analysis has become very common within the last decades. Miles and Huberman (1994) discloses that computer programs help qualitative researchers while analyzing data in many aspects. First it is time and energy efficient. To clarify, since qualitative researchers have pages of data after recording their data, organizing and examining them is a time and energy consuming work. In this context, computer programs allow researchers to have easy access to their data and to organize them. As another advantage, computer programs provide a more systematic data storage environment.

Moreover, due to iterative nature of data analysis process in qualitative research, the researchers need going back and forward during the analysis. Computer programs, in this regard, allow researchers easily to move among codes and themes, to rename them, to add or remove a code under a theme. In addition to those advantages listed above, Weltzman and Miles (1995) underlines that computer programs permit visual representation of findings which indeed help both the researcher and the researcher better understand the relationship among themes and codes. In the present study, there were almost 800 pages of data; therefore, analysis of them by traditional methods would be cumbersome and complex. Given the advantages of using software in qualitative analysis, the researcher used MAXQDA 2018 (VERBI Software, 2017) to analyze the data. During the analysis following steps were followed.

First, since the researcher was not familiar with using MAXQDA, she read the guide book and watched the tutorials provided by the software. Then, she opened a separate project file for each of the case and inserted relevant data to each project and labeled the files as i.e., Case 1 teacher interviews, Case 2 daily observations, Case 3 principal interview, Case 4 classroom observations, Case 5 student interview. Next, each case was coded separately for within case analysis in line with the purpose of the study (see Figure 4-8). The themes emerged from this analysis included: Relations at school, Physical environment, Transformation, Roles at school, Differences with other school, Critical issues, Pilot tests, Extra-class hours, Parts need improvement, Strengths of the school, Difficulties met, Schooling, Expectations, Mission of the school, and Drives behind enrolling in BHSs.

Following, all the projects were brought together in a new project file labeled as 'whole data' in order to complete cross case analysis. While doing so, the researcher checked each of the case in order to control how she labeled the texts that referred to similar meaningful segments in each of the case in order to unitize the coding system across the cases (see Figure 9).

Figure 4. A screenshot from the analysis of Case 1.

Figure 5. A screenshot from the analysis of Case 2.

Figure 6. A screenshot from the analysis of Case 3.

Figure 7. A screenshot from the analysis of Case 4.

Figure 8. A screenshot from the analysis of Case 5.

Figure 9. A screenshot from the analysis of whole data.

After the analysis of whole data, a professor in the field of Educational Sciences who is expert in the field of qualitative research was consulted her feedback. After negotiations with her, in order to eliminate redundancy, the themes for 'Strengths of the school', 'Parts need improvement', and 'Problems faced' were merged under relevant segments specified under the other themes. For example, the code 'use of visuals' under the theme of 'Parts Need Improvement' was integrated to 'Schooling' theme. Or, the code 'private schools' under the theme of 'Critical Issues' were presented under the theme of 'Transformation'. Following, two of the committee members were consulted for their feedback on the generated themes and codes. Then, final version of the codebook was formed after achieving consensus among the committee members and the researcher. In qualitative text analysis, coders negotiate until reaching consensus on the codes. Although a statistical procedure is not employed, inter-coder agreement should be checked. This approach to coding is called consensual coding (Hopf, & Schmidt, 1993, as cited in Kuckartz, 2012, p. 74). Grounded on the consensus among the committee members and the researcher, minor revisions were made in the coding system, i.e.:

I) Some of the themes and codes were re-labeled. To illustrate, the theme 'Practice Hours' was changed to 'Recitation Hours'; the category 'integrating school and *dershane*' (under the theme of 'Mission of BHSs') was labeled as 'dual mission of BHSs', the sub-category 'promises of the government' (under the theme of 'Transformation Process') renamed as 'incentives of the government', the sub-category 'monitoring students' (under the theme of 'Mission of BHSs' was labeled as 'developing a control mechanism for students', name of the theme 'School Environment' was replaced with 'School Facilities'.

II) The themes 'Recitation Hours' and 'Trial Tests' were listed under the theme 'Schooling Process'.

III) The theme 'Differences with Other Schools' was integrated into other themes.

After these changes, eight main themes were generated: 1) Transformation of *Dershane*s to BHSs, 2) Mission of the Schools, 3) School Facilities, 4) Schooling

Process, 5) Relations among Stakeholder of the Schools, 6) Expectations of Stakeholders, 7) Responsibilities of Stakeholders, 8) Drives Behind Enrolling in BHSs. Further, a codebook was generated to represent the themes, categories, and codes emerged from the data (Creswell, 2007) in order to eliminate abstract or redundant codes (see Appendix I for the final version of the codebook).

Given the coding system above, it is important to note that the codes and themes that emerged from the data were reviewed and revised, if necessary. While doing so, each coder was informed about the whole research dimensions, including research questions, the purpose, theoretical framework, and the meanings of categories (Kuckartz, 2012). On the other hand, rooted in traditional coding, Next, inter-coder or interrater reliability is calculated (Krippendorff, 2004). There are different estimates to calculate Intercoder reliability: Cohen's Kappa (1960), Scott's Pi (1955), and Krippendorff's Alpha (1980) (see Campbell, Quincy, Osserman, & Pedersen, 2013; Lombard, Synder-Duch, & Bracken, 2002; MacPhail, Khoza, abler, & Ranganathan, 2015). Due to its simplicity in calculation, one of the mostly used estimates to calculate intercoder reliability is Miles and Huberman's (1994) agreement formula:

reliability = number of agreements / number of agreements + disagreements

In this study, two researchers who were experienced in qualitative research coded a sample of texts due to substantial amount of data, approximately 10% of the whole sample, as suggested by Lombard, Synder-Duch, and Bracken (2002) and Hodson (1999)]. Intercoder reliability was calculated as .85 which was an adequate reliability value (Miles & Huberman, 1994).

3.8 Trustworthiness of the Study

The terms validity and reliability have been attributed to positivistic paradigm; however, either quantitative or qualitative, all types of inquiries require presenting authentic results (LeCompte & Goetz, 1982). Lincoln and Guba (1985) (cited from Golafshani, 2003) define reliability and validity in qualitative research as trustworthiness. The authors set four criteria to ensure trustworthiness: i)

conformability/neutrality (objectivity), ii) dependability/consistency (reliability), iii) credibility/truth value (internal validity) and iv) transferability/applicability (external validity/generalizability).

   i) Conformability

   Reliability refers to replicability of the study (LeCompte & Goetz, 1982) so that other researchers can reach similar findings by utilizing the same research design. It is a contested issue in the field of qualitative research since realities/truths are constantly changing and this change inhibits reaching similar findings. Also, in qualitative studies, the key instrument and meaning-maker are the researcher himself/herself which makes the qualitative studies sometimes "wrong" (Miles & Huberman, 1994). The interpretations of the researcher may not overlap with the data or with case participants (Miles, & Huberman, 1994 Besides, the researchers mainly focus on "what" and "how", and neglect the importance of providing a procedural account of the analysis. Through an examination of the research methods literature, the authors come up with tactics for confirming findings: 1) data quality, 2) looking at unpatterns, 3) testing explanations (see Table 7)

Table 7

Conformability of Findings

Data Quality	Looking at Unpatterns	Testing Explanations
• checking for representativeness • checking for researcher effects, or vice versa, triangulation – across data sources and methods • weighting the evidence	• checking the meaning of outliers • using extreme cases • following up surprises • looking for negative evidence	• making if-ten tests • ruling out spurious relations • replicating a finding • checking out rival explanations

However, use of all these strategies is not feasible (Maxwell, 2013). Instead, the researchers should make case-specific decisions. In the present study, following strategies were employed to ensure conformability of the findings: checking for representativeness, triangulation, and checking out rival explanations.

- Representativeness: The cases were selected to represent different institutional structure including the mission of the school, the student profile, location of the school. On the other hand, students at each grade levels were interviewed. While selecting the students at each grade level, their educational background was also considered. Besides, teachers were selected from different subject-matters, experience years. Last, classroom observations were made to represent different subject-matters and grade levels.

- Triangulation: It refers to studying with different data sources, using different data collection and analysis methods to ensure a rich conceptualization of the case (Creswell, 2007). In this study, as different data sources, interviews were made with students, teachers, school counselors, school principals, and parents. Further, as a supportive data collection method, school hours including classes, breaks, lunch breaks, recitation hours, and trial tests were observed. All these data were complemented through examination of school documents and physical artifacts, when necessary. In other words, the data derived from different data sources and data collection methods were provided.

- Checking for rival explanations: While reporting, in order to increase the conformability of the study, rival explanations were examined and relevant quotations were presented.

ii) Dependability

Dependability (internal reliability) refers to the consistency of the results (Miles & Huberman, 1994). LeCompte and Goetz (1982) advocates reflecting on the following issues to ensure dependability in qualitative research:

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- Clearly define the researcher role
- Clearly describe data sources / context / processes
- Clearly explain conceptual framework and assumptions
- In-depth depiction of data collection and data analysis process.
- Built on those remarks, Miles and Huberman (1994) asks following questions:
- Are research methods and steps explained in detail?
- Are data collection, data reduction, and data analysis processes clearly described?
- Are the findings in congruence with the data?
- Is all type of data recorded?
- Are all data stored?
- Is the researcher role clearly portrayed?

Given the critical issues to be considered, I clearly defined my role as the researcher, recorded all the oral and written data, and stored all data while labeling each of them with the relevant file names. In addition, the findings were checked by the Dissertation Committee Members through the close examination of the themes and codes emerged from the data. Besides, low-inference descriptors were utilized to take notes during the observations. Lastly, direct quotations from the participant interviews were also provided in the original language, Turkish.

iii) *Credibility*

Internal validity -credibility- refers to whether our interpretations of the events we observed or the phenomenon we made meaning of objectively represent the real situations. To explain, whether our findings:

- represent the real context,
- are meaningful and consistent,
- represent triangulated data,
- are consistent with conceptual framework used in the study,
- are checked by the members of the study,
- unveil also alternative perspectives and interpretations, and

- are consistent with the assumptions and generalizations of the study (Miles, & Huberman, 1994).

In order for ensuring credibility, following strategies were employed:

- Prolonged engagement: It refers to spending adequate time in the field in order to eliminate personal bias and researcher effects, to present various data on events, incidents and to portray data that represent the natural context. In this study, each case was observed during whole school days in a week. This enabled me to contact almost every member of each case. In addition, I could observe different processes at selected cases. These helped me to portray a thorough depiction of schooling process at each case.

- In-depth data: It requires comparing and contrasting the data, conceptualizing the data, then interpreting the data to uncover even unnoticed patterns. In-depth data were presented by the researcher through reporting a holistic picture of each case and comparing the cases among themselves.

- Triangulation: It aims at studying with different data sources, using different data collection and analysis methods to ensure a rich conceptualization of the case. In this study, interviews were made with students, teachers, school counselors, school principals, and parents. In addition, school hours including classes, breaks, lunch breaks, recitation hours, and administration of trial test were observed. In other words, the data derived from different data sources and data collection methods were provided.

- Peer debriefing: It refers to consulting an expert on research processes (data collection, data analysis, reporting) to ensure whether the researcher adopted an objective approach during the course of the study (Creswell, 2007; Merriam, 1998). In this study, the Dissertation Committee Members, and two researchers, were consulted for their feedback during each phase of the study.

- Member check: Talking with the participants right after data collection, or providing the participants with a report of draft of the analysis, or meeting with them after analyzing the whole finding in order to eliminate misinterpretations or misrepresentation of the data is called as member check (Miles, & Huberman, 1994). A summary of the interview notes and field notes were presented to the school principal and the teacher in each Case in order to get feedback on the data they provided.

iv) *Transferability*

External validity (transferability) is related to generalization of the findings to the other contexts (Merriam, 1998). External validity (transferability) is related to generalization of the findings to the other contexts (Merriam, 1998). Miles and Huberman (1994) suggest considering the following issues to ensure transferability in qualitative research:

- whether description of the case allow readers to compare findings with their cases
- whether limitations regarding the generalizability of the study are clearly reported
- whether the sample represent different characteristics/contexts/cases/ to allow generalizability
- whether the findings allow other researchers reach similar findings in their cases.

In order to establish transferability, purposive sampling was employed while selecting the cases and the participants to be interviewed, as well as the incidents to be observations. While doing so, maximum variation sampling strategy was utilized to represent different perceptions and school activities. In addition, thick description of each case was provided.

3.9 Limitations of the Study

This study entails four main limitations. They are explained below. First, this study is designed as multiple case study. Multiple case studies, as the name implies, allow researchers to study with more than one case which indeed helps the researchers to generalize their findings or make comparisons. However, this brings the critical questions on the stage: "Which cases will be studied?" and "How within-case sampling will be employed?" The present study embodies the threats regarding sampling. Although parameters were determined to decide on cases and maximum variation sampling strategy was employed to select cases, participants, and incidents, the data were depended on the participants/events/settings in the selected cases.

Second, the topic of the study is one of the most contested issues in not only scholarly literature but also public agenda; therefore, the participants might not state their perceptions objectively. They might have provided limited information or hide information due to several reasons such as strident blames put on BHSs, hesitations to state situations that were politically critical, intending to protect interest of their institution.

Another limitation was the researcher, herself. The researcher is the key instrument of data collection and analysis. To clarify, the data were collected by only one researcher; thus, the efficiency of the researcher might change through time and the settings. Similarly, assumptions and prior experience of the researcher with regard to *dershane* might intervene in the conclusions to be drawn. Though thick descriptions provided detailed and enriched data, the role of the researcher might restrict the interpretations made from the data.

The last, but not the least, limitation is power relations within the settings. For example, the interview questions included expectations of teachers from the school board and perceptions of their role as a teacher. The responses of the participants to these questions might not reflect their pure ideas and feelings. More importantly, some of the participants uttered how Basic High Schools are placed within Turkish educational system in terms of educational equality and justice; nonetheless, others might have hesitations to mention such a critical issue.

CHAPTER IV

FINDINGS

The purpose of this study was to understand the schooling process at Basic High Schools (BHSs). For this purpose, a multiple-case study was conducted at five BHSs. Interviews and observations were utilized as data collection methods. Qualitative content analysis was employed to generate main themes and categories. This chapter presents findings of the study under following themes: 1) transformation of *dershane*s to basic high schools, 2) mission of basic high schools, 3) school facilities at basic high schools, 4) schooling process at basic high schools, 5) relations at basic high schools, 6) expectations of stakeholders at basic high schools, 7) responsibilities of stakeholders at basic high schools, and 8) drives behind enrolling in basic high schools. At the end of the chapter a summary of the findings is presented.

4.1 Transformation of *Dershane*s to Basic High Schools

This theme depicts the transformation process of *dershane*s to BHSs based on participant perceptions and experiences. The findings are demonstrated under three categories: top-down policy change, drives behind transformation decision of *dershane*s into BHSs, and differences with *dershane* (Figure 10).
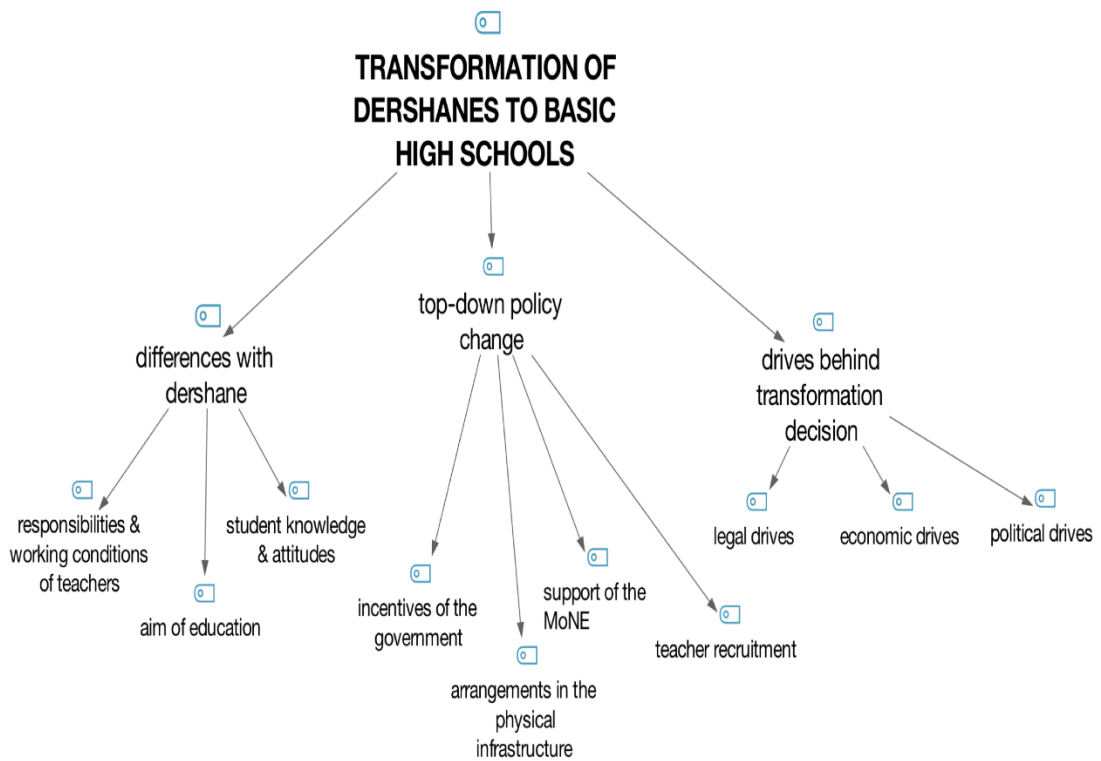
Figure 10. Categories and codes under the theme of the transformation process.

4.1.1 Top-down policy change.

School principals and teachers who had been working since the school had been functioning as a *dershane* were asked to share their experiences on the transformation process. As they exclaimed, the transformation process was a top-down policy change. The government made such a decision and obligated *dershane*s either to transform or to close down as P2 explained:

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It was done by force. In other words, there was no transition process. The real process was immediately started by the force of the ruling party. It was not optional. It was almost a warrant. You either start the new process or close down. We did start the process unwillingly. We had also a private study center. It was closed down with the decree-law. Well. What is expected normally? When you make such a decision about these centers, you are supposed to give them time for the transformation, two months, three months, or so. However, it lasted only for 1 or 2 days. Is this possible?

Zorlamayla yapıldı. Yani belirli bir geçiş süreci yaşanmadı. Siyasi iktidarın zorlamasıyla hemen geçildi sürece. İsteğe bırakılmadı. Adeta emri vaki yapıldı. Ya geçeceksin ya kapanacaksın. Biz istemeyerek geçtik. Etüt merkezimiz vardı. KHK ile kapandı. Güzel. Beklenen nedir? Bunlarla ilgili kapatma kararı verdiğinde bunlara bir dönüşüm süreci, zaman verilir, iki ay üç ay neyse...Bir gün mü iki gün mü ne sürdü? Böyle bir şey olabilir mi?

A literacy teacher (T3$_8$), likewise, pointed out that this top-down policy forced them to transform into a school although they lacked many physical facilities a school must possess. Addressing similar points, P3 asserted that many people had been employed at their school and they could not let them become unemployed; therefore, they had to adopt the transformation decision of *dershane*s into BHSs.

Bearing on critical perspectives, the participants also underlined that this top-down policy widened inequalities in education. During personal conversations, a Biology teacher at Case 4 marked that *dershane*s had been the educational institutions in which middle and lower-middle-class students were trained for the University Entrance Examination (UEE) since they could afford neither private school fees nor private tutoring. He added that, after the closing of *dershane*s, BHSs became the institutions where upper classes get an education in the capitalist system. P2 similarly pointed out that the transformation decision of *dershane*s into BHSs contributed to the commercialized education system in Turkey. People who did not have any experience in the field of education yet had money opened schools to make a profit, he voiced by leaving an exigent question to be answered: *"Bir müteahhit eczane açabilir mi? Ama okul açabiliyor bizim okulumuzda!"* "Can a contractor open a pharmacy? But he can open a school in our country!"

Under this category, the participants further disclosed support of the MoNE, incentives of the government, teacher recruitment, and arrangements in the physical infrastructure of *dershane*s to become a school.

4.1.1.1 Support of the MoNE.

As the participants reported, they were not supported by the MoNE during the transformation process. The teachers (T5$_2$, T1$_2$, T1$_3$, T3$_8$) claimed that they did not attend any seminars neither got training organized by the ministry rather the school staff who had experience at public schools and their colleagues at public schools helped them to accomplish the responsibilities they were not supposed to do while working at *dershane*s such as using e-school, making exams, grading. Concerning this, P4 alleged that their father, a retired teacher who worked at public schools, helped them to manage official procedures a school follows. Similarly, T1$_2$ disclosed that thanks to being an institutionalized school, their adaptation to schooling was relatively easy compared to other small *dershane*s, yet, they needed the support of the MoNE especially during the first year of transformation. P3 accentuated that they benefitted being an institutionalized school and having experienced staff at all branches of the institution during the transformation. Nevertheless, as C1 underlined, they had still problems adapting to the new system: *"Eskiler derler ya iki arada derede diye ne milli eğitim tarzı oldu ne dershane. Tam bir karma felsefesi var." "As the ancestors say, it was just like being on the horns of a dilemma. It is like neither the national education style nor the dershane. It has a mixed philosophy."*

4.1.1.2 Incentives of the government.

Another argument emphasized by the participants was about promises of the government for the transformed institutions. The issue of incentives was one of the most repeated problems the participants articulated. For instance, most of the students got incentives for the first year but then, the number of students gradually decreased, as noted by all of the school principals.

The participants also contended that they were pledged to be assigned a land before 2019. In this respect, P1, P2, and P5 indicated that they met bureaucratic barriers while looking for a land to build a school as follows:

They said they would allocate land and would give us public schools with a tender. They showed us a school in Dodurga. How can it be possible for us to transfer our students there? There are no lands or buildings where we can open a private school in our district because the gardens are not sufficient. This is the case here in this district, unfortunately. So, what shall we do? The government literally tells us not to turn into a private school in a way. (P1)

Arsa tahsis edeceğiz dediler. İhale ile kamu okullarını vereceğiz dediler. Bize Dodurgada bir okul gösterdiler. Biz buradaki öğrencilerimizi nasıl taşıyalım oraya. Bulunduğumuz semtte özel okul açabileceğimiz arsalar binalar yok bahçeleri yeterli değil. Bu semtte maalesef böyle. E napalım o zaman? Resmen dönüşme koleje o zaman diyor. (P1)

If you do not know anybody in charge, you cannot bid for the schools. In case the school size is small at a public school, it is given via a tender. And this happens in a split second. If you know somebody political, that is okay, if not…They suggest some lands in the outskirts of the city. It is impossible for students to come here and go back. (P2)

Adamınız yoksa ihalelerin yanına yaklaşamıyorsunuz. Devlet okullarında mevcut azsa ihaleyle veriliyor. Kaşla göz arasında oluyor. Siyasi bir yakın varsa tamam…Bize arsa öneriyor ıssız şehrin hemen hemen eteğinde arsalar öneriyor. Buralara öğrencilerin gelmesi gitmesi mümkün değil. (P2)

Then we find land which belongs to the state itself and we negotiate with the ministry. They say that they shall give that land to us but have to initiate a tender on it first. Well, if there is a tender, why should I agree with the ministry? I had better enter the tender. (P5)

Arsa buluyoruz hem de devletin arsası. Görüşüyoruz bakanlıkla. Burayı size verelim ama ihaleye açmamız gerek diyorlar. E ihale açtıktan sonra ben niye gideyim bakanlıkla anlaşma yapayım ki ihaleye girerim daha iyi. Öyle zorluklarımız var. (P5)

4.1.1.3 Teacher recruitment.

The participants were asked to express their perceptions of teacher recruitment after the transformation decision of *dershane*s into BHSs. They denoted that most of *dershane* teachers continued working at the same institutions after the transformation. *Dershane* teachers were connected to the ministry by law and they were appointed to the schools. However, particularly for practice hours, the schools recruited novice teachers. An excerpt from the interview with P1 presents the process:

Our teachers are the teachers with the same standard since we paid special attention to hire teachers to work in their branches. We appointed them all legally. When inspectors come, I just show them our folders and accounting documents. We are sure because we do not have any illegal teachers.

Öğretmenlerimiz aynı standarttaki öğretmenler. Çünkü biz öğretmenleri alırken branş öğretmenleri kendi branşında olsun istedik ona dikkat ettik. Hepsini de yasal olarak atamışız. Müfettişler geldiğinde hocam diyorum buyrun dosyalarımız orda muhasebe evraklarımız orda. İstediğiniz gibi inceleyin. Çünkü kaçak öğretmenimiz yok.

Furthermore, the participants talked about teacher recruitment for the courses which had not taught at *dershane*s such as English, Visual Arts, and Music. In this regard, $T1_1$ frankly shared his experiences as: *"Diğer görüştüğüm bütün kurumlarda adamlar "Hocam gelmenize gerek yok. Gelin işte aylık anlaşalım, bir şey anlaşalım, gelin bunu al git" gibi şeyler söyledi. Ve bunu söyleyenler de yine öğretmen yani."* *"In all other institutions I had an interview with, I was told that I did not need to come to school. They offered to have a monthly agreement to be present on the official papers, or so. And the ones who told me these are teachers, too".*

4.1.1.4 Arrangements in the physical infrastructure of dershanes to become a school.

The participants responded to the question how they arranged physical environment of *dershanes* after the transformation. The interviews were complemented with the observation of the physical environment of each case which will be described in detail later in this chapter under the theme "School Facilities".

Measures taken by the school board differed from each other. Having their own building which has also a garden, Case 1 continued to serve in their existing building, as P1 stated. He informed that their building met the physical conditions of a private school up to 500 students but they preferred to accept only 150 students. In regards to classrooms, he said that they did not make any changes, they have 15-20 students in each classroom. Furthermore, different than *dershane*, they turned one of the classrooms into a Science laboratory (used as a study hall) and another classroom into an indoor sports hall (used as a room where students had their lunch) at the

basement. They also had a Visual Arts and Music room, along with a library which was used for also different purposes such as group counseling, watching movies. Lastly, there was a praying room on the top floor.

Case 2 was located at the very center of the city on a boulevard in a commercial building. The school principal enunciated that albeit they were aware of physical deficiencies, they had to stay in that building for economic reasons because they could not find a building that met the requirements for physical conditions set by the ministry. There were almost 350 students at the school and class sizes were about 15. P2 reported that they did not change classrooms designs after the transformation but turned some of the classrooms into an indoor sports hall (used as cafeteria where students and teachers had their lunch), a library (used also as archive room and principal's room), a Visual Arts and Music classroom (which was locked, not in use), and a praying room.

Similarly, Case 3 was located at the center of the city on a boulevard. The school had its building. P3 depicted that after the detailed examination of floor plans by the ministry inspectors, they made necessary arrangements following the inspectors' suggestions within their existing building. There were more than 300 students, 15-16 students in each classroom. There were a Music and Visual Arts room (used as study hall) and a Science laboratory (used as study hall) at the school. There was not an indoor sports hall since the school signed a contract with a fitness center for a physical education course.

Different than other schools, Case 4 moved to a new building which met the physical requirements of being a private school two years after the transformation decision of *dershanes* into BHSs. T4$_3$ said that they served at a building within a housing estate and there was a market at the ground floor which lacked many physical facilities a school should have although the students were allowed to use basketball and football courts of the housing estate. P4 explained why they made such a decision before 2019:

Our point of view is different as I stated before. If were to think commercially, we would have stayed there but the physical environment really forced us. Children were unhappy and could not move freely. Now our current school building was constructed in accordance with the standards for opening a private school. Our old building was the building where we had our dershane. The physical conditions were not very good. We observed the case for two years, then we understood that a dershane building is not sufficient for a real school. Even this points out our vision. We could have stayed in that building with a low rent but it was not suitable schooling. Children are more comfortable now. For instance, we have rent the back yard so that children can play volleyball and basketball. Parents are comfortable with moving to this building, also.	*Bizim bakış açımız farklı dediğim gibi. Biz ticari baksaydık olaya orda kalırdık ama fiziki şartlar çok zorladı bizi. Çocuklar baktık çok huzursuz rahat hareket edemiyorlar. Şu an bu binayı kolej standartlarında yaptık...Eski binamız dershanemizin olduğu binaydı. Fiziki anlamda bizi zorluyordu. İki yıl gözledik baktık dershanenin olduğu binada okulculuk olmaz. Bu bile olaya nasıl baktığımızı gösteriyor. Biz orada daha düşük kirada durabilirdik ama orası okul değildi. Çocuklar da şimdi daha rahat. Mesela arka bahçeyi kiraladık. Sırf çocukların oyun alanı olsun basket sahası voleybol oynasın diye. Velilerimiz de rahat.*

There were 175 students at school and 16 students in each classroom. There was a volleyball and basketball court in the garden. There was also a cafeteria and a terrace on the top floor. There was an indoor sports hall in which students could play table soccer and table tennis in the basement. They also had a Science laboratory.

Lastly, after the transformation, Case 5 continued to serve at a building which did not have a garden at a low socio-economic-status district of Ankara. There was a market on the ground floor of the building. There were small companies around the school and a park opposite the school. The school had 150 students and the class sizes ranged between 15 and 20. As P5 revealed, after the transforming to BHS, they turned some of the classes into a library (used as a classroom), study hall, praying room, library, and Visual Arts and Music classroom (used as a classroom).

4.1.2 Drives behind the transformation decision of *dershane*s into BHSs.

The participants were consulted for their opinions about the drives behind the policy decision on the transformation of *dershanes* to BHSs. As the analysis of

qualitative data yielded, *political, economic, and legal factors* constituted a base for such a decision. According to P1, economic drives caused such a decision. He exemplified his argument as follows: *"Sadece bu okulda 2.3 milyon para dönüyor. Piyasada yasal olarak dönen parayı siz düşünün. Bir de bunun yasal olmayanı var onu hiç saymıyorum. Bu tamamen para kaygısıyla verilmiş bir karar. Birileri para kazansın diye.". "2.3 million liras are in question only in this school. Just imagine the amount of legal money in the market. There is also the illegal one, but I do not even mention it. This is a decision that was made only in pursuit of money so that somebody can earn money.".* A parent, V8$_{10,}$ similarly disclosed that the main drive behind the transformation decision of *dershanes* into BHSs was to lead parents to enroll their child to private schools. He exclaimed that public schools do not provide quality education as they did before 15-20 years ago, and this made parents search for alternatives to enable their child to become successful in the exam (UEE).

Furthermore, P2 interpreted the transformation decision of *dershanes* into BHSs from a political perspective. He addressed the conflict between the ruling party and a terrorist organization. As he underlined more than half of the schools and *dershanes* belonged to that organization. The government wanted to seize all the power and control; as a result, they made such a decision. Similarly, T3$_8$ noted that one of the main reasons behind the transformation decision of *dershanes* into BHSs was the government's struggle against institutional structuring of the terrorist organization in the field of education. In addition, while talking about the drives behind enrolling at Case 1, a 12th grader (S1$_{11}$) avowed that after the decree-law (Official Gazette dated 23rd of July 2016 and numbered 29779), his former school was closed since it was one of the educational institutions of the terrorist organization. Another student at Case 4 (S4$_6$) was transferred from military high school after the closing of military schools with the decree-law (Official Gazette dated 31st of July, 2016 and numbered 29787), he was placed to an Anatolian High School based on his *TEOG* (The Examination for Transition from Primary to Secondary Education) score. He exclaimed that he had problems with the teachers and students at the school since they had biases against him since he transferred from the military school; therefore, he wanted to change his school. among the

alternatives, he added, he preferred to enroll in a BHS not to meet such negative experiences.

Lastly, P1 alluded that *dershanes* which followed the formal procedures and accomplished legal duties (paying for employee insurance, not having unreported employee, reporting student numbers) transformed to BHSs. He clarified that there were almost 250 *dershanes* in Cankaya district and almost half of them had illegal practices so they were either closed or turned to private study centers. In regards to those centers, P2 remarked the problems about legal control of those institutions as:

I will mention an implementation now. The private study centers were allowed to offer a course with only one group. I, for instance, offered that course only on Mathematics. Well, what will the student do? Should s/he only go to the Mathematics course? So, you demand that you offer a course on Mathematics, they come and give you the license by checking the necessary criteria. It is written on the signboard as 'Study Center for Mathematics' but what about the reality? All courses are offered here and everybody is aware of this.	*Şimdi bir uygulamadan bahsedeceğim. Etüt merkezlerine tek gruptan kurs açma izni verildi. Ben mesela matematikten açtım diyelim bir tek matematik. E öğrenci napsın tek matematik kursuna mı gitsin. Gidiyorsun ben matematikten kurs açıcam diyorsun geliyor bakıyor kriterlere ruhsatı veriyor. Tabelada matematik kursu ama gerçekte? Tüm dersler veriliyor. Herkes de biliyor bunu.*

4.1.3 Differences with *dershane*.

Under the theme of transformation process, a third category was generated to represent differences between BHSs and *dershanes* based on perceptions of the participants. The sub-categories include student knowledge and attitudes, the aim of education, and responsibilities and working conditions of teachers.

4.1.3.1 Student knowledge and attitudes.

The participants were asked how *dershanes* and BHSs differed from each other. There were contradictory opinions with regards to student knowledge and attitudes. Some of the participants asserted that student knowledge level increased and they developed positive attitudes towards both schools and teachers. For example, a vice-principal at Case 3 exclaimed that students started to show respect and obeyed the disciplinary rules after the transformation. Similarly, $T4_1$ noted that

BHSs strengthened their power against students through student assessment. She added that since *dershane* teachers now gave grades to students, students started to show respect to teachers. Criticizing public schools, P4 elucidated that they used to work harder to teach curricular content within a limited time during *dershane* since students did not learn anything at public schools, yet, after the transformation, they had more time allocated for curricular activities; therefore, they helped students to develop a better understanding of the topics covered in the formal curricula.

In contrast to those perceptions, some of the participants complained about students. During the personal conversation, a Biology teacher at Case 4 stated that students used to study harder at *dershanes* since they knew that *dershanes* were the places where they learned something but now, they perceived these institutions like schools and did not study. P3 made similar criticisms and added that they had also problems with creating a disciplined school atmosphere since BHSs were private schools.

4.1.3.2 Aim of education.

The participants portrayed whether and how the aim of education changed after the transformation decision of *dershanes* into BHSs. As the findings revealed, the aim of education at BHSs was not that different from *dershanes* because they still taught exam content and test techniques to students, particularly to the 12th graders, along with curricular content. T2$_1$ underlined that the main focus of education was still the UEE at 12th-grade level, yet, at other grade levels, he mostly relied on curricular content. T5$_2$ similarly noted that while teaching at *dershane*, she used to design her instruction in accordance with the UEE but then she followed the formal curriculum as well as prepared her students for the UEE.

T3$_6$ who had five-year experience at *dershanes* also talked about aim of education at BHSs as:

In the Basic High School, the priority is always the national curriculum. If a student comes at the 12th-grade, actually he has learned the content taught at the 9th, 10th, and 11th grades and you just teach him the 12th grade subjects. What differs us from others then? We reinforce knowledge by administering tests. We are more systematic. In dershane, we used to cover the subjects very fast since the time was limited but now we have more time. We can both follow the curriculum and solve tests on those subjects.	*Temel Lisede ise öncelik her zaman milli eğitim müfredatıdır. Öğrenci 12'de temel liseye gelmişse aslında öğrenci 9 10 11 i biliyor sen 12'yi anlatıyor olursun. Farkımız ne testlerle konuyu pekiştirme şansımız var. Biraz daha sistemli gidiyorsunuz. Öbür tarafta süre kısıtlı daha hızlı gidiyorduk ama şimdi süremiz biraz daha fazla. Şu an hem müfredatı yetiştiriyoruz hem de test çözüyoruz.*

C5 interpreted the question from a student perspective. She uttered that students did not have to go to both school and *dershane* anymore since BHSs met the needs of students.

In contrast to those ideas mentioned above, during the observations (12th grade Math class at Case 2) the Math teacher castigated the educational system from a critical perspective by stating that:

I am against this system. I used to feel the same when I was in the dershane but somehow, we are a part of it. I cannot do another job. I am teaching and I love this. Dershanes were also bad but it is worse here. Students used to come here for only 2 hours, but now they are here the whole day. They are like in a cage. There is no break time, no Physical Education course and no music. There is nothing…But unfortunately, we have to question the system that creates and compels these conditions.	*Ben bu sisteme karşıyım. Dershaneyken de karşıydım. Ama bir şekilde parçasıyız. Başka bir iş yapamam. Öğretiyorum seviyorum bu işi. Dershaneler de kötüydü ama burası daha kötü. Normalde 2 saat gelip gidiyordu en azından şimdi sabahtan akşama burdalar. Kafese konulmuş gibiler. Ne teneffüs var ne beden eğitimi ne müzik…Hiçbir şey yok… Ama maalesef burada oturup bu koşulları yaratan bu koşullara mecbur bırakan sistemi de sorgulamamız gerekiyor.*

Bearing on this perspective, two of the school principals, P2 and P3, admitted that they did not educate students but just trained for the UEE as the education system required.

4.1.3.3 Responsibilities and working conditions of teachers.

Although it was not the intention of this study, the participants also voiced differences in responsibilities and working conditions of teachers. The interview and observation results demonstrated that different than their responsibilities at *dershanes*, teachers at BHSs followed the formal curricula and prepared students for the UEE through integrating exam content into their instruction and recitation hours. To clarify, each of the school had recitation hours in which students solved tests (multiple-choice questions on each subject-matter) and asked their questions to the teachers. Besides, teachers worked on publications of the schools, which were used as workbooks by the students. They also wrote multiple-choice questions for trial tests. In this regard, during personal conversations, most of the teachers complained about their working conditions, particularly when comparing themselves with teachers at public schools. To explain, they asserted that they had long working hours but earned less. An excerpt from the conversations complement those arguments: *"Dershaneyken daha çok çalışıyorduk ama şimdi de az değil MEB'de çalışan öğretmenlere kıyasla. Hem burada hem de etüt merkezinde çalışıyoruz. Maaşlarımız çok düşük. Teneffüste bile görüyorsunuz öğretmenler odasında durmuyoruz. Soru çözüyoruz." "We used to work far more in the dershane but it is not less now either when compared to the teachers who work at the MoNE. We work at both here and the study center. Our salaries are too low. As you see, we cannot stay in the teachers' room even in the break time. We always solve tests"* (Chemistry teacher, Case 5). Similarly, C5 unclothed her experience as:

...This is not pleasant at all. We are doing a job and there is a price for it. There should be. This is just labor exploitation. I am in such a situation that I am compelled to this. I work for 1500 TL. That is ridiculous. I continue until I get some experience, then I can change my workplace if possible. Our working hours are from 8 A.M. to 6 P.M. I do not have a lunch break. If I can find a short break whenever it is possible, I try to eat something. I cannot get fresh air. I come in the dark and leave in dark, too. I do a job that demands efforts. Despite these

...Hiçbir şekilde iç açıcı değil. Bir iş yapıyoruz. Bunun bir karşılığı var. Olmalı. Emek sömürüsü. Öyle bir aşamadaydım açıkçası mecbur kaldım. Komik bir ücrete çalışıyorum 1500 TLalıyorum. Çalışırım sonra deneyimim olur başka bir yer olursa oraya geçerim. Sabah 8 akşam 6. Öğle aram yok. Ne ara vakit bulabilirsem o ara yemek yiyorum. Hava almıyorum. Hava karanlıkken giriyorum karanlıkken çıkıyorum. Çaba gerektiren bir iş yapıyorum. Ağır koşullara rağmen bu para üzücü

heavy conditions, the salary is sad.   *oluyor. Öğretmenler de öyle aslında.*
Teachers are in the same situation. They   *Teneffüste bile soru çözüyorlar.*
solve students' tests even in break times.

Another problem mentioned by the teachers was about employee rights. They alleged that they did not have teacher identity cards; could not stay at teacher house by paying less as teachers at public schools; did not have the same pension rights. Dwelling on these points, $T4_1$ sadly whispered that although she worked hard to prepare students for the UEE even at breaks, she cannot afford to send her child to this school. P2 supported teachers' admonishment by stating that:

You pay the teacher 2000 TL and then you expect for the quality. You cannot develop anything unless the teachers' salary is at least as much as the doctors. What can a teacher do with 2000 TL? Should he think of the survival or the course? Moreover, the teacher should do the specialization. In other words, after studying for 4 years, he should be an intern for 3 years in his field and should have mentors during this time. Secondly, teachers who work in private schools work under really heavy conditions compared to the ones who work at public schools. The ones in public school leave the school when their courses are over. We do not have that chance. We cannot get sick. If the teacher is a mother at the same time, she cannot take care of her daughter. Conditions are bad and the salary is low.

Öğretmene 2000 TL maaş veriyorsun. Sonra kalite bekliyorsun. Öğretmen maaşları en az doktor kadar olmadıktan sonra ilerletemezsin. 2000 TL ile napsın öğretmen geçim mi düşünsün ders mi? Üstelik ihtisas da yapmalı öğretmen. Yani 4 yıl okuduktan sonra 3 yıl alanda staj yapmalı mentörleri olmalı. İkincisi öğretmen gerçekten ağır koşullarda çalışıyor. Özel okullardaki öğretmenlere milli eğitimdekine göre…milli eğitimde dersi bitti mi tıkır tıkır gidiyor. Bizde o şansı yok. Hastalanma şansı yok. Anneyse çocuğuna bakamıyor. Koşullar ağır. Getirisi az.

Contrary to those criticisms mentioned above, some of the participants contended that they had better working conditions at BHSs compared to *dershane*. For example, $T3_7$ asserted that she used to work about 50 hours in a week at *dershane* as if they were '*question answering machine*'. Similarly, $T2_1$ underlined that they worked both in weekdays and weekends at *dershane*, and had evening classes, also but they stayed at school till 5 P.M. at the latest after the transformation and they had weekends off. $T3_8$ shared the same views with others focusing on

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evening and weekend classes at *dershane*. However, he also challenged the attributed role of teachers at BHSs by asking:

Indeed, we are a being here who exists in the classes, the study hour and the recitation hour, in other words whenever the student asks for. If this place is a service industry, the teachers are the ones who serves the service. But what do we pay attention while hiring teachers? What do we prioritize? Only the content knowledge. What about her/his knowledge on other fields? What does student mean to these schools? We need to think about.	*Biz burada aslında bir varlığız derste etüt saatinde soru çözüm saatlerinde öğrenci her istediğinde var olanız. Burası bir hizmet sektörüyse o hizmeti aktaracak olanlar öğretmenler. Ama işe alımlarda sadece neye bakıyoruz alan sınavına. Peki alan dışındaki bilgisi? İdeal öğrenci tipi ne bu kurumların? Düşünmek gerek.*

Lastly, the participants remarked that they also had to complete some paperwork which they had not had to do while working as a *dershane* teacher. Hereof, some of the participants (T1$_1$, T1$_3$, P2, the vice principal at Case 3, T3$_7$, T4$_1$, T4$_3$, C5) unmasked how formal procedures were managed at BHSs including *filling out the classroom book, keeping the meeting minutes during department meetings, preparing exams and submitting the grades online via e-school, working with student clubs.* T4$_3$, the Visual Arts teacher, claimed that the grim reality was that most of BHSs had Visual Arts teachers on paper. C5 similarly avowed that:

The problem with the Basic High Schools is that there are both formal and informal versions of everything. We are responsible for the formal ones. At the same time, we have to maintain all informal stuff, too. In other words, we have responsibilities of both dershane and school bureaucracy.	*Temel Liselerin sıkıntısı şu: her şeyin bir resmisi var bir gayriresmisi ve resmi her şeyi yapmakla yükümlüyüz bir yandan da gayri resmi her şeyi iyi bir şekilde götürmeliyiz. Yani hem dershaneci hem okul bürokrasisi.*

In brief, as the results indicated, the transformation of *dershanes* into BHSs was a top-down policy change. *Dershane*s were not provided with adequate time and resources to prepare themselves for the transformation nor they got help from the MoNE which brought about some deficiencies regarding schooling process at BHSs such as the arrangement of physical conditions, elective courses, student clubs. Also, the definition of responsibilities of stakeholders, particularly teachers, caused some problems since the schools were not adequately informed and supported by the

MoNE during the transformation process. The school staff, mostly the principals of the schools, or colleagues working at public schools helped them accomplish formal procedures. In regards of differences between *dershanes* and BHSs, it can be interpreted that the transformation decision of *dershanes* into BHSs did not restructure *dershanes* but just added another function to them which is following the formal curriculum. Lastly, the transformation decision of *dershanes* into BHSs stirred some critical issues up such as aim of education at BHSs (which will be discussed in detail later in this chapter), working conditions of teachers, and carrying out official procedures.

4.2 Mission of the School

> "… schools are institutions established to help young people realize their best
> potentialities and to develop into wholesome personalities and useful
> citizens" (Stullken, 1953, p. 563)

This study aimed to understand the schooling process at BHSs; therefore, the missions of these schools were also investigated. Analysis of the qualitative data revealed that these schools had five main missions, namely, dual mission, academic-oriented missions, exam-oriented missions, non-academic missions, and profit-oriented missions (see Figure 11).
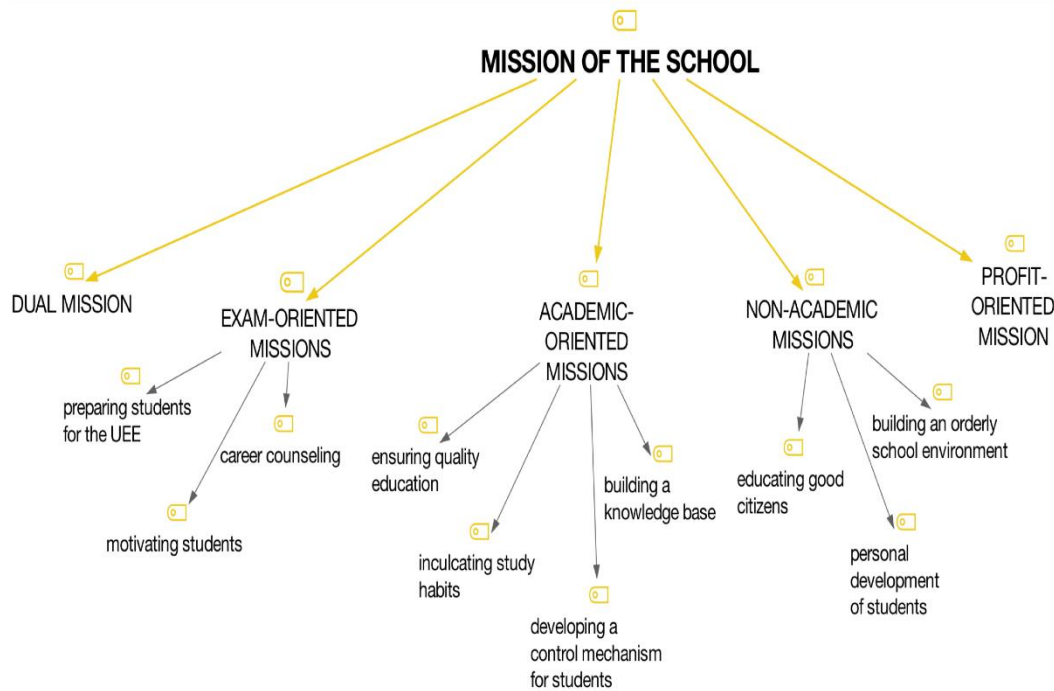
Figure 11. Categories and codes under the theme of mission of BHSs.

4.2.1 The dual mission of BHSs.

BHSs were the schools which used to serve as educational institutions that prepared high school students for the UEE. Therefore, it is important to understand how these schools integrated formal curricula and preparation for the UEE into their schooling process. In this context, the students contended that they both learned curricular content and test techniques in their classes. They further clarified that they had more course hours which enabled them to focus also on the exam content. S1$_4$ explained the process as followed:

We have two teachers for each of the course. For example, one of them teaches the Math content asked in the first session of the UEE, while the other covering the second session's content. One teacher is assigned for Physics and Chemistry courses. They allocate one of their class hours to teach LYS content (the exam content which is asked in the second session of the UEE) while teaching YGS content (the exam content which is asked in the first session of the UEE.

Şimdi her dersten iki tane hoca giriyor. MAT 1 MAT 2 şeklinde mesela. Bir hoca 12. sınıf konularını anlatıyor. Diğer bir hoca da mat 1 yani 9 ve 10'un konularını anlatıyor. Kimya ve fizikte bir hoca giriyor ama bir derste LYS kimya bir ders YGS kimya anlatıyor.

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$S1_3$ also asserted that she learned the curricular content but also reviewed the concepts she learned at the former grades. $S5_6$ similarly expressed that going to a BHS was like continuing to a school and *dershane* at the same time. On the other hand, $S4_8$ depicted the dual mission as: *"10. sınıf 11. sınıf okul gibi. Ama ders sayısı fazla. Geniş geniş detaylı bir şekilde işliyoruz konuları. 12. sınıf tamamen sınava yönelik."* *"The school functions as school at the 10th and 11th grades. But we have more course hours. We learn the topics in detail. The 12th grade, on the other hand, is completely to prepare students for the UEE."* In this regard, a 12th grader $S3_5$ listed the dual mission of BHSs as a strength of those schools.

Analysis of the teacher interviews complemented student perceptions. They noted that the aim of education at BHSs is to adapt an educational system which allowed students to learn the curricular content as well as to be prepared for the UEE by means of a variety of opportunities such as retention hours, trial tests, more course hours, test books, assignments. $T1_2$ depicted that the 12th grades had eight class hours for Math course: four hours to cover the 12th grade Math curriculum, four to review content covered at previous grades. She added that they could make changes in the sequence of the contents given in the formal curriculum and to implement drill activities (solving tests) since they had more course hours. Likewise, another Math teacher ($T3_6$) stressed that they followed the formal curriculum but their focus of instruction was the UEE. Addressing similar points, $T5_2$ also underlined that they did not teach exam content only in their classes but also in recitation hours and even during breaks. $T3_2$ summarized the mission of BHSs as: *"…Öğrencileri hem lise mezunu olmaya hak kazanacak bilgi becerilerle yetiştirmek hem de sınava hazırlamak şeklinde özetleyebiliriz."* *"…We can summarize it as raising students with knowledge and skills necessary to graduate from high school and preparing them for the UEE."*

Observation of classes and recitation hours yielded similar findings with the arguments mentioned above. To clarify, after introducing the topic, teachers mostly put the emphasis on the exam, e.g. *"Koloniler deyince ne aklımıza gelecek. Sorularda peltemsi diye de geçiyor. Biz pandolina ve volvoks kolonisi üzerinde duracağız. Sorularda bunlar çıkıyor"* *"What comes into our mind when we say*

colonies? Questions also refer to it as 'jellylike'. We will focus on the colony of pangolin and volvoks. These are mostly focused on in the questions." (field note from a classroom observation of 12th grade Biology class at Case 2) or worked on sample test items, e.g. *"The teacher presents the test items asked in the previous university entrance examinations"* (field note from a classroom observation of 12th grade Geography class at Case 4). In addition, trial tests were a part of the instruction as observed in most of the classes. For example, at the beginning of the class, the Physics teacher asked students their scores on the latest trial test they attended (field notes, 11th grade Physics class, Case 2). Further, during the observation of a Religious Culture and Moral Knowledge class, the students asked the teacher to explain the answer of a question which was asked in the trial test (field notes, 12th grade, Case 5).

An interesting finding of this study was that the focus of education differed in accordance with the grade levels. As the data portrayed, the 9th and 10th graders were basically taught the formal curricula, while the 11th graders followed the curricula along with preparation for the UEE. Different then these grade levels, the emphasis of education at the 12th-grade level was on the exam. T1$_2$, in this regard, alleged that they mostly relied on school-like activities at the 9th and 10th grades that students at those grade levels attended social activities; had Visual Arts course; had fewer course hours. She further added that their classroom practices were also different including assignments and teaching methods. She explicated her classroom practices as:

It is definitely not in the same structure at the 9th, 10th, and 11th grade levels. They learn the topic from us. While doing so, we make them solve the problems on the board. I ask them to do the research on the subject beforehand to enable them become familiar with the concepts…At the beginning of the class, we implement warming activities which include their prior knowledge on the content. After that, I lecture. I ask them questions. I give homework. I sometimes form groups to solve questions. It's like a race among them…

Ara gruplarda kesinlikle aynı yapıda değil. Ara gruplarda zaten direk, öğrenci ilk bizden öğrendiği için konuyu, hani tahtada işte onlara da çözdürüyoruz. Önceden konuyla ilgili bir araştırma yapıp, konuyu kendileri öğrenip gelmelerini ben genelde o şekilde yönlendiriyorum çocukları…Öyle bir ilk dersimizde böyle konuya bir ısınıyoruz. Onların geldiği bilgiler ile birlikte. Ondan sonra ders işleyiş şeklim yine konuyu ben anlatıyorum. Onlara soru soruyorum. Ödevlendirme yapıyorum. Derste hani gruplar halinde bazen böyle ikili, üçlü gruplu gruplar halinde bir soru çözdürüyorum. Bir yarış gibi oluyor aralarında…

Similarly, T3$_5$ noted that he used textbooks provided by the MoNE while giving homework to the 9th and 10th graders. Further, T2$_1$ contended that he integrated documentaries, movies, and videos into his instruction. Accordingly, S4$_8$ stated that they were treated as in schools at the 10th and 11th-grade levels but the 12th grade was to prepare students for the UEE. In this regard, S5$_4$ pointed out that the difference between grade levels started even at the 11th grade level. He exemplified that they used to watch movies while they were tenth graders. Supporting his ideas, S4$_4$ asserted that they basically followed the curriculum as in public schools but the 11th and 12th graders had a more loaded schedule since they were prepared for the UEE.

Another difference addressed by the participants was about recitation hours and trial tests. T1$_3$, for instance, said that after 3.30 P.M., the end of curriculum hours, the 12th graders stayed at the school for retention hours till 5.30 P.M. while others stayed till 4.30 P.M. S5$_4$ alleged that they did not have practice hours but the 12th graders had. Another student (S2$_1$) marked that the aim of practice hours for the 10th and 11th graders was mainly to build a knowledge base regarding the preparation for the UEE; whereas, they functioned as study hours to be prepared for the UEE at 12th-grade level. While talking about trial tests, T3$_4$ marked that the purpose of trial tests was to increase the number of correctly answered questions and to keep their

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focus on the exam at the 12th grade level, while it was to make freshman, sophomore, and junior students familiar with the trial tests. S5$_5$ also contended that trial tests they took covered the topics they had learned so far while *the trial test for the 12th graders was like the university entrance exam.* In this context, while the 12th graders took trial tests twice in a month, others attended in those sessions once in a month (P4).

Moreover, T3$_3$ underlined that student assessment was also different. She explained that they asked open-ended or essay type questions at the 9th and 10th-grade levels. She further exclaimed that exams at the 11th-grade level included both open-ended questions and multiple-choice test items, yet, the main focus at the 12th grade was to raise their test scores and make them solve the question in the shortest and fastest way. Supporting her ideas, P2 remarked that exams at the 10th and 11th grade were done in accordance with the procedures and principles regulated by the MoNE; while, multiple-choice test items were asked in the 12th grade exams.

4.2.2 Academic-oriented missions.

BHSs, as discussed above, were private educational institutions which prepared students for the UEE as well as followed the formal curricula. In this study, academic-oriented missions represented curricular missions as ensuring quality education, building a knowledge base, inculcating study habits, and developing a control mechanism for students.

4.2.2.1 Quality education.

All most half of the participants ($n = 34$) underlined that BHSs provided quality education to students while parsing about the mission of these schools. Here the term quality education used by the participants to represent the quality of teachers, efficient classes, and homogenous classrooms. To start with teacher quality, the participants claimed that teachers working at BHSs were both experienced in their field and had the necessary knowledge to transmit both curricular and exam-based content. S4$_4$ underlined that her school gave importance to teacher qualifications and knowledge to provide a good education for students.

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$S1_3$, who came from a private school at the 10th grade to Case 1, acknowledged that teachers at that school were highly experienced at teaching curriculum content and reviewing previous classes when necessary. Similarly, $S4_5$ depicted that teachers followed a systematic flow during the classes – introducing the topic, repeating when necessary, solving tests, which increased the efficiency in the classes. The teachers also delineated that teacher quality was a sine qua non for BHSs. $T4_1$ explicated that Case 4 had devoted teachers who perceived teaching as selfless service. Besides, C5 clarified that public schools might also have teachers who had the content knowledge but, in these schools, teachers were more competent in transferring knowledge to students. Further, all of the school principals specified having experienced and qualified teachers as their distinguished mission.

Next, bearing on his experiences at public schools regarding the classes, $S4_8$ narrated that teachers had never missed a class. $S5_6$ illustrated that their Math teacher left the school but the school immediately assigned them a substitute teacher. $S3_1$ marked that teachers answered their questions during the classes and explained unclear parts. Commenting on the student perceptions, C1 also stated that the school provided quality education to the students. He added that even one minute was critical for the students; therefore, they followed a highly-structured flow in the classes. In this regard, $T5_1$ remarked that at the beginning of each education year, all the teachers and the school board came together and developed strategies to increase efficiency in the classes. Similarly, $T1_2$ asserted that they collaborated with higher education institutions and organized seminars on effective teaching strategies for teachers. Moreover, $T3_2$ contended that they revised their program in accordance with the recent changes in the content of UEE. She expressed that they increased course hours for Turkish Language and Literacy course at the 12th-grade level. $S2_3$ also emphasized that they had more course hours even at the 10th and 11th grades compared to public schools. Besides, $S4_3$ depicted that during recitation hours, they solved tests to review the content and to get used to with the question types asked in the UEE.

Third, classrooms were formed based on students' scores on trial tests at BHSs. Despite a few criticisms drew upon homogenous classrooms, most of the participants advocated being placed in the same classroom with students at similar academic levels.

According to the participants, homogenous groups enabled both students and teachers to track on a plan that addresses the group ability rather than working on different plans to meet the needs of students with different academic backgrounds. $T5_1$ underlined that thanks to homogenous classrooms, they designed their instruction in accordance with student levels. Moreover, the participants explicated that students felt more comfortable in a group in which learning paces were almost the same. In this way, fast learners did not get bored while waiting for others and slow learners did not fear of being labeled as a low-achiever. $S5_6$ shared her experience: *"Mesela ben A sınıfındaydım o baya zeki öğrencilerin olduğu bir sınıftı. Ben de meslek lisesinden gelmişim. Ne kadar anlayabilirsin orada anlatılan dersleri. İşte mesela hoca soruyu yazıyordu hoca soruyu bitirdiğinde cevaplıyordu ben daha soruyu yazamamışken."* *"For instance, I was in Classroom A which consisted of intelligent students and I transferred from a vocational high school. How much you can understand the subjects covered in that class? To illustrate, the teacher was writing down a question on the board. One of the students used to answer the question by the time the teacher finished writing and me was still writing down the question".* $T3_6$ similarly commented on homogenous classrooms. She elucidated that thanks to homogenous classrooms, they adopted a lecturing strategy that satisfies the needs of all students. She further exclaimed that their aim was not only fulling the needs of high achievers rather keeping the slow learners on the track, also. Similarly, $T3_7$ reflected that homogenous groups permitted them to cover the content once in accordance with the learning pace of the students.

As a corollary, the participants enunciated that BHSs provide quality education by means of different academic practices. Some of them underlined that BHSs had to adopt such an education approach it since they were private high schools seeking for profit. For example, while talking about teacher quality, P1 elucidated that:

Since this is a private institution, you can also see that parents come here and ask about the quality of the teachers. If you have unqualified teachers, parents complain about it. Therefore, students determine our teachers' quality. We have merit so it does not change anything even if that teacher is our close friend. We conduct a survey twice a year, one in

Bütün öğretmenlerimiz zaten bir de özel sektör olduğu için buraya şimdi gelecek veli siz de şahit olursunuz şu hoca nasıl bu nasıl diye soruyor veli. Kötü yetersiz bir öğretmeni derse sokarsanız veli gelip hesap soruyor. Dolayısıyla öğretmenlerimizin kalitesini öğrenciler tescil ediyor. Bizde çünkü liyakat esas...dostumuz

November and the other in March. The survey conducted in November allows the teacher explains herself/himself to the students. If s/he is sufficient enough, s/he can continue in the process after November. The March survey, on the other hand, we determine the teachers whom we would continue within the upcoming year. The ones who do their job well stay with us.

da olsa olmaz. Yılda iki defa anket yapıyoruz. Kasım ayında mart ayında. Kasım ayında yaptığımız anketle öğretmen hem kendini çocuklara izah etmiş oluyor. Eğer yeterli ise o kasımdan sonraki süreçte de devam ediyor. Marttaki ankete göre de önümüzdeki yıl çalışacağımız öğretmenleri belirliyoruz. İşini iyi yapanlar kalıyor.

P3 supported those arguments by claiming that the teachers work too much to hold on to the institution, which makes private schools different than public schools. T3$_4$ also marked that since they worked at a private institution they had to work hard. She exclaimed that while she was working at public schools she did not have such a workload or when she got sick she did not lecture in her classes but at Case 3, she asserted that she had to complete the classes even she got sick. Similarly, S1$_5$ dwelled on the idea that private school forced teachers to overperform; otherwise, teachers knew that they would be fired.

4.2.2.2 Building a knowledge-base.

Another academic mission of the BHSs classified by the participants were creating a knowledge-base for students. T1$_3$ alleged that they constructed a knowledge-base for the students, particularly at the 9th and 10th grade levels so that they could handle with the exam preparation at following grades. T4$_3$ similarly depicted that BHSs had many advantages in regards to analyzing student needs and meeting them such as teaching basic knowledge to students before they started to study for the UEE. T5$_2$ verified that she taught only the logic of the content since students would learn the breadth of those topics at university.

Given the teacher perceptions, the students also confirmed that BHSs aimed at creating a knowledge-base. S2$_2$ marked that her teachers helped them grasp the main idea of a given content; by doing so, students felt more comfortable in following grade levels. Advocating her ideas, S4$_2$ noted that the mission of BHSs was to construct a knowledge-base starting from the 9th grade in order to ensure high success rates at the UEE. While talking about his experiences at public schools, S3$_3$

argued that their main aim was to build a knowledge base and to review the content of the previous grade levels which would lead an increase in the UEE scores of the students.

4.2.2.3 Inculcating study habit.

The findings unfolded that another academic-oriented mission of BHSs was to teach students how to study. P1 disclosed that recitation hours and homework assignments, which were mostly given from test books, helped students to learn systematic studying. During the interview with C1, he indicated that students expected him to motivate themselves for studying since they did not form such a habit at public schools. T34 addressed similar concerns. He argued that their central aim was to teach students how to study, particularly to the 9th and 10th graders so that they could follow a study plan and monitor themselves.

Student perceptions of teaching study habit as a fundamental mission at BHSs overlapped with teacher perceptions. In this regard, $S5_6$ uttered that the most eminent role of BHS in her schooling life is forming studying habit. Exemplifying how his studying habit changed after enrolling in BHS, $S4_5$ elucidated that he used to comprehend the content during the class when he was a student at a public high school, yet, then, he takes notes during the classes and highlights the unclear parts to review at home. Lastly, $S4_4$ specified to build studying habit as one of the strengths of BHSs.

4.2.2.4 The control mechanism for students.

A salient finding of the present study under this theme is monitoring students is one of the primary goals of BHSs. To clarify, P2 explicated that their main was monitoring students through homework assignments. Similarly, P3 asserted that each classroom had a homework chart on which assignments and due dates were specified. If they did not complete, he made students to stay after school hours.

Student progress was controlled mainly by teachers. Among teacher responsibilities were giving and controlling homework, monitoring student scores on

trial tests, and collaborating with the school board and school counselor. In this regard, $T5_3$ alleged that she gave homework in her classes and controlled whether students completed them or not in her next class. $T3_4$ similarly contended that they had a chart on which teachers wrote how many tests they wanted students to complete in due date. If one did not complete his/her homework, they sent text messages to parents. Or, she directed his/her to the school counselor. Accordingly, C2 elucidated that she carefully analyzed trial test scores of each student and tried to find out factors causing low scores. After considering student needs, also, she directs them to study with a teacher one-to-one.

Moreover, students also affirmed that monitoring students was one of the major purposes of education at BHSs. For instance, $S1_1$ disputed that when he did not accomplish homework, the school sent a text message to his parents. Further, comparing public schools with BHSs, $S2_1$, who was transferred from a vocational high school, voiced that she had not done her homework at previous school but then she completed each of her assignments because if she did not, teachers gave extra tests to be completed. Besides, students disclosed that their scores on trial tests were also monitored, as $S3_2$ depicted. He explained that based on his scores on trial tests, they stayed at the school for detention session. Or, the school counselor made them complete more tests on each of the wrong answers. Observations supported participant perceptions. For example, during a Literacy class (12th grade, Case 1), the teacher checked student homework at the beginning of the session. Similarly, at the beginning of the class (11th grade Physics class, Case 2), the teacher controlled the assignments and filled homework chart. Lastly, during the counseling hour at the 12th grade level, the school counselor (C4) controlled the students' homework. She sat at teachers' desk and students showed their homework, given from test books, one by one. She counted the number of questions and paraphed each of the pages. She announced that she would send a thank-you note to the parents whose children completed all the assignments.

4.2.3 Exam-oriented missions.

Another mission of BHSs emerged as exam-oriented missions. As the participants revealed, since these schools were transformed from *dershanes*, exam-

oriented practices were embedded in their schooling practices. Under this category, the findings are presented under the following sub-headings: preparation for the UEE, motivating students, and career counseling.

4.2.3.1 Preparing students for the UEE.

The participants mostly referred to preparing students for the UEE as the central aim of education at BHSs. To start with teacher perceptions, the teachers contended that their main aim was to help students to be placed at renowned universities. In this regard, $T1_2$ delineated that the education system in Turkey forced them to set such a goal. She underlined that they did not meet most of the social and personal needs of students yet focused on exam preparation. Similarly, $T2_1$ elucidated that, particularly at the 12th-grade level, he taught exam content in order for enabling students to correctly answer all the questions in the UEE. $T3_3$ supported these views. She noted that education at BHSs was exam-focused. $T4_1$ and $T4_2$ also marked that the chief mission of BHSs was to prepare students for the UEE. In this regard, the school principal at Case 4 reported that:

… we are busy. We are exam-oriented. While saying this, I mean one of our five words is the university. That is our goal. We need to motivate students for this. That is why I do not want to make them tired with the projects or so. If we do, we do the best but I do not think that is necessary now. Those kinds of projects should be in middle school. I think that a student in high school thinks more academically.

…yoğunuz. Biz sınav odaklıyız. Sınav odaklı derken beş kelimemizden biri üniversite. Hedefimiz o. Çocukları o moda sokmak gerek. Öyle olunca çocukları projeydi bilmem neydi yormak istemiyorum. Yapamaz mıyız en alasını yaparız ama şu an gerek olduğunu düşünmüyorum. Onlar biraz daha ortaokulda kalsın. Çocuk lisede artık akademik düşünsün diye düşünüyorum.

Comparing Case 3 with another BHS at which he had worked, $T3_5$ highlighted the difference between missions of those schools. He asserted that the BHS he had previously worked aimed only at training students to be placed at a higher education institution but this school, Case 3, capacitated students to be placed at universities and departments they wanted to get education. Concerning student needs, $T5_2$ connoted that the critical point in preparing students for the UEE was not only helping them to be placed at a university rather facilitating them to get higher education at departments they would be happy.

Student perceptions conceded similar findings with teacher perceptions. To illustrate, $S1_1$ and $S1_2$ listed preparing students for the UEE as the primary aim of BHSs. Bearing on similar arguments, the 12th graders defined BHSs as *dershane*. While referring the exam-oriented missions of BHSs, the students at Case 2 ($S2_2$ and $S2_3$) drew attention to the fact that their school not only aimed at placing them to a higher education institution but to one of the leading universities. $S3_7$ accentuated that BHSs aimed to increase the capacity of every single student while assisting them during preparation for the UEE. Other than focusing higher education, $S4_4$ depicted that the central focus of education was to provide them with the chance to get a good job. Contrasting public schools with BHSs, $S5_3$ marked following points: *"...üniversiteye hazırlamak. Devletin okullarındaki gibi değil de üniversite sistemine uygun bir şekilde. Başka amaç yok bence!"* *"...preparing for the UEE, not like at public schools but in accordance with the examination system. To me, these schools do not have any other aim!"*

Perceptions of the school principals were intertwined with other stakeholders. In this regard, P2 said that their main aim was to prepare students for the UEE. He also explicated their exam-focus practices other than practice hours and trial tests as:

The main purpose of our school is to place students in universities. For the 12th graders, we have an intense training program to review the previous grades' content before the semester begins so that students do not have problems while learning the 12th grade content. The MoNE basically aims to educate students but we just provide instruction. We evaluate our success based on the number of students who are placed to the university. Public schools do not have such responsibility. We, for example, have intense programs especially one month before the exam. We start revisions. We ask students the topics they did not understand until that day. We ask then teachers to review that content in those classes. This takes 15 days. After these 15 days, students take an exam (a trial test) every day.

Okulumuzun temel amacı üniversiteye öğrenci yerleştirmek. 12.sınıfta dönem başında öğrencileri 1.5 ay ön eğitime alıp eksikleri tamamlarız bir alt sınıftan eksiği kalmasın yeni sınıfta rahat etsin diye…Milli eğitimin temel amacı eğitim-öğretim bizimki sadece öğretim. Biz üniversiteye öğrenci soktukça ne kadar başarılı olduksa hedefimiz büyüyor devlet okullarının öyle bir şeyi yok. Devlet okullarında mesela iyi okulların iyi öğrencileri yine bize geldi…Bizim mesela yoğun eğitim programlarımız olur. Sınava 1 ay kala. Tekrarlara gireriz. Öğrencilere sorarız eksiğiniz nedir şu ana kadar işlenen konularda. Öğretmenlere deriz şu sınıfta şu konu eksik tamamlayalım diye. 15 gün sürer bu. 15 gün sonunda her gün sınav olurlar.

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P3 similarly stressed that BHSs intended to serve as a school which helps students to become successful at the UEE. He proudly showed a list that included the names of 20 students who had been placed among the top 1000 in the previous UEE. Likewise, P4 affirmed that they were still in the form of *dershane* with a different cover. He highlighted that they met the expectations of both students and parents, in this regard. Supporting him, the parents ($V2_{10}$, $V3_{10}$, $V4_{10}$, $V6_{11B}$, $V2_{12B}$, $V3_{12B}$) also alleged that the hub of education at BHSs was to prepare students for the UEE.

Complementing interviews, field notes also revealed that the focal point of education at BHSs is the UEE. To clarify, teachers worked on sample questions that were asked in previous exams. Or, they highlighted key points that are important in the exam. For example, in a Math class (12th grade, Case 2), the teacher informed me that he solved 450 questions only while was teaching derivatives and integral. In another class, the teacher distributed tests to the students on the topic 'Pressure and Mole' to be completed till the end of class (12th grade Chemistry class, Case 4). While completing the test, one of the students said that he came across a similar question in the previous year's UEE. In this context, a Chemistry teacher solved the questions asked in the previous years' UEE about alkynes (12th grade, Case 5). Likewise, during a Math class (12th grade level, Case 1), the teacher taught a short and simple way to solve the questions about derivatives and integral.

Lastly, some of the participants interpreted this mission of BHSs from a critical perspective. During personal conversations with eight of the 12th graders at Case 1, the students accused the education system of causing educational inequalities. An excerpt from the discussion portrays their views:

S₆: The ones who have money get education!

S₈: Hocam, there are no students in Anatolian High Schools now. The ones who have money transfer to the Basic High Schools. The ones who do not have money will not study at all. And the government gives incentive which is just 3500 TL. The dershane fee is 20000 TL. What can a poor student do?

S₄: Hocam the state policy of our government now is to privatize education so that the rich ones can get education and the poor ones cannot. I have a friend at a public high school. He worked for 3 months in summer in order to pay for the dershane fee. And the government is responsible for this case. There used to be dershanes in the past. A student would go to the dershane even if he could not go to the private school.

S₃: …and the dershanes did not used to be so expensive in the past. Hocam, I have a friend. We were in the same classroom. His financial status was not so good. He went to a private school in the 11ᵗʰ grade. He wanted to continue when he started the 12ᵗʰ grade but he could not due to financial problems. He has to go back to XXX (a public high school) now. He says the cheapest dershane costs 10000 TL. Now he has to prepare for the exam there. However, the dershane fees were half price a few years ago. Now it is almost three times more.

S₆: Parası olan okuyor!

S₈: Hocam Anadolu liselerinde öğrenci kalmadı. Parası olan temel liseye gidiyor. Olmayan okumayacak. Bir de utanmadan teşvik parası veriyorlar. 3500 TL. Ki dershane 20000 TL. Fakir adam ne yapsın okuyor!

S₄: Hocam devletimizin izlediği şu andaki politika eğitimi özelleştirmek zenginler okusun fakirler okumasın. Şu anda yani parası olmayan öğrenci…benim arkadaşım var devlet lisesinde dershaneye gidebilmek için yazın 3 ay çalıştı ve bu hale gelmesinin sorumlusu devlet. Eskiden dershaneler vardı. Özel okula gidemese bile dershaneye gidebiliyordu.

S₃: …ve dershaneler de çok pahalı olmuyordu…Hocam benim bir arkadaşım var… onunla aynı sınıftaydık. Durumları biraz iyi değildi. 11'de özele gitti. 12'ye başladığında devam etmek istedi ama bazı maddi durumlardan kaynaklı özele gidemedi. Şu anda XXX'e (devlet lisesine) geri döndü. En ucuz dershane kanka diyor 10000 TL. O çocuk şimdi orda sınava hazırlanmak durumunda kaldı. Ama bir iki sene öncesine kadar dershaneler yarı fiyatıydı şimdi iki üç katına çıktı.

During a personal conversation, the Biology teacher (male, Case 4) also alleged that: *"Dershaneler orta ve alt ekonomik sınıftaki ailelerin gittiği yerlerdi. Şimdi gidemiyorlar. Zenginin okuduğu kapitalist bir düzenin parçası olduk."* *"Dershanes used to be the places where low- and middle-class families would go. Now they cannot. We have become a part of the capitalist system in which the rich get education."* (Notes from the personal conversations).

Interpreting the issue, from parent perspective, T5$_1$ depicted that parents had difficulties in affording the school fee. S5$_6$ shared her case as:

I came so enthusiastically…My family's financial status was not that good and they have three school-age children. For instance, I spent all my internship money for school fee and my father paid the remaining price. They are paying debts, they have three kids studying and pay for the dershane fee, it is difficult for them to afford. I was really enthusiastic when I came here. My dad asked me if I could manage. I get really sad for my family's efforts if I do not enter a university. I do not get very sad about anything else. I can try again but I have to manage it this year.	*O kadar hevesle geldim ki. Bir de ailemin maddi durumu var üç çocuk okuyor falan. Mesela ben staj paramın hepsini buraya verdim babam üstünü tamamladı. Sonuçta kredi falan ödüyorlar onların yanı sıra üç çocuk artı dershane zor tabi onlar için de. Buraya geldiğimde çok hevesliydim. Babam yapabilecek misin dedi ben zaten üniversiteyi kazanamasam en çok ailemin verdiği emeklere üzülürüm diğer türlü hiçbir şekilde çok üzülmem tekrar deneyebilirim ama bu sene yapmam gerekiyor.*

Moreover, P2 presented the problems at public schools. He exclaimed that almost half of the 12th graders transferred to BHSs from the best Anatolian high schools in Ankara in order to be prepared for the UEE. As an opponent of private schools in an education system, T3$_7$ similarly purported that most of the 12th graders in their school came from the best Anatolian high schools to step forward in the competitive education system. Likewise, S2$_1$ elucidated that they had an advantage over their friends at public schools with regards to exam preparation. She illustrated that if they were not satisfied with the teacher, they submitted a petition to the school board and changed the teacher.

4.2.3.2 Motivating students.

Another exam-oriented missions of BHSs is motivating students. In this regard, two of the parents uttered (V3$_{11B}$ and V4$_{11B}$) that motivating students to study was one of the strengths of BHSs. Accordingly, the students claimed that teachers motivated students to study even when students were unwilling to study, as S14 voiced. Similarly, another student (S3$_4$) remarked that teachers encouraged students to study for the UEE. Teachers used homework as a trigger, in this regard. One of the students (S2$_4$) expressed that when students did not complete their homework, teachers gave more tests to be completed. As another student (S2$_3$) depicted, organizing social activities was also a way of motivating students to study. To

illustrate, teachers went to the cinema or had lunch with students if they finished their homework (T3$_4$). Or, teachers talked to each student individually after school when they observed a student struggling with exam preparation (T5$_1$). Lastly, a studying camp (motivation camp as they referred) was organized in the mid-term break (Case 1, Case 3, and Case 4) at a hotel. During the camp, students attended in seminars – mostly about overcoming test anxiety and professions – and they took trial tests. Teachers led them during the camp. They also enjoyed the holiday through various social activities.

4.2.3.3 Career counseling.

The last exam-oriented mission of BHSs is career counseling mostly provided by school counselors. In other words, the school counselors directed students to the professions in accordance with student abilities and interest (S4$_4$). S1$_7$ connoted that all of his teachers knew the needs and interests of each student; therefore, students were directed towards suitable jobs for them. S1$_6$ disclosed that the mission of BHSs was to *lead us to the suitable professions according to our interests.* Following quotation taken from the interview with S2$_5$ summarizes student perceptions: "*Yani iyi bir bölüm yeterli değil iyi bir üniversite olması gerekiyor. İş imkanının daha iyi olduğu bölümlere yönlendirme var hem aile hem okul tarafından. Yani daha gerçekçi olmasını sağlıyorlar seçimlerimizin.*" "*In other words, a good department is not enough. A good university is also needed. Both the school and the family direct us to the departments in which job opportunities are much better. Namely, they make our choices more realistic*".

Approving the student perceptions, the teachers categorized career counseling as an exam-oriented mission. C5 briefly outlined the school mission as preparing students for the UEE and assisting them on their university preferences. According to C2 the prominent aim of education at BHSs was to diagnose the needs and interests of each student so that they could guide students to decide on the profession that fitted in their interests and abilities. In this regard, as the fields notes I took during a counseling hour at Case 2 unveiled, the counselor had administered the Career Clusters Interest Survey at the previous week and that session was designed to discuss the results of the survey. The counselor asked each student the inventory result. The students shared the survey results. The observation notes divulged that

student interests and parent expectations did not match. To explain, parents wanted their children to prefer standing professions such as lawyer, doctor, and engineering while neglecting student interests and abilities. Another noteworthy finding was some of the students wanted to get education at the departments which guarantee high salaries to its candidates after graduation. Supporting those field notes, T3$_3$ depicted that they directed students to the professions in line with their abilities and interests despite the parents who expected their children to become lawyers, and doctors. She added that this was one of the difficulties they faced while accomplishing goals of the school.

4.2.4 Non-academic missions.

Schools are the places where students learn certain types of behaviors and develop attitudes in addition to learning curricular content. As a high school, BHSs also had non-academic missions, as the data revealed. Among those missions are educating good citizens, maintaining discipline, and personal development of students.

4.2.4.1 Educating good citizens.

One of the non-academic missions of BHSs is educating good citizens, as the students depicted (S4$_3$, S5$_1$, S5$_3$). T3$_1$, in this context, explained the mission of Case 3 as: *"Vatana ve millete bir kişi kazandırsak bizim için kar amaçlı. Herşeyden önce insanlığın geleceği için, çocuğu yetiştirmeliyiz amaçlı bir okul" "It is a profit for us if we can raise a person for the nation and this is a school with the purpose of raising the kid for the human future."*

T3$_4$ also alleged that their aim was to educate good and respectful individuals. T3$_6$ emphasized the importance of educating students as functioning individuals of the society. Similarly, T4$_1$ defined students as future citizens; therefore, she added, they valued to develop good student behaviors. On the other hand, T5$_3$ underlined that they aimed at developing citizenship consciousness at all grade levels, except for the 12th grade. She claimed that the school functioned as *dershane* for the 12th graders. Accordingly, P5 delineated that:

Our mission is to train individuals who can transfer the culture that he gains into behavior. We are not just teaching, we are educating because it is one of the districts of Ankara which need education. Since it is a district with low socioeconomic status, the children here need education. At the same time, we are trying to raise them as individuals who have a sufficient capacity to represent our country nationally and internationally.	*Bizim misyonumuz aldığı kültürü davranış haline getirebilen bireyler yetiştirmeye çalışıyoruz. Sadece öğretim değil eğitim de veriyoruz. Çünkü burası Ankara'nın gerçekten eğitime en muhtaç olan ilçelerinden bir tanesi. Çünkü sosyoekonomik durumu iyi olmayan bir bölge olduğu için buradaki çocukların eğitime ihtiyaçları var. Aynı zamanda ıı ülkemizi hem ülke içinde hem yurtdışında temsil edebilecek yeterli kapasiteye sahip bireyler olarak yetiştirmek için uğraşıyoruz.*

Furthermore, only two of the participants (P4 and C2) underlined that while educating students as good citizens, it was important to make them happy. Two of the 12th graders at Case 1 ($S1_9$ and $S1_{11}$) claimed that BHSs provided students a flexible school environment in which students were eager to study, felt comfortable, and were educated as conscious citizens. One of the parents ($V2_{11A}$) also marked that she preferred to send her daughter to Case 4 because she wanted her child to be educated as a happy individual and a good citizen who respected people and the values of the society and was honest.

In respect to the cruxes cited above, the following selection from the interview with $T5_1$ summarizes the participant perceptions: *Primarily, we want to raise educated individuals. I, personally, want the student to be a productive member of the society after graduating from here. University comes secondly for me. Educating and teaching are not institutional. Therefore, if we teach the students here to be the right person, an intellectual individual and a good citizen, this means we achieved something.*	*...Ama öncelikli olarak biz eğitimli bireyler yetiştirmek istiyoruz. Kendi adıma öğrencinin en azından buradan mezun olduktan sonra topluma faydalı olmasını isterim. Sonra üniversite geliyor benim için. Eğitim ve öğretim kurumsal değil o nedenle biz buradaki öğrencilere en azından doğru insan entelektüel insan iyi vatandaş olmayı öğretirsek en büyük faydayı sağlamışız demektir.*

Contrary to those views, there were a few participants who anatomized this mission of the school through critical lenses. To illustrate, $S1_3$ told that the school did not teach them any type of behavior rather they focus on the UEE. Similarly, $S3_7$ expounded that only a few teachers contributed both academic and personal development of the

students yet the school, in general, only provided academic education to prepare students for the UEE. Supporting his views, T3$_3$ admitted that albeit she valued educating students as one of the well-functioning gears of the society, she had to design her instruction that fitted to exam-oriented missions of the school. The ugly truth, as P3voiced, was that they trained students in accordance with the requirements of the current examination system. As a summary, T3$_8$ articulated the disputable issue as:

We are not rising a whole-person. We are just an intermediate structure (anatomy). The relationship between teaching and the educational institution is contradictory. The purpose is to make them study constantly. We are not shaping the future in these schools. Firstly, the educational philosophy is wrong. I mean there is a problem in the educational system. This problem can even be seen in teacher training.	*Komple bir birey yetiştirme yok yani. Ara bir formuz biz. Evet. Öğretmek ya da eğitim kurumu arasındaki ilişki çok ters. Sürekli çalıştırmak amaç. Geleceği şekillendirmiyoruz bu okullarda. Eğitim felsefesi yanlış bir defa. Eğitim sisteminde sorun var yani. Hatta öğretmen eğitiminde de bu anlamda sorun var.*

4.2.4.2 Building an orderly school environment.

Building an orderly school environment emerges as one of the non-academic missions of BHSs. Here, an orderly school environment is "where teachers set high goals and student respond positively and work hard to achieve these goals" (Uline, Wolsey, Tschannen-Moran, & Lin, 2010, p. 600) Interviews and observations disclosed that there were certain school rules to be followed at BHSs, either to eliminate disruptive student behavior or to increase the achievement level of students. In this regard, in the advertisement brochures of Case 1, it was informed that the institution prioritized monitoring student progress and maintaining discipline in their schools. Supporting it, S1$_3$ explained that the mission of the school was to ensure discipline by means of strict control of recitation hours and student progress. In contrast, S1$_{10}$ contended that *"...bence burada bir eğitim yok öğretim var. Eğitim nedir hani belirli bir disipline bir kişiliğe sahip olmamızdır. Burada ondan çok başarıya odaklı burası bir okuldan çok bir şeylerin öğretildiği bir yer." "...there is no education but teaching here. What is education? It requires a certain discipline and development of personality. Rather than this, this school mostly focused on success. It is a place where something is taught rather than a school.".*

Moreover, $T3_4$ compared public schools and BHSs and exclaimed that discipline in school was fostered through strict monitoring of students. In this regard, she added, the school board and the school principal collaborated with teachers. She illustrated that the founder of the school authorized teachers to make students wear school uniform. She also indicated that school principal himself walked through the classrooms to control whether female students wore make-up or male students had a beard. In addition, as the Biology teacher remarked they called parents if the child lacked discipline, then they made a decision at the discipline committee.

A noticeable finding of the present study was that discipline was one of the most referred missions at Case 2. In other words, all the stakeholders stated that discipline was an indispensable characteristic of the school. All of the interviewed students ($S2_1$, $S2_2$, $S2_3$, $S2_4$, $S2_5$), for instance, purported that the teachers, the school principal, and even the founder of the school controlled their homework, trial test scores, and absenteeism. They added that the school rules were strictly applied. Accordingly, $T2_1$ reported that the students were not allowed to use smartphones; smoke; go out during breaks. He further marked that homework was their red line that if a student did not complete his/her homework s/he had to do more tests. Addressing school discipline, $T2_2$ also elucidated that student homework was carefully controlled which helped students to build effective study habits. She underlined that the disciplined school environment helped the students to develop adaptive strategies for their future work environment.

4.2.4.3 Personal development of students.

Another mission of BHSs was ensuring the personal development of students, although it was mentioned by only a few participants. For instance, $S3_3$ connoted that the school provided them with such a school climate in which students felt comfortable while sharing their views about an issue. He stressed that in this way, they learned to respect others' views. Similarly, $S3_8$ avowed that the school did not only aimed at placing students to the top universities but also helped students to develop a worldview.

Moreover, $T1_3$ elucidated following issues:

From my point of view, there is no such thing as everyone will study in METU, or in GAZİ University but they should be sensitive individuals at the universities they go. I mean, everybody's ideology is different. However, this ideology should not come to existence blindly, without ever reading, without developing a different perspective. So, they should not only be interested in Mustafa Kemal Atatürk. Let them know Alparslan, Melikşah…They should not have the idea that the topics which are out of the exam content are not important so they do not need to know them.	*Benim gözümde herkes ODTÜ'de okuyacak, herkes Gazi'de okuyacak diye bir şey yok. Ama gittikleri üniversitede duyarlı bireyler olsunlar. Yani atıyorum, her insanın ideolojisi farklıdır. Ama bu ideoloji körü körüne, hani hiç okumadan, hiç farklı bir bakış açısı geliştirmeden olmasınlar. Yani sadece Mustafa Kemal Atatürk'e ilgi duymasınlar. Alparslanı'da bilsinler, Melikşah'ı da bilsinler…Sınavda şu çıkacak benim bu konuyu bilmem gerekiyor diğerleri önemli değil mantığı olmasın.*

Specifying differences between *dershane* and BHSs, T3$_3$ alluded that the hub of education at *dershane* had been teaching students how to do a test while after the transformation, they had to function also as a school so that they aimed at broadening student visions through integrating various activities in their classes like student presentations. Those activities enabled students to develop presentation skills, speaking skills, as well as self-confidence, she continued.

4.2.5 Profit-oriented missions.

The last mission of BHSs emerged as profit-oriented missions. During the interviews, most of the participants defined these schools as profit-oriented institutions under different themes including the mission of the school, responsibilities, expectations, and relations at school. In regards of school mission, S1$_1$ and S3$_8$ (during personal interviews) exclaimed that the only aim of BHSs was to ensure more student admissions for the following year by advertising names of students who were placed to a university. C5 and T3$_4$ drew attention to the same issue as:

As dershanes, BHSs also aimed to train students to be placed at a good university and to make the correct preferences. That is, it. They (students) are placed to top departments so that the school become recognized. (C5)	*Özel tüm dershanelerde olduğu gibi temel liselerde amaç iyi bir yer kazandırmak iyi tercihler yapmasına yardımcı olmak. Bu yani. İyi bir bölüm kazansınlar ismimiz iyi olsun.* (C5)
Students ranking the highest…Without their success you can neither become recognized nor make profit (T3₄)	*Dereceye giren öğrenciler. Başarı olmadan çünkü hiçbir şekilde isim duyuramazsın. Kar elde edemezsin (T3₄)*

Besides, the school principals noted that since BHSs are categorized as private schools, they had commercial concerns. P1 reported that:

Because if you become very idealistic, you stay out of the system. Most of our institutions are idealistic or rather consisting of idealistic managers, but we are concerned about saving the day because the system excludes the idealist ones. Let's take the admissions until the exam, fill the classes, teach as much as possible until the exam, take new student admissions after the exam. The institution is also approaching the event commercially. They are interested in how much profit has been made. I do fix everything on my own. I walk in every floor and take care of everything. I pay my teachers whatever they deserve. I prepare the bills monthly and pay taxes. However, in the end, it depends on how much profit we make.	*Çünkü çok idealist olursanız sistemin dışında kalıyorsunuz. Bizim kurumlarımızın çoğu idealist daha doğrusu idealist yöneticilerden oluşuyor ama sistem idealist olanı dışladığı için günü kurtarmanın derdindeyiz. Sınava kadar kayıtları alalım sınıfları dolduralım sınava kadar vereceğimizi verelim sınavdan sonra yeni kayıt yapalım yeni bir dönem kurum da ticari yaklaşıyor olaya. Ne kadar kar yaptığınla ilgileniyor. Ben her şeyi kendim tamir ediyorum. Katları geziyorum. Her şeyle ilgileniyorum. Öğretmenlerime haklarını veriyorum. Aylık faturamı kesiyorum. Vergimi ödüyorum. Ama sonuçta geldiğimiz nokta ne kadar kar yaptığımıza bağlı oluyor.*

Underlying their primary aim, *as a rooted institution whose founders are educators*, was to educate students, P3 also indicated that money was a concern to afford school expenses including teacher salaries, school publications. Similarly, P4 emphasized that they had commercial concerns, but their concerns about education are greater.

In conclusion, the findings revealed that the prevailing aim of education at BHSs is to prepare students for the UEE. Different than *dershanes*, however, these schools were like an integration of schools and *dershanes* that provide students and

their parents with the opportunity to be prepared for the UEE and get high school diploma at the same institution as T1₃ reported: "*Onun dışında, gereksiz yorulmuyor çocuk baktığınız zaman. Hem okula gideyim, okuldan koştur koştur dershaneye yetişmem lazım. Dershane sınavı var, gibi bir mantık olmuyor. Tek türlü çalışıyor.*" "*Apart from that, the kid does not get tired unnecessarily. There is no such thing as going to school, then going to the dershane and taking the dershane exam. He just studies one way*". Similarly, accepting the exam reality in our education system, C5 enunciated that BHSs many advantages in terms of integrating school and *dershane* under the same roof so that students did not have to shuttle between school and *dershane*. In this regard, since almost all of the teachers had experience at *dershanes*, they were familiar with the exam system, they equipped students with the knowledge and techniques that work best to get a higher score at UEE. Moreover, monitoring students to increase their performance was another mission of BHSs. Different than other schools, students' absenteeism, homework, exam scores, trial test scores, and even after school hours were under the strict 'surveillance' of teachers and school administration. By doing so, they inculcated study habits in students. Further, the findings revealed that these schools also guided students to make the right career choice. Lastly, explicitly or implicitly, these schools transmitted certain values and attitudes to students through teachers, activities, and even school design and facilities. For instance, school rules were posted on each floor at Case 2, and student names who violated those rules were disclosed to deter others from doing the same. Or, Atatürk's posters and his sayings were posted through the school corridors of Case 3. It can be claimed that such posts promote a certain perspective or school climate that represent the school mission. Lastly, the participants disclosed that fierce criticisms about BHSs were not fair. They argued that it is the system that forced them to adopt such an understanding of schooling, as S3₇ voiced: "*Genel sistem yanlış olduğu için eleştiriyi okullara öğretmenlere öğrencilere yüklemek doğru değil. Zaten sistem yanlış biz de sisteme ayak uydurmaya çalışıyoruz.*" "*Since the system is wrong, it is not right to place criticism on schools, teachers, and students (at BHSs). The system is already wrong and we are trying to keep up with it.*". Bearing on this critical perspective, P2 remarked that "*Bugünkü kuşak 10 yıl sonra 20 yıl sonra iş hayatında olacak o zaman asıl sorunu yaşayacağız.*" "*Today's*

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*generation will be active in the labor force 10 or 20 years later, then we will have
the real problem".*

4.3 School Facilities at Basic High Schools

"In many ways our knowledge of what makes a good school greatly exceeds our
knowledge of how to apply that knowledge in programs of school improvement to
make schools good" (Reynolds, & Cremers,1990, p. 2)

BHS is a type of private high school which held school status after the
policy decision that entered into force in 2014. After the policy decision, many of
dershanes were closed and some were transformed into BHSs most of which
continued to serve at their existing building. However, the scholarly literature
underlines the impact of school facilities on not only student performance but also on
motivation, discipline, and interactions (Earthman, 2004; Evans, 2006; Lackney,
2005). Therefore, it is critical to portray school facilities at BHSs. Moreover, many
design-related facilities such as outdoor spaces, ample entrances, meeting rooms
have been classified as influential factors on student achievement (e.g. Tanner, 2009;
Tanner, & Lackney, 2006; Uline, & Tschannen-Moran, 2008).

Grounded in the school effectiveness research, this theme presents the
findings of school facilities in each case under the following categories: outdoor
facilities and indoor facilities (see Figure 12). Here, it is important to note that, since
the focal point of this study is not an in-depth examination of school facilities at
BHSs, a general picture of school facilities at those schools is portrayed.
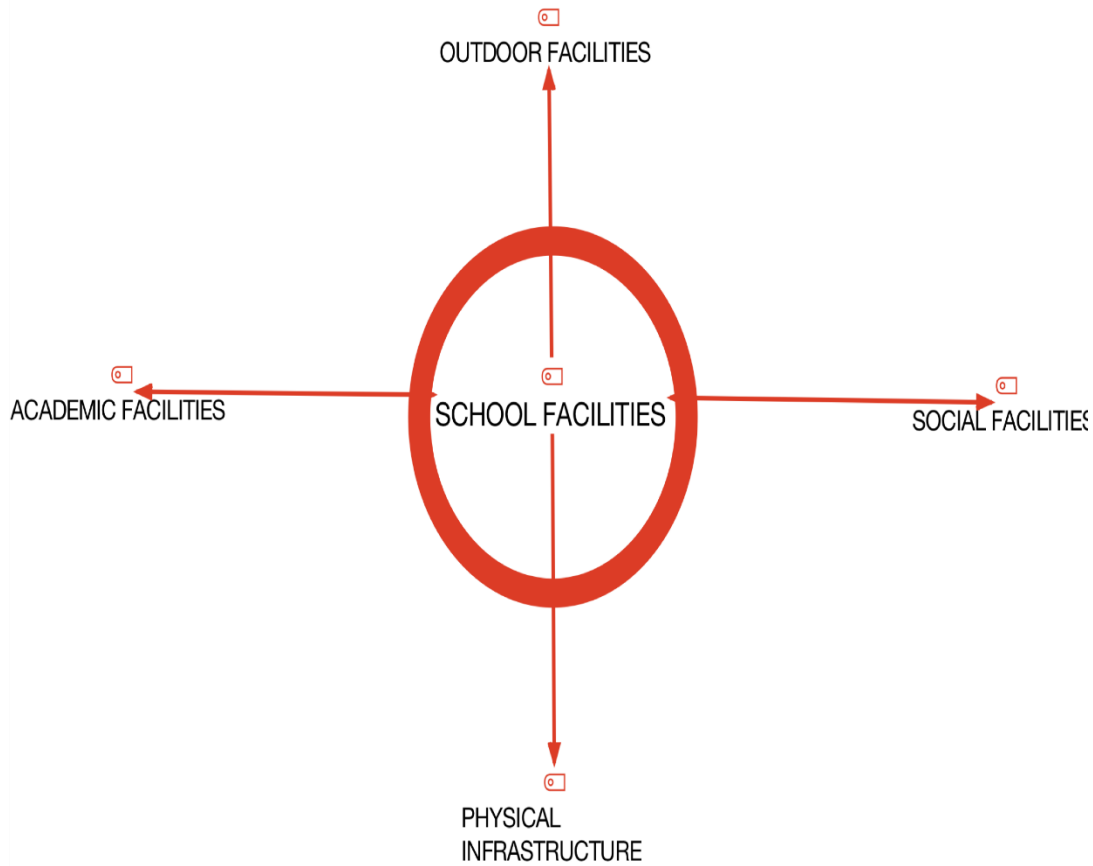
Figure 12. Categories under the theme of school facilities at BHS.

4.3.1 Outdoor facilities.

Outdoor facilities refer to any type of facility outside of the school building including location of the school and school garden (if any). In this regard, each of the cases in the present study is thoroughly described below.

Case 1

Case 1 was located on a side street in Cankaya, Bahçelievler district which is rich in social facilities such as cafes, restaurants, and shopping stores, and it is very close to the subway station. Most of the students lived in that neighborhood. $S1_1$ stressed that the location of the school allowed them to socialize. In comparison of other BHSs in Kızılay, $S1_{10}$ alluded that he felt lucky because at least they could go out during breaks and lunch hours.

Furthermore, the school had its building which has a small grassy garden – approximately 20 m^2- in the entrance. The garden was fenced. There was a bench in the garden. There were four floors in the apartment. A board on which a quotation of Atatürk "All my hope is in youth!" was posted outside of the school building. Besides, the names of the students and the universities they placed based on the last year's university exam scores were posted on the wall, right beside the entrance door next to which the school signboard was placed, also. The entrance door was a standard apartment entrance door on which the motto of the school posted. There were cameras placed around the building. Moreover, Case 1 had also a backyard which was used only by teachers. It is about 20 m2 and there was a bench. The fire escape door was opened to the backyard. Teachers talked and smoked during the breaks in the backyard.

Observations and interviews made at Case 1 disclosed that students went out to the garden during the breaks and lunch hours. $S2_2$ student asserted that they went out to the garden when the weather was good. Similarly, $S1_3$ alleged that they talked with their friends and got some fresh air during breaks in the garden. The observation notes yielded similar findings. There were a few students in the garden talking to each other. In addition, a few students were walking around or smoking right across the building. The interviews with students, as well as the school counselor, supported the observation notes that the 12th graders were allowed to go across the building during long breaks.

On the other hand, the observations unfolded that despite a few students who went out to the garden during breaks, most of the students stayed inside the building since the garden was small and there was only a bench but nothing to play in the garden. $S1_1$, $S1_3$, and $S1_{10}$ alleged that there was a bigger school garden in their former schools. Only two of the students ($S1_9$ and $S1_{11}$) exclaimed that a bigger garden would be better; however, they underlined that it was not a big problem for them because they had to study hard for the UEE. $S1_{11}$ even added that he consciously preferred that school since there was nothing for students but to study.

An interesting finding of this study is that contrary to student perceptions, the teachers and the school principals marked the importance of having a garden. To clarify, P1 affirmed that their prime advantage would be having a bigger school garden for

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students to go out during breaks. $T1_2$ and $T1_3$ underlined the need for a garden. C1 briefly summarized that:

There is not a place for students to hang out in the break times. There are no areas for them to energize or to play ball because the building is just a block of apartments. Children may have difficulties in terms of the context since their house is a block of apartments and their school is, too.	*Teneffüslerde öğrencilerin bahçede gezelim diyecekleri bir alan yok. Enerjilerini atma top oynama gibi bir alanları mevcut değil. Neticede bina apartman…Çocuklarda bağlam farkı çok oluşmuyor olabilir. Sonuçta ev de apartman okul da apartman.*

Case 2

Case 2 was located in Kızılay, on a boulevard at the very center of the city, in a commercial building. The school used four of the floors in the building. There were offices and shops in the building. There were other commercial buildings, shopping centers, offices, and cafes around the building. The subway station was only a few steps away from the school which was reported as an advantage by both students and teachers. $S2_5$ enunciated that the location of the school had many advantages in terms of transportation, alternatives to have lunch, and going out with friends. C2 similarly contended that the students did not complain about the location of the school rather they were happy; however, she affirmed that the building was not appropriate for schooling: "*İster istemez bu iş merkezlerine sıkışmış durumdayız." "Inevitably we are stuck in these business centers",* she voiced.

Located on a street in a commercial building, Case 2, therefore, did not have a garden. The school shared the same entrance with others in the building. The building was monitored through a video surveillance system. Five students were interviewed and only one of them ($S2_5$) noted the garden as an aspect to be improved at the school. He said that he had needed to go out during breaks when he first came to this school but he also underlined that at the 12th-grade level, he did not need a garden at the school to study more for the UEE. The others ($S2_1$, $S2_2$, $S2_3$, $S2_4$) uttered that the school's not having a garden was not a deficiency of the school; on the contrary, since they could focus more on the classes, it was an advantage for them.

Opposed to student views, the Geography teacher (T2$_1$) connoted that:

Now we're making the place where the students just stayed for two or three hours in the past a school. That is not something good. Students are just at the age of energy. While they should study in schools with a garden, football and basketball fields, they are just stuck in a building and trying to prepare for the university exam. This affects their physical appearance, too. Most of them get fat. It is really bad that they are stuck in a building. They should be in a school with a large playground. They spend their whole life here, in this building but it did not use to be like this in the past. They used to go to school, do sports and then come to the dershane for 2-3 hours. They would be here until noon or the afternoon. However, they have to be here all day now. That is why they go home exhausted.

...Tam dershaneden bozma öğrencilerin sadece hani daha önceden iki üç saat kalıp gittikleri yeri şimdi okul haline getiriyoruz. Bu iyi bir şey değil yani. Öğrenciler şimdi tam hoplama zıplama çağlarında. Onlar böyle bahçesi olan futbol sahası basketbol sahası olan yerlerde böyle okullarını bitirmek zorundayken şimdi bir binaya tıkılıp üniversite sınavına hazırlanmaya çalışıyorlar. Böylelikle şeylerinden baya fiziki görünüşlerinden baya bir kaybediyorlar çoğu şişmanlıyor kilo alıyor ondan sonra...bence şey anlamında öğrencilerin böyle bir yere tıkılması anlamında çok kötü oldu. Böyle geniş bir oynaması okula gitmesi gerekirken. Burda okul niyetine bütün hayatını geçiriyor ama daha önceden öyle değildi. Okula gidiyordu spor yapıyordu bilmem ne yapıyordu bir de burda iki üç saat ders görüyordu. Hafta sonu öğleye kadar öğleden sonraya kadar falan ama şimdi bütün gününü burda geçirmek zorunda ve eve yorgun argın gidiyor yani.

Case 3

Like Case 2, Case 3 was located in Kızılay, on a street. The school owned a nine-floored building. There are other commercial buildings, shops, cafes, and bars around the school. Case 3 was very close to the subway station. Although the students did not depict any complaint about the location of the school, two of the teachers drew attention to the security problem. The physics teacher (T3$_5$), in this regard, reported that especially parents were concerned about the safety of their children. The Math teacher (T3$_6$) addressed a similar problem. She elucidated that after the recent terror attacks in Kızılay, the safety of students had become a crucial problem to be considered. She suggested moving all educational institutions in Kızılay to far from the city center. The vice-principal asserted that: *"Temel Lise burası aslında çok okul değil. Kızılayın ortasında binada. Dershane ve okul gibi bir*

yer." "This is Basic High School so it is not like a real school and that it is just a building which looked like a dershane and a school in the middle of Kızılay."

Moreover, while talking about lunch hours, $S3_1$ alleged that they ate fast food at lunch since there were mostly fast-food restaurants around the school. Likewise, during the observation of a History class, the students argued that they had to eat fast-food which is unhealthy and expensive for them. Another 10th grade, $S3_2$, in contrast, marked that since the school was in Kızılay, they easily found a place to have lunch.

Besides, the school did not have a garden. Contrary to the perceptions of the school location, the participants were more critical about the garden. All of the eight student interviewees ($S3_1$, $S3_2$, $S3_3$, $S3_4$, $S3_5$, $S3_6$, $S3_7$, and $S3_8$), even the 12th graders, voiced that they needed a garden. $S3_1$ marked that she got bored since she could not go out during breaks. $S3_2$ similarly emphasized that they needed to go out during breaks and they shared this with the school board. $S3_3$, in this regard, noted that students could not spend their energy since they did not go out in their break time. Similarly, $S3_6$ and $S3_7$ affirmed that they needed to spend their energy on something. In addition, during a break, I had a personal conversation with the 11th graders. We talked about the details of the study. They complained about the physical facilities of the school. One of the students said that *"Burası bir bina, okul değil. Teneffüslerde dışarı çıkmak istiyoruz. Bu binada kilitli kalmış gibiyiz!" "This is a building, not a school. We want to go out during breaks. We are like locked up in this building.".*

Supporting student views, the teachers underlined the need for a school garden. The Biology teacher ($T3_1$) disclosed that the students needed a school garden to spend their energy since they were at school for the whole day, as the literacy teacher ($T3_3$) remarked. Accordingly, both of the physics teachers ($T3_4$ and $T3_5$) avowed that the school garden was necessary also to eliminate disruptive student behaviors during breaks. The History teacher ($T3_7$) reported that to compensate for the lack of garden, they organized within school activities which allowed students to chill out. During the personal conversations with the philosophy teacher, while blaming the system which pushed people (parents and students) for such alternatives,

he asked the following critical question: *"Bahçesi olmayan bir okul düşünebilir misiniz?" "Can you imagine a school without a garden?"* Lastly, drawing attention to special days, P3 reported that they could not celebrate special days since they did not have a garden.

Case 4

The school was located in Yenimahalle. They moved to this building to meet to criteria set by the MoNE in order to regulate physical conditions and facilities at private schools. There were offices, repair-shops, apartments, and schools in the neighborhood. There was an auto showroom next to the school. Opposite of the school, there was a private middle school. Also, there was another private high school near the school. Most of the students lived in the neighborhood; therefore, they could go home during lunch hours, with permission of their parents.

There were three floors and a terrace in the building. The school had a garden which is surrounded by metal fences. In the front garden, there was a cabin for the security staff. In the backyard, there was a volleyball and a basketball court. The observation notes revealed that there was a ceremony in the garden, they read out the National Anthem (*İstiklal Marşı)* and the school principal made a speech on Mondays and Fridays. In addition, some of the students went out to the garden during breaks: they played basketball, or just walked around with their friends. However, most of the students stayed inside the school. The History teacher (T4$_1$) reported that most of the students went out to the garden if the weather was good. She added that since students could go out during breaks, they were more focused during the classes. The physics teacher (T4$_2$) and the Visual Arts teacher (T4$_3$) also responded that students went out during breaks and played basketball or volleyball in the garden. The school principal, in this regard, asserted that he was aware of student needs; therefore, before moving to this building, he also rented the back yard to build a playground for the students. He added that even himself went out and played with the students during breaks.

The students dwelled on similar points with their teachers. They alleged that they went out to the garden and played with their friends, especially when the weather was good. Among eight students ($S4_1$, $S4_2$, $S4_3$, $S4_4$, $S4_5$, $S4_6$, $S4_7$, $S4_8$) only $S4_8$ contended that although the school had a garden, he did not need to go out during breaks, instead, they preferred to go to canteen.

Case 5

This school was located in a low SES district of Altındağ, Ankara. In the neighborhood, there were shanties, furniture companies, markets, and stores. Next to the school building, there was a small dye factory; therefore, when the classroom windows were opened, the smell of the dye was pervaded into the classrooms (based on a field note taken during the Biology class and student interviews). There was a supermarket next to the school building which teachers and students mostly shopped. Opposite of the school, there was a park. However, as the participants reported, there were drug users and homeless people in the neighborhood, so the neighborhood was not safe. Some of the students and teachers had a bad experience like snatching, verbal and even physical abuse, as the school counselor (C5) voiced. The literacy teacher ($T5_1$) also reported safety problems derived from the location of the school. $S5_2$ drew attention to the same problem. She uttered that they could not go out during lunch hours due to the unsafe neighborhood. $S5_4$ also avowed that there were glue-sniffers and drug users around the school. bearing on similar problems, $S5_5$ and $S5_6$ uttered that they could not go out during lunch hours.

The school used a third-floor building which did not have a garden. C5 connoted that at the beginning of the semester, she had asked students their school-related problems and needs. All most all of the students, particularly the 10th and 11th graders, underlined the need for a garden, she avowed. To clarify, since the school did not have a garden, the students could not go out during breaks or lunch hours -only the students whose parents gave consent could go out during lunch hours-. $T5_1$, likewise, emphasized that not having a garden at a school was a critical problem at BHSs. Accordingly, $T5_3$ delineated that students could not spend their energies since they could not go out during breaks. Moreover, student perceptions yielded similar findings. They reported that they needed to go out during breaks to get some fresh air or to play. They felt as if they were

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in jail, an 11th-grade male student depicted. In contrast, two of the students ($S5_1$ and $S5_6$) alleged that they did not mind not having a garden at the school.

4.3.2 Physical Infrastructure.

Given the picture of outdoor facilities of the cases, indoor facilities were also pictured. Firstly, a general depiction of within school environment was made for each of the cases.

Case 1

There was a security guard at the entrance of the building. He was sitting on a small desk on the right side of the entrance. On the left side, there was Atatürk's corner including Turkish National Anthem, Turkish flag, Atatürk's bust, his address to Turkish youth, and a quotation of him "*It is the education that makes a nation live as a free, independent, glorious and noble society, or that abandons into slavery and poverty*." On the right side of the entrance hall, there were an information desk, guest's hall, and the rooms of administrative staff which had window walls. There were cameras and speakers placed in the building, and there was a TV in the guests' hall which screens security footages of each floor including back and front yards. There were also student cabinets in which students' mobile phones were locked during school hours. Next, test books were displayed on a bookshelf.

On the basement, there was a cafeteria in which snacks, toast, cold and hot beverages, and daily food for lunch were sold. There was also an indoor sports hall and a laboratory on the basement. On the first floor, there were classrooms of the 12th graders and the teachers' room in which there was a long wooden table and 12 chairs around it. There were 18 cabinets and two racks. Teachers were also provided with a water dispenser and hot water for tea/coffee/ In addition, there was a clock on the wall. On the second floor, there were classrooms of the 12th and 11th graders and the school counselor's room. On the third floor, the 11th and 9th graders were placed. Lastly, on the top floor, there were two classrooms for the 10th graders, a library, an arts hall, and a praying room. Through the school corridors, there were informative notes posted about the new exam system and the institution. Also, the academic calendar of the school year,

poets and proses written by the students about July the 15th and the foundation of the Republic of Turkey, Atatürk's portrait, and Turkish flags were presented in the school corridors.

Case 2

Case 2 was placed at a commercial building. There was a security staff in the entrance and there were two lifts. The entrance of the school was on the 4th floor where there were classrooms, an information desk, secretary, accountant's office, the office of the founder, and a study hall. There was also a kitchen on this floor in which coffee, tea, or hot drinks were served to teachers by a female worker. There was also a table in the kitchen so that teachers could sit and have their drinks during breaks and lunch hours. Also, a corner was designed to remember Atatürk on his death anniversary and students' writings about the 10th of November and poems about Atatürk was posted on a wall. His pictures were also posted. Red cloves were placed on the corner for the memory of Atatürk. On the third floor, there were two teachers' rooms – one for the Social Science teachers and the other for the Science teachers – which included a table and chairs, a TV, a bookshelf, a water dispenser, and a clock on the wall, the counselor's room, a printing room, a study hall for recitation hours, and a canteen. The 5th floor included only the Visual Arts room and an empty classroom. On the 6th floor, classrooms, an archive room which was used by the school principal, an indoor sports hall – in which home-made food is served during lunch for teachers and students -, and a praying room were placed. On the top floor, there were classrooms, a canteen, the counselor's room, and a library. The school rules and announcements (exam dates, trial test dates) were posted through the school corridors. Lastly, there were cameras and speakers on each floor.

Case 3

Case 3 had also a security staff at the entrance of the building. There were two elevators to the upper floors. There were cameras in and outside of the school building. On the 1st floor, there were principal's room, counselor's room, administrative staffs' room, and the canteen in which daily fast food, home-made food, and drinks were served. To note, there was also a game of table soccer for students in the canteen. Next to the elevator, there was a big photo taken at a visit to Anıtkabir of the school members

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including teachers, students, principals, and other employers and under the photo, there was a note "We are a big family!". On the 1st floor, there was also Atatürk corner including Turkish National Anthem, Atatürk's address to the youth, Turkish Flag, Atatürk's portrait, and a quotation of him: "*Our true mentor in life is science*" The classrooms of the12th graders were on the 2nd, 3rd, and 4th floors. Music and Visual Arts room was on the 2nd floor; the laboratory on the 3rd floor; the teachers' room on the 4th floor. There were two long tables with more than 30 chairs in the teachers' room in which a TV, water dispenser, hot water for tea/coffee, teacher cabinets, maps and models, Atatürk's portrait and his address to the youth, as well as Turkish National Anthem, was placed. Other graders were placed to the 5th and 6th floors. On the 5th floor, there was also the school counselors' room and an archive room. On the 6th floors, there was the other school counselor's room. Lastly, the 7th floor was used as the publication office. Moreover, on each floor, there was an assistant principal desk. They had a table, a chair, a computer, and a note board. Besides, through the school corridors, there were notice boards on which informative posts about the new exam system and announcements of exam dates were posted. In addition, exam rules to be followed during trial tests and key for the latest trial tests were posted. There were 'Honors Boards' on each floor that presents the list of graduates who achieved to be ranked among the top 1000 in the previous UEE. Next, Atatürk's portrait was posted on each floor.

Case 4

Case 4 had a cabin in the front yard for the security staff. On the ground floor, there were principal's office, administrative staff's offices, a kitchen in which hot drinks were served by a female worker, and a quests' hall in which posters and booklets were exhibited to inform parents about the UEE, the school mission, and schooling practices. In addition, there was a big board on which student drawings were presented. Also, a corner was designed as Atatürk's corner including Atatürk's portrait, Turkish National Anthem, Atatürk's address to the youth and a quotation of him "*Our true mentor in life is science*". Through the corridors of the ground floor, students' works in memory of his death were exhibited.

On the 1ˢᵗ floor, there were classrooms and the teachers' room. There was a big table in the middle of the teachers' room and there were 21 chairs. There was a water dispenser at the back of the room under the rack, next to the notice board on which announcements were posted. There was a bookshelf for tests and maps. There was also an Atatürk's portrait and a clock on the wall. Besides, there were also teacher cabinets. The classrooms and the counselor's room were placed on the 2ⁿᵈ floor. On the 3ʳᵈ floor, on the other hand, there were only classrooms. Besides, on the top floor, there was a big cafeteria which was opened to a terrace. Home-made food and fast food as well drinks and snacks were served at the cafeteria. On the basement, there were empty rooms one of which included a game of table soccer and a game of table tennis. Lastly, there were paintings hanged through the school corridors. Also, there were notes posted on the wall to motivate students to keep studying such as "You are going to be successful!", "Do not give up!",

Case 5

The last case, Case 5 also had a security staff at the entrance of the school. On the 1ˢᵗ floor, administrative staff and two classrooms were placed. There was also a small kitchen in which a female worker made tea and coffee for teachers and other school staff. She also cooked lunch to be served to the administrative staff. The Atatürk's corner was in the entrance of the first floor which included his portrait, Turkish National Anthem, his address to the youth, and a quotation of him "*Our true mentor in life is science*". On the second floor, there were classrooms, two study halls, teachers' room, a library, and a Music and Visual Arts room. The teachers' room was very small, approximately $10m^2$. There were not any windows in the room. It was all surrounded by a window wall. There was a table for 10 people and there were cabinets for each teacher. There was a big informative poster about July the 15ᵗʰ next to the teachers' room. On the 3ʳᵈ floor, there were classrooms, a praying room, a cafeteria which was opened to a terrace, in which a couple cooks for lunch for both teachers and students. They also serve fast-food, drinks, and snacks.

4.3.3 Academic facilities.

This category represents the facilities used by teachers and students for teaching-learning purposes. Science laboratories, study halls, library, sports hall, Visual Arts and Music room, and classrooms are described under this topic.

4.3.3.1 Science laboratories.

Science laboratories are one of the most important features of schools which seek academic excellence. They allow students and teachers to work on scientific or technological research through controlling conditions. The advantages of using laboratories, particularly to teach Science, have been evidenced in the literature (e.g. Brinson, 2015; Hofstein, & Lunetta, 1982). All the schools in this multiple-case study had a room named as laboratory yet used for different purposes. For example, Case 1 had a laboratory in the basement. There were experiment tables and some lab equipment but there were also unused materials and furniture in the room. This laboratory was used for recitation hours. Similarly, laboratories at other schools were either empty (as in Case 2 and Case 4) or used as study halls (as in Case 3 and Case 5).

When the student perceptions were analyzed, it is interpreted that they did not want to learn Science in laboratories, particularly the 12th graders. Comparing public schools with BHSs, S2$_3$ and S2$_5$ alleged that they did not use laboratories either in public schools. The physics teacher (Case 2), during personal conversations, similarly marked that laboratories were not only a problem of BHSs; but in public schools, they are either empty or full with some unused stuff. In addition, building his argument in preparation for the UEE, S3$_6$ asserted that he would not prefer learning Science at laboratories, it was like wasting time, he added. Moreover, S4$_8$ noted that the aim of education at BHSs was not teaching students Science through experiments instead preparing them for the UEE; therefore, having a laboratory at BHSs or not was no problem for him. Likewise, S5$_3$ contended that laboratories were unnecessary at BHSs since these schools were transformed from *dershanes* to train students for the UEE. Differently, S4$_1$ claimed that they did not use laboratories but

their teacher made classroom experiments. Supporting his views, the physics teacher (T42) reported that she made experiments at the 9th and 10th graders.

4.3.3.2 Study halls.

BHSs were the schools which follow the formal curricula and were allowed to implement recitation hours in which students were prepared for the UEE. In this regard, four of the schools in the present study had at least one study hall which enabled students to work individually or in groups.

Case 1 used the laboratory as a study hall. It was in the basement next to the cafeteria so the students also had lunch there. Case 2 had a study hall on each floor which were designed as classrooms. Case 3 had two big study halls which were transformed from a Music and Visual Arts room and a laboratory. Lastly, Case 5 had two study halls on the second floor: one was labeled as a laboratory, the other was very small in which there were a desk and four chairs. On the other hand, Case 4 did not have an extra room for recitation hours instead students used their classrooms as study halls during those hours.

4.3.3.3 Library.

School libraries were another important feature of schools where a variety of resources are available for the use of students, teachers, or other staff. The literature is rich in scholarly research that attaches student achievement with school libraries (e.g. Lance, & Russel, 2004; Small, Shanahan, & Stasak, 2010); therefore, it is important to examine how libraries are used at BHSs. In this regard, there was a library on the 4thfloor at Case 1; however, there were only test books, two tables, and bookshelves in this room. Case 2 also had a library on the 7th floor but it was used as a classroom. Case 3 and Case 4 did not have a library. Case 5, on the other hand, had a library but it was used as a classroom. On the back of the classroom, there was a table and a bookshelf in which test books and textbooks provided by the MoNE placed.

4.3.3.4 Indoor sports hall.

The scholarly literature on the impacts of physical education and sport (PES) on students discloses that there are many benefits of PES on students' not only physical competences but also social skills (Bailey, 2006; Kirk, 2005); however, none of the cases in the present study offered PES course because the physical environment of those schools was not appropriate for implementing PES course. Case 1, indeed, had an indoor sports room on the basement but it is used as room where students had their lunch. Case 2 had an indoor sports hall but it was used as a room where students and teachers had their lunch. Case 4 also had such a room in the basement in which there were a game of table soccer and a game of table tennis. Case 5 did not have such a classroom. Case 3, different than other schools, contracted a fitness center near the school instead of having an indoor sports hall, as the vice-principal reported.

P1 depicted that in order to enable students to spend their energy; thus, to prevent disorder during breaks, PES was necessary. Bearing on similar arguments, P3 alleged that they wanted to move a new building before 2019 which had a sports hall and a garden. $T4_1$ asserted that a real sports hall needed at school. She explained that there was an indoor sports hall in which students played table tennis and table soccer during breaks. Similarly, $S4_7$ exclaimed that he played table tennis during breaks in the indoor sports hall.

An interesting finding of this study was that most of the students did not complain about not having a sports hall. They argued that their main aim was to prepare for the UEE; therefore, doing sports was wasting time for them. Moreover, they alleged that although public schools had such facilities, they were not effectively used. Only a few students uttered that sports facilities should be improved at BHSs. In this regard, $S4_1$ noted that they had to sit in the classrooms during lunch hours. Likewise, $S4_8$ alluded that: *"Yani okul bir bahçesi spor tesisi ne biliyim bir yemekhanesi olan…yani öğrencinin orda vakit geçirebileceği bir alan…burada öyle bir alan yok…"* *"I mean, a school is a place which has a garden, a sports hall, a cafeteria...In other words, a place where students spend their spare time...".*

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4.3.3.5 Visual arts and music room.

BHSs are given the preference of implementing either Visuals Arts or Music as an elective course. In this regard, Case 1 implemented Visual Arts course. A male teacher who was graduated from the Faculty of Fine Arts at Hacettepe University worked as the Visual Arts teacher. The previous year, as he mentioned, he taught Music and formed a music group which attended a high school music competition. He added that they got the best voice award. He alleged that he designed a Visual Arts and Music room with the support of the school founder. The room was on the 4th floor and there were two pear cushions, two drawing canvases, a projection machine, and a guitar in the room.

Case 2, on the other, had such a room, but the room was not in use. It was on the 5th floor where there were also other offices. The school principal conceded that they had Visual Arts and Music course on paper but they did not implement those courses.

Case 3 also had a Visual Arts and Music room but it was used as a study hall. There were cubical desks in the room. Students studied in this room during after school hours. In addition, any Visual Arts or Music class was observed nor any teacher who offered these courses was met during a week. Supporting this, $S3_5$ and $T3_7$ avowed that they had those courses on paper.

Furthermore, Case 4, as Case 1, has a Visual Arts teacher. She was graduated from the Department of Art Teaching at Gazi University. She said that the school did not have a Visual Arts room but they were working on a project with the school principal to design an art room. In this regard, it is noteworthy that although they did not have a room for art classes, a corner was designed on the ground floor to exhibit students' paintings.

Lastly, Case 5 has a classroom named "Visual Arts and Music Room" yet used as a classroom. However, there was a Visual Arts teacher at the school. She taught all the grade levels, except for the 12th graders. The literacy teacher ($T5_1$) marked that an Art room was needed for students to relax. She further reported that

particularly the 12th graders only focused on the exam and neglected other aspects of education.

4.3.3.6 Classrooms

Classroom design has been accepted as an important feature of school facilities (e.g. Martin, 2002; Tanner, 2009; Tanner, & Lackney, 2006; Wurtman, 1975). Design-related inputs such as lighting, windows, classroom furniture, sand eating arrangement have been classified. Embedded in school effectiveness research at the classroom level, it can be concluded that the classrooms are poorly designed at BHSs. Classroom design in each of the case described in detail below.

Case 1

There were 14 classrooms and 150 students at the school, and the maximum class size is 14. To begin with the classroom size, the classrooms were about 20 m^2 as specified in the Regulation of Standards for Private Education Institutions. The classrooms had a u-shaped layout. The classroom board was placed to the middle of the wall right opposite of the student desks which were made of wooden. There were two desks for two, one desk for three, and one desk for five students. The wooden teacher desk was placed next to the board. There were not any chairs for teachers. In addition, each classroom had a hanger, a wall clock, and a heating system. Further, there were Atatürk's portrait, Turkish National Anthem and Atatürk's address to youth posted on the wall. The windows allowed daylight into the classroom and had other apartments in view. See Figure 13 for the representation of the classroom design at Case 1.

Having a small school size, Case 1 had many advantages, as the participants reported. The school principal noted that he knew the names of each student and even their parents' names. Inherent in the principal's perceptions, $S1_{11}$ uttered that: _"Okul zaten 4 katlı okul her katta dört sınıf var… aile gibi bir kurum… ondan dolayı bir sorun yaşanmıyor…"_ _"The school has four floors and there are four classrooms on each floor. It is like a family. So, we do not experience any problems"._

Bearing on individual attention to each student, a 12th grader ($S1_4$) alleged that there were almost 350 12th graders at other BHSs which prevent students to be

recognized by teachers and other school staff. She added that she transferred from another BHS where she had problems to *attend study hours* yet at this school, she exclaimed that teachers paid individual attention to each student, monitored their progress. While talking about classroom design, T1$_3$ asserted that since they had small class sizes, their classrooms had a u-shaped design which allowed them to keep eye contact with each of the student and prevent disruptive student behaviors.

Design of the class

clock

door

teacher desk

class board

İstiklal Marşı & Atatürk's Portarit & Atatürk's Adress to the Youth

window

student desk (2students)

student desk (3 students)

student desk (2students)

rack with 12 hooks

student desk (5 students)

heating system

172
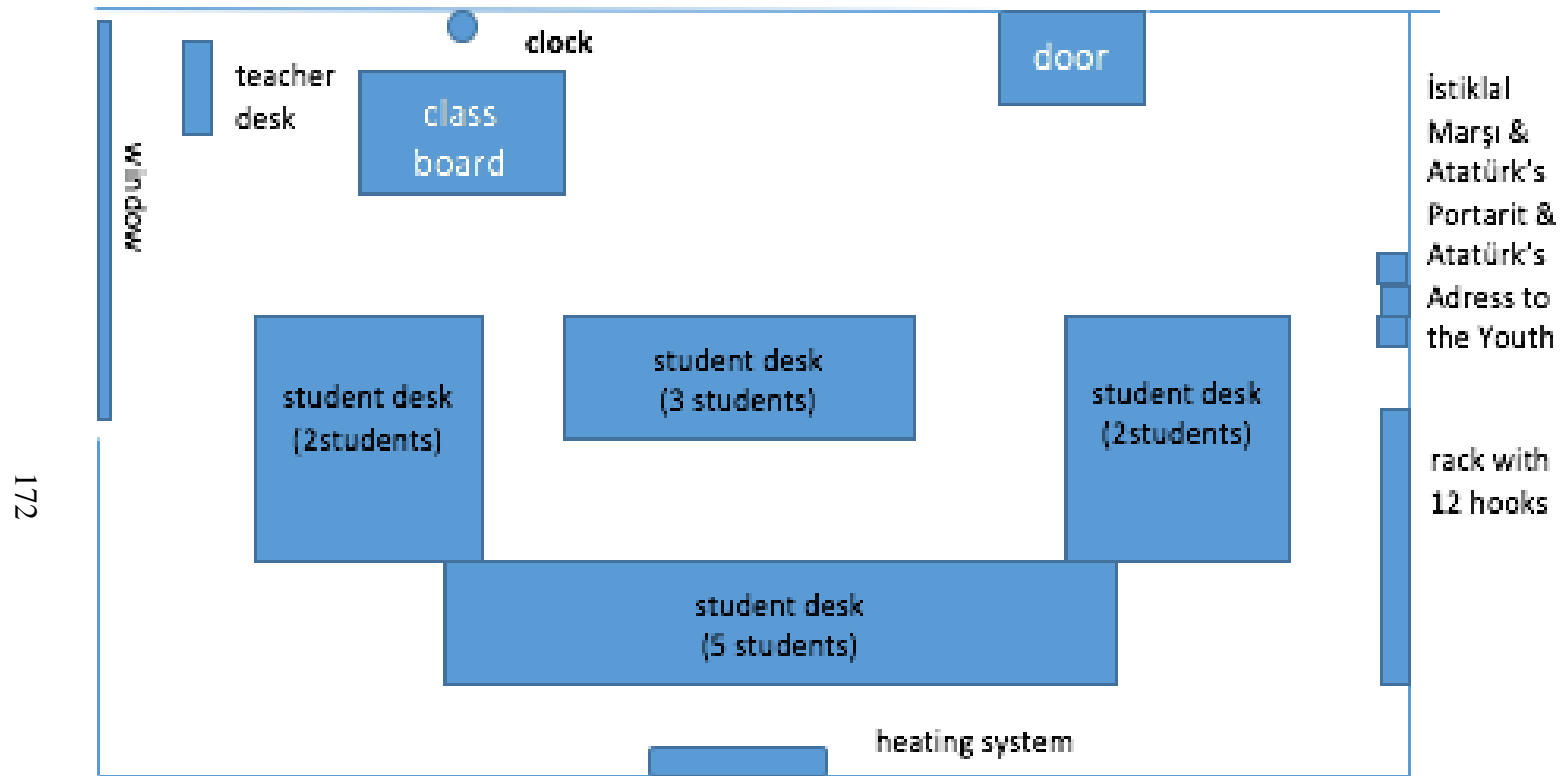
Figure 13. A representation of classroom design at Case 1.

Case 2

The school size was almost 300 at Case 2, and the class sizes ranged between 15 and 20. There was not a fixed class size in Case 2. The school principal explained that they had to design their classrooms in accordance with the regulations enforced by the MoNE which is 4.5 m^3 space per student in a classroom. Considering this, the classroom sizes ranged between 15 m^2 and 20 m^2. Therefore, depending on the student number, the classrooms had either a u-shaped layout or row-seating arrangement. The student desks were made of wooden and there were single and double student desks. The classroom board was placed in the middle of the wall opposite of the student desk so that each student could see the board. The teachers' desk was placed next to the board. There was not any chair for teachers. In addition, each classroom had a hanger and a heating system. Further, Atatürk's portrait, Turkish National Anthem and Atatürk's address to youth were posted on the wall. The windows allowed daylight into the classroom and had Kızılay in view. See Figure 14 for the representation of the classroom design at Case 2.

Albeit Case 2 had more students compared to Case 1, the participants at Case 2 also delineated that small school size enabled teachers and school administration to know and monitor each of the student. T2$_2$ elucidated that:

We know almost all the students because the school size is not large. Therefore, we can take care of them one by one. Although I am a newcomer, even I can understand if a student is still that day. I ask him how he is and I talk to him. We closely follow their deficiencies in the lessons. If we think one has a deficiency, we can also demand a study hour for that student.	*Her öğrenciyi neredeyse tanıyoruz. Okul mevcudu az çünkü. O yüzden öğrencilerle birebir ilgilenebiliyoruz. Ben bile yeni gelmeme rağmen bir öğrenci durgunsa o gün anlayabiliyorum. Bir kenera çekip nasılsın diye soruyorum konuşuyorum. Derslerdeki eksiklerini çok sıkı takip ediyoruz. Bir eksiği olduğunu düşünüyorsak biz de etüt talep edebiliyoruz o öğrenci için.*

Similarly, C2 addressed that different than public schools, due to relatively less school size, each student was valued and student needs and interests were met. As a weakness of small school size, in contrast, S2$_2$ reported that there had been 40 students at public school, he had more friends. Moreover, I had my lunch with some of the teachers and the school principal at the cafeteria.

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During our conversation, they depicted that physical and social facilities at BHSs were not appropriate for being a school rather the students were as tigers in cages, as a Math teacher voiced. See Figure 14 below for a representation of classroom design at Case 2.

Design of the class

Turkish flag/Atatürk's portrait/National Anthem/Atatürk's address to youth

hangers

Teacher's desk

Class board

Class door

Students' desk

windows
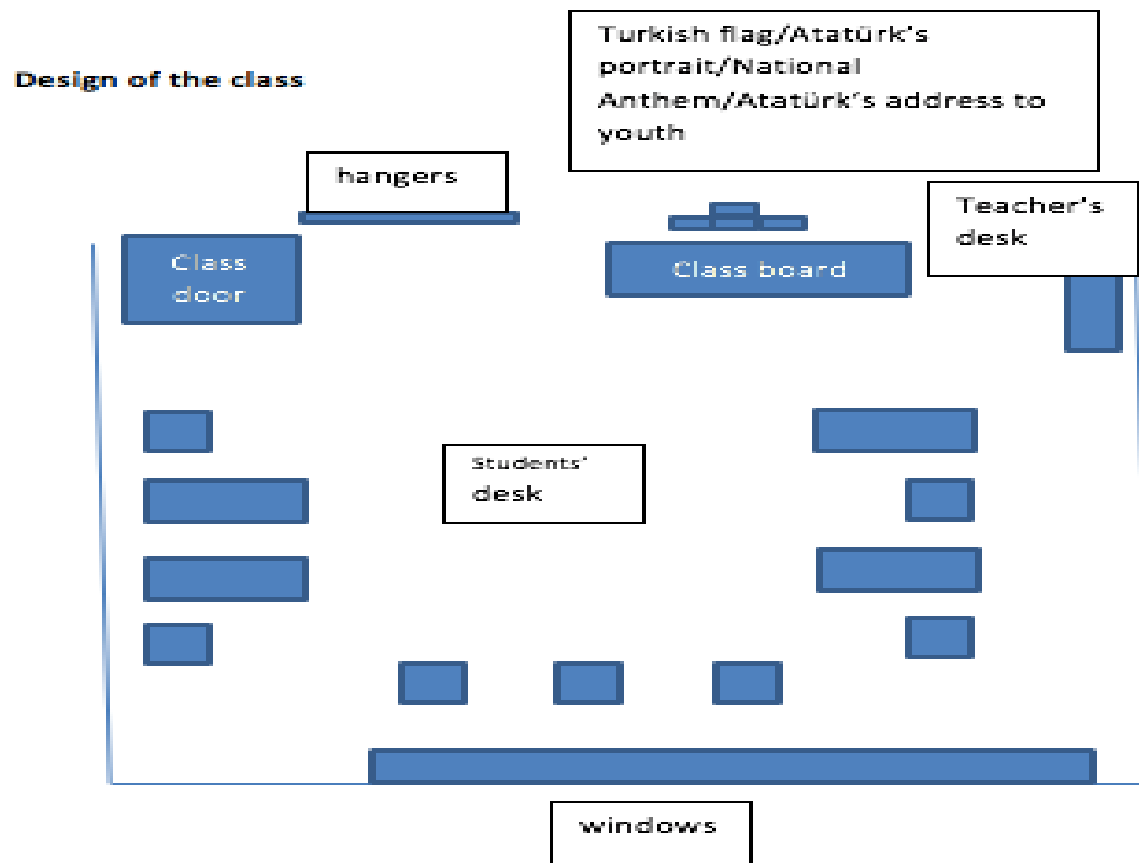
Figure 14. A representation of classroom design at Case 2.

The school size at Case 3 was almost 300 and the maximum class size was 15. Approximate classroom size was 20 m^2. The student desks were made of wooden and were placed in rows to two sides of the classroom so that there was a space for the student mobility in the middle. The classroom board was on the opposite wall of the students' desk. Next to it, there was the teachers' desk. There was not any chair for teachers. In addition, each classroom had a hanger, a wall clock, and a heating system. Further, there were Atatürk's portrait, Turkish National Anthem and Atatürk's address to the youth posted on the wall. The windows allowed daylight into the classroom and had Kızılay in view. Each classroom had also a cabinet in which students' mobile phones were locked during school hours. There were also student posters posted on the walls of some of the classrooms, particularly at the 9th and 10th grade levels.

See Figure 15 for the representation of the classroom design at Case 3.

Turkish flag/Atatürk's portrait/National Anthem/Atatürk's address to

Clock

Class board

Class door

A cabinet for cell phones

Teacher's desk

Student desks

hangers

windows
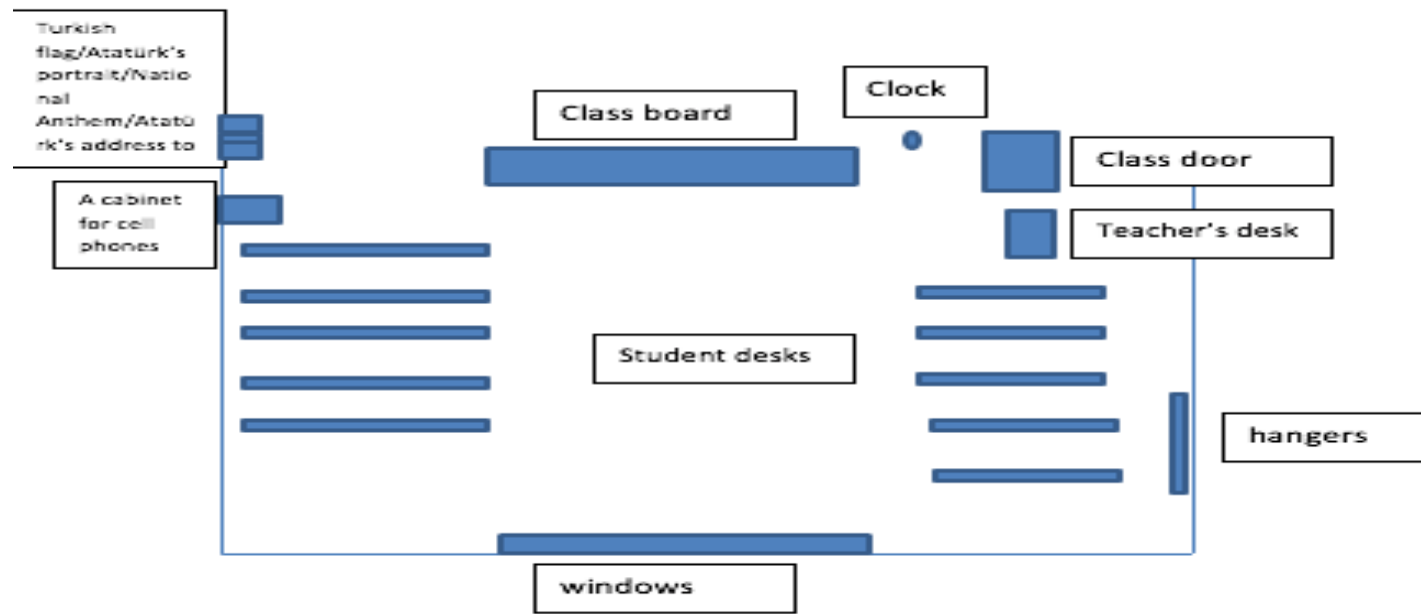
Figure 15. A representation of classroom design at Case 3.

Most of the participants depicted the advantages of the small school size. To illustrate, the Biology teacher $T3_1$ alluded that small class size enabled them to recognize each student and to keep rapport with students. She added that it was more difficult to eliminate noise and to keep student attention in crowded classrooms. Comparing class sizes at BHSs with public schools, the literacy teacher $T3_2$ marked that BHSs had s smaller class size which facilitates communication with students and eye contact during classes. She further exclaimed that thanks to the small class size, she could make all students attend in classes. She also added that parents gave positive feedback about the smaller school size during parental meetings. Similarly, $T3_4$, $T3_6$, and $T3_7$ elucidated that smaller class size i) compensated student-teacher relations, ii) increased student achievement, iii) allowed teachers to deal with students' both academic and individual problems. The school principal (P3), accordingly, enunciated that he knew the names and surnames of each student at the school, and was aware of their needs.

Analysis of the student interviews yielded similar results. $S3_1$ and $S3_2$ affirmed that smaller class size expedited teaching-learning processes. In addition, $S3_3$ highlighted that teachers paid individual attention to the need and interests of each student thanks to the smaller class size. Contrary to supportive views of small class size, a student $S3_5$ complained about having small classrooms and small building size since it constrained the student movement.

Case 4

After the second year of the transformation, this school moved to a new building which met the standards for private education institutions regulated by the MoNE. Albeit the school had the capacity of accepting up to 250 students, there were 175 students at the school and the class size was maximum 16. The classrooms were designed either in rows or as u-shaped in accordance with the class size. Double student desks were used in each of the classrooms. The classroom board is placed on a wall where all students can easily see the board. Next to it, there was a teachers' table. Different than other schools, the teachers' desk had a chair. In addition, each classroom had a hanger, and a heating system. Further, there were Atatürk's portrait, Turkish National Anthem and Atatürk's address to the youth posted on the wall. The windows allowed daylight into the

classroom with an open view. Besides, there was a projection machine in some of the classrooms. See Figure 16 for the representation of the classroom design at Case 4

.

hangers

Class door

Student desks

windows

Projectile
machine

Teacher's desk

Class board

Turkish
flag/Atatürk's
portrait/National
Anthem/Atatürk's
address to youth
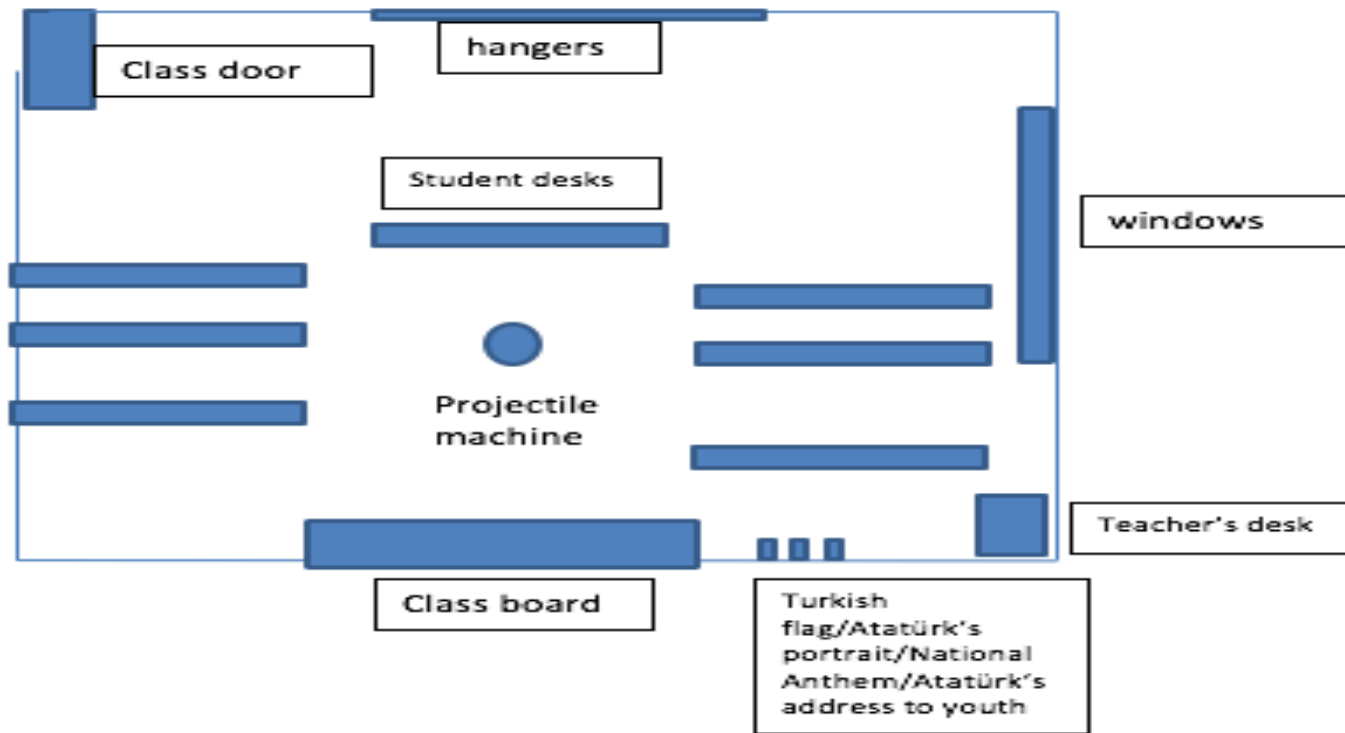
Figure 16. A representation of classroom design at Case 4.

The participants disclosed benefits of having a small school size. An excerpt from the interview with T4$_2$ briefly summarized the participant perceptions as:

It is a big advantage that the class sizes are small because when it is high, it may be difficult to follow anything but when it is not crowded, it is easy to remember what is done each week. We can even remember who has done their homework or not. I tell the ones who did not complete their homework to finish it. I ask them to visit me in break times or in lunch time to do the homework together if they cannot do it alone. I also know what they do in other lessons.	*Sınıf mevcudunun az olması çok büyük bir avantaj. Çünkü öteki türlü olduğunda insan takip edemeyebiliyor ama az olunca her hafta ne yaptık hatırlaması kolay kim ödev yaptı yapmadı onu bile biliyoruz takip etmesi daha kolay oluyor. Sen yapamadın ödevini tamamla diyorum. Yapamıyorsan teneffüste öğle arasında gel bakalım diyorum. Diğer derslerde de ne yapıp yapmadıkları biliyorum.*

S4$_4$ and S4$_8$ purported that small school size created such a school atmosphere in which i) everyone knew each other, ii) classes were run effectively, iii) disruptive student behaviors were not observed during classes, iv) instructional time spent per student is more than crowded classrooms. Besides, although admitting the advantages of smaller class size, a 9th grader (S4$_1$) reported that school building is smaller compared to public schools. In addition, a 12th grader (S4$_7$), who transferred from a public Anatolian high school, stated that the had difficulties to adapt to this school since there were more than 1500 students at his previous school which provided a wide circle of friends. Besides, S4$_4$ noted that she would prefer a larger school building to move freely in the school.

Case 5:

This school had150 students in nine classrooms. However, compared to other cases in this study, the building size and the classroom sizes were smaller; therefore, the classroom sizes were higher. The classroom sizes range between 12 and 20. Seating in the classrooms was arranged in three rows. The distance between the front desk and the classroom board was almost one meter. Next to the board, teachers' desk and chair was placed. Each class had a wall clock, hanger, and heating system –which did not properly function- as S5$_2$ also voiced. The windows in some

of the classrooms were dyed; hence, the students could not see the outside. Some classrooms did not have even a window. Moreover, since there was a *paint shop* next to the school, the windows kept closed; otherwise, the smell of the paint spreads to the whole classroom, even to the corridor.

See Figure 17 for the representation of the classroom design at Case 5.

Turkish flag/Atatürk's portrait/National Anthem/Atatürk's address to youth

Class door

Teacher's desk

Class board

windows

Student desks

hangers
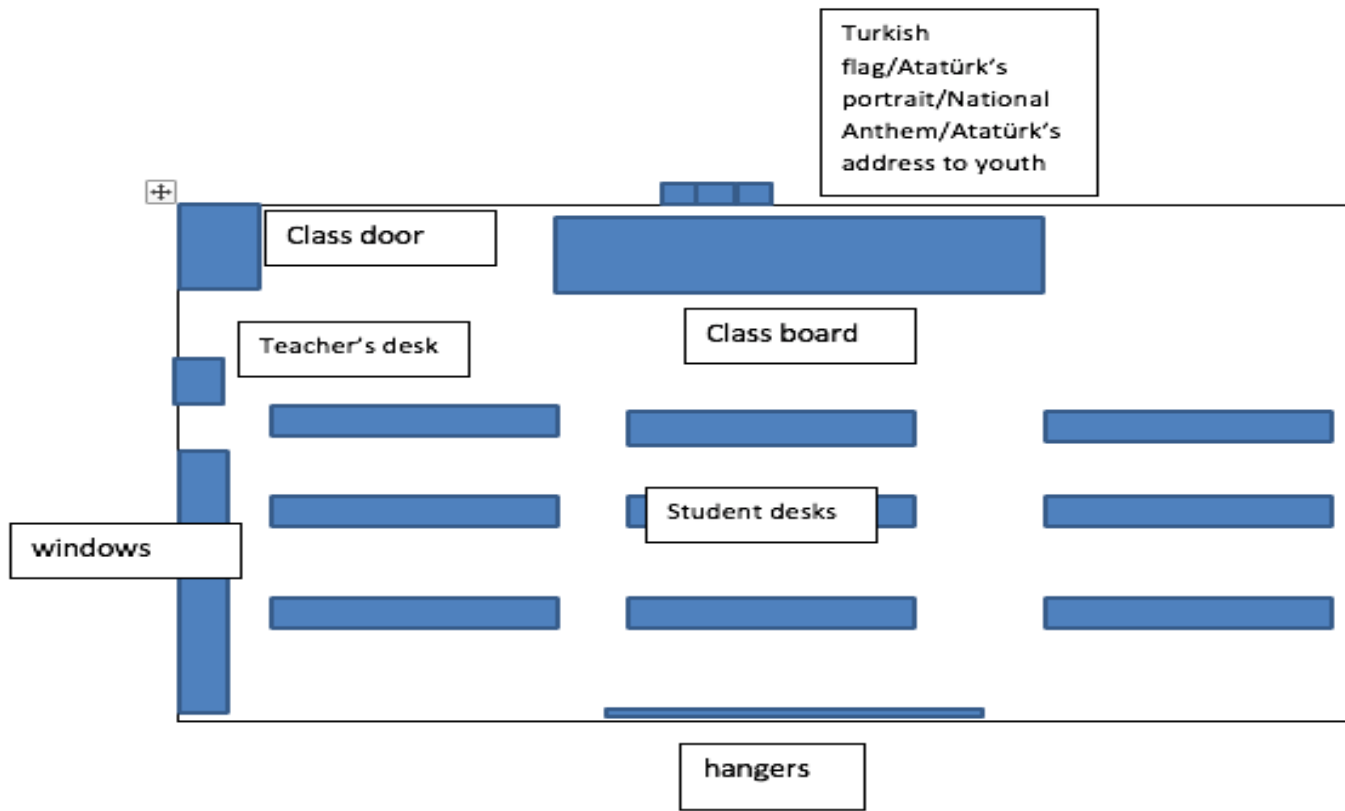
Figure 17. A representation of a classroom at Case 5.

Analysis of the qualitative data unveiled that the participants reported advantages of having small classroom size, particularly when compared to public schools. P5, who had worked at public schools before, stressed that despite having deficiencies with regards to the school building and classrooms, small classroom size allowed them to establish family-like relationships. Comparing her school life at public schools with BHSs, $T5_2$ articulated that there were more than 30 students in the classrooms at the public school while it was about 20 at Case 5. She clarified that smaller classroom size empowered teachers with increased time spent per student which in turn increased the achievement level of students. The students ($S5_2$, $S5_3$, $S5_6$) similarly highlighted that thanks to the smaller classroom size, teachers could answer their questions even during breaks. Contrary to these views, C5, $T5_1$, and $T5_4$ depicted problems derived from the school facilities, including small school building. Their argument was that there was not a place where students could spend their break times not even mentioning a garden.

4.3.4 Social facilities.

Social facilities at a school allow students, as well as other school staff, to socialize and engage in different leisure opportunities, which in turn have a significant effect on teaching-learning processes (Earthman, 2004; Uline, & Tschannen-Moran, 2008). However, BHSs had very limited social facilities.

Case 1

Case 1 had a garden where students and teachers could socialize during breaks and lunch hours. Inside the building, on the basement, there was only a small cafeteria (less than 20 m^2) for socialization. The cafeteria had not got any windows; therefore, it lacked adequate lighting and ventilation. A woman cooked and sold food and drinks behind a food court. Next to the food court, there was a rectangular table for four to six people and there was another long rectangular table for eight to ten people. Students and teachers had their lunch there. Since the capacity of the cafeteria was limited, students ate either in the indoor sports hall or the laboratory – both of which were used as study halls - next to the cafeteria. $S1_2$ reported that she usually had her lunch at the cafeteria but sometimes went out with her friends.

However, she complained that sometimes the queue for food was too long during lunch hours. P1 noted that daily food was offered to both teachers and students. He, himself, also ate there with students.

In contrast to the interviews, the observations revealed that during breaks, however, students mostly stayed either in their classrooms or corridors. In this regard, being designed accordingly with the standards regulated by the ministry, the school corridors facilitated interaction among students. In addition, the quests' hall next to the information desk also offered a space for socialization. There were two big red leather couches and two red armchairs in the quests' hall. The students also sat there and talked with their friends during breaks. For teachers, on the other hand, teachers' room offered a small but cozy space: teachers took their tea or coffee and talked to each other during breaks or worked together.

Case 2

Case 2 had two canteens (one on the 3rd floor, the other on the 7th floor). The canteen on the 3rd floor was approximately 20 m^2 in size. There was a food court on the right side of the entrance door. A man sold fast food, snacks, and drinks behind a small food court. There were five tables for four to six people. On the walls, Atatürk's portrait and his address to the youth were posted, as well as pictures of some of the Turkish actors and actresses. The other canteen served only snacks and drinks. It was very small: there was only space for the staff to prepare hot drinks and a fridge for cold drinks. Besides, the school used the indoor sports hall as the cafeteria during lunch hours. On the right side of the room, the food court was placed and a woman served a daily fixed menu. Opposite of the entrance door, there was a wall full of windows that allowed transmission of adequate daylight into the room. The room was rectangular and about 40 m^2 in which plastic tables and chairs were placed. The observation notes demonstrated that some of the students used canteen during breaks; however, most of them stayed in their classrooms or walked through the school corridors. During lunch hours, on the other hand, some of the teachers and students ate at the cafeteria yet most of them went out for lunch.

Further, although school corridors were not large enough to promote interaction among students, the students stayed at corridors most of the time during breaks. Therefore, there was noise during the breaks. $S2_2$ alleged that they stood at the corridor talk to his friends in other classrooms. P2, in this regard, noted that the school was inside a commercial building. For this reason, the students could not go out during breaks instead stayed either in their classrooms or corridors. In addition, they went to the information desk where there were couches and armchairs to welcome guests. One of the staffs at the information desk played music, classical music mostly, during breaks and lunch hours. For this reason, information desk functioned as space where the students could socialize and enjoy out of the classrooms.

Case 3

Case 3 did not have a garden. The only place students can interact with each other was the cafeteria. It was about 30 m^2. On the left side of the entrance, there was the food court behind which food and drinks cooked, sold, and served. Right opposite the entrance, there was a game of table soccer in front of the window. The window was too small; therefore, the lighting and ventilation were not adequate. There were six tables each for four to six people. The observations showed that students came to the cafeteria to play table soccer; to sit with their friends, to eat or drink something. $S3_2$ reported that he went to the cafeteria during breaks not to stay in the classroom. Similarly, $S3_3$ contended that they did not have any other place to socialize but the cafeteria.

Besides, the school had narrow corridors which inhibited a comfortable movement and circulation. However, the students ran, talked, or stood at corridors during breaks. $S3_5$ asserted that they just stood at the corridor during breaks. "We do not have any other chance, do we?", $S5_6$ asked. Accordingly, $S3_4$ complained that the school building was like an apartment without a garden; hence, they just walked through the corridors during breaks. $T3_5$ similarly admitted that since the school did not have adequate facilities for socialization, students clashed with each other in the hallway in break times.

<u>Case 4</u>

Among the five cases in this study, Case 4 had relatively more social facilities. To clarify, addition to having a garden in which there were a volleyball and basketball court, the school had a room (indoor sports hall) on the basement where there was a game of table tennis and table soccer. Since it was in the basement, the lighting and ventilation in the room were not adequate. The students reported that they played table tennis and table soccer during breaks, as well as went to the cafeteria ($S4_1$, $S4_2$, $S4_3$, $S4_4$, $S4_6$, $S4_7$, $S4_8$). T41 and $T4_2$ also alleged that albeit not having sports equipment in the indoor sports hall, there was table tennis and table soccer and the students played there during breaks. However, as the observation notes disclosed, most of the students stayed either in their classrooms or corridors.

Furthermore, there was a rectangular cafeteria on the top floor which provided socialization space for students and teachers as well. On the one part of the cafeteria, food and drinks were sold. Two men cooked, sold and served the food and drinks behind a food counter. From this side to the other side of the floor, there were 10 rectangular tables -made of plastic- each for four to six people. On the backside of the cafeteria, there were two long tables for big groups. During lunch, students and teachers ate their meal together, in the cafeteria. Next to the tables, there was a door opened to a terrace. The terrace was about 25 m^2. It was locked during winter yet when the weather was good, the students were allowed to go out to the terrace. Windows, placed throughout the walls of the canteen, allowed adequate lighting and ventilation.

Besides, widths of corridors and steps met the school facilities criteria regulated by the MoNE. Those spaces provided students with relatively flexible for socialization. During breaks, for instance, the students stayed at the corridors and interacted with their friends in other classrooms. Guests' hall on the ground floor was another space for socialization. There were armchairs and couches in the hall. Student drawings were exhibited on a big notice board to create a sense of belonging. The students also sat there and had conversations with their friends during breaks and lunch hours.

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The teachers, on the other hand, mostly stayed at the teachers' room during breaks. They sat around the table and talked to each other. Their conversations were either about the school-related issues (students, exams, tests, meetings) or personal issues (family, diet, cooking, books). Addition to the teachers' room, the fire escape was another socialization space for teachers who smoke.

<u>Case 5</u>

Case 5 had a cafeteria on the top floor. It was about 30 m^2. Opposite the entrance door, there was a food court behind which a couple cooked, served, and sold food and drinks. Next to it, there was a shelf for snacks and a fridge for cold drinks. Addition to fast food and snacks, they served a daily fixed menu. There were tables and chairs for about 20 people. Students and teacher ate there together. On the left side of the room, there was a wooden door which was opened to the terrace which was locked during winters. The observations revealed that students mostly went to the cafeteria during breaks. In this regard, $S5_3$ exclaimed that they went out to the terrace at lunch hours. $S5_1$, $S5_2$, and $S5_6$ exclaimed that they went up to the cafeteria during breaks or lunch hours. On the 4th day of the observations, a game of table soccer was brought to the cafeteria. Teachers and students played it during breaks. $S5_5$ exclaimed that they were happy to have a game of table soccer at the cafeteria, at least.

Moreover, the school corridors did not offer enough space for students to socialize yet they stood at corridors and talked to their friends in other classrooms. $S5_3$ contended that they had to stay at corridors since they could not go out during breaks. On the other hand, the teachers' room was very small, there was not any space for movement and circulation but to sit. However, the teachers sat there and either worked or had their coffee/tea during breaks. Lastly, there were four armchairs right in front of the teachers' room. Some of the teachers, particularly Math and Science teachers sat there and answered students' questions during breaks. They also had conversations with students there.

As a corollary, BHSs lacked many of the school facilities for quality education (see Table 8). In the present study, those facilities were depicted under two

categories: outdoor and indoor. In regards to location, Case 1 and Case 4 were located in a relatively safe environment. They were at side-street and fenced. In contrast, Case 2 and Case 3 were located at a highway which was a commercial site. The entrances of these schools were on the main road; hence, there were lots of noise around. Case 5, lastly, located at a side street where there were commercial and industrials sites around. Moreover, only two of the schools had a garden (Case 1 and Case 4). Case 3 and Case 5 functioned at an independent building while Case 2 used four of the floors of a commercial building. Besides, the findings unveiled that BHSs lacked also many of the facilities inside the school building including laboratories, cafeteria, indoor sports hall, library. Despite these deficiencies, however, the participants, particularly the students, did not complain about those problems. They reported that they were aware of such inadequacies before enrolling in these schools but since their main was to get higher scores in the UEE, they did not mind whether the school had such facilities.

Table 8

School Facilities at BHSs

Physical Facilities	Cases				
	Case 1	Case 2	Case 3	Case 4	Case 5
Garden	✓	X	X	✓	X
Security guard	✓	✓	✓	✓	✓
Atatürk's corner	✓	✓	✓	✓	✓
Information desk	✓	✓	✓	✓	✓
Guests' hall	✓	✓	✓	✓	✓
Science laboratory	The room is on the basement. There are unused materials in the room. Recitation hours are run in this room.	The room is empty and not in use.	The room is used as a study hall.	The room is empty, it is not in use.	The room is used as a study hall.
Study hall	Laboratory is used as a study hall.	The classrooms function as study halls after the formal class hours end.	There are two big study halls: one is labeled as Music and Visual Arts room, and the other as laboratory.	Classrooms are used as study halls after the formal class hours end.	There are two study halls: one is labeled as laboratory. The other is very small
Library	It is not used. There are only a few test books in the bookshelf.	It is used as a classroom.	There is not any room labeled as library.	There is not any room labeled as library.	It is used as a classroom.

Table 8 (*cont'd*)

Physical Facilities	Cases				
	Case 1	Case 2	Case 3	Case 4	Case 5
Indoor sports hall	Students have their lunch in this room.	It is used as a place where students and teachers have their lunch.	The school contracted a fitness center near the school.	There is a game of table soccer and table tennis in the room.	There is not any room labeled as indoor sports hall.
Visual arts/Music room	There is a Visual Arts room in which a few drawing materials and a guitar in the room.	The room is not used, it is locked up.	It is used as a study hall.	There is not any room labeled as Visual Arts room.	It is used as a classroom.
Classroom size	The maximum size is 14.	The sizes ranged between 15 and 20.	The maximum size is 15.	The maximum size is 16.	The classroom sizes range between 12 and 20.
Cafeteria/Canteen	There is a canteen on the basement in which homemade food is served.	There are two canteens in the school. Besides, the school contracted a catering company to serve lunch for teachers and students.	There is a canteen in the school. Homemade chicken and meatball, as well as fast-food and drinks are served.	There is a big canteen on the top floor. Homemade chicken and meatball, as well as fast-food and drinks are served. Besides, fixed menu is offered every day.	There is a big canteen on the top floor. Homemade chicken and meatball, as well as fast-food and drinks are served. Besides, fixed menu is offered every day.
Terrace	-	-	-	There is a large terrace on the top floor. It is used during springs and summers.	There is a terrace on the top floor. It is used during springs and summers.

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4.4 Schooling Process at Basic High Schools

BHSs were a type of private school which functioned as both *dershane* and regular private schools. They were categorized as schools since they followed all the processes as in other types of schools such as following the formal curriculum, making exams, complying with the regulations set by the MoNE, giving high school diploma. In addition, they were legally allowed to implement an extra 10 hours in a week in which students were prepared for the UEE.

The primary purpose of this study is to provide a depth and breadth depiction of the schooling process at BHSs. Under this theme, school schedule, curriculum implementation, school rules, extracurricular activities, after school hours, recitation hours, and trial tests are described (see Figure 18).
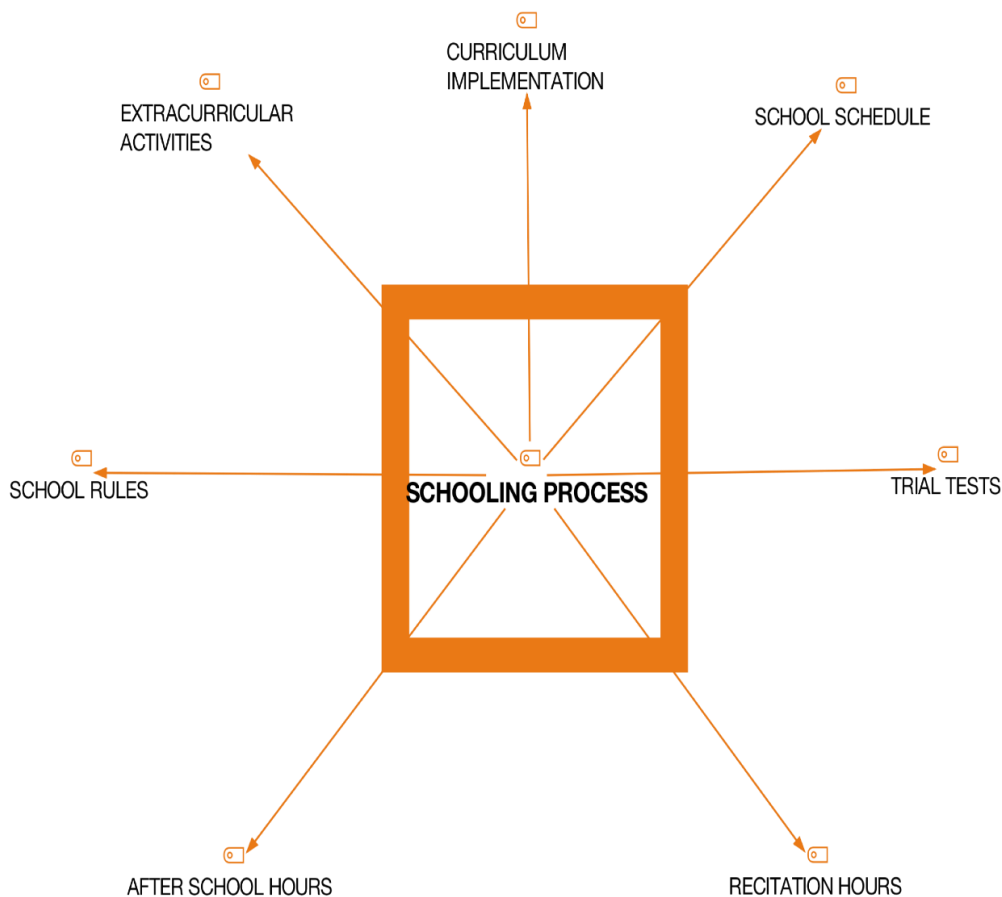
Figure 18. Categories and codes under the theme of schooling process.

4.4.1 School schedule.

BHSs had a different school schedule from other types of school. Therefore, it was important to depict school hours. Weekly schedule at each case is depicted below.

Case 1

The classes started at 9 A.M. but the students and the school staff (teachers, principals, secretary) mostly came by 8.30 A.M. However, latecomers were accepted to the first class till 9.15 A.M.; otherwise, they were recorded as absent. There were 10 minutes breaks between classes. At 10.30 A.M., there was a long break. Morning classes continued till 12.10 P.M., then, there was one-hour lunchtime. After lunch, the classes continued to 3.20 P.M. After the curriculum class hours ended, recitation hours, in which students studied for the UEE with their teachers and peers, started at 3.30 P.M. and lasted for two hours. At weekends, on the other hand, there were not

any classes yet trial tests were administered. The tests were overseen by mostly candidate teachers, teachers did not come at weekends.

Case 2

The classes started at 8.40 am in Case 2. There was a 10-minute break between the classes. Two bells rang after each break: one for students, one for teachers. The lunch break was at between 12:40 P.M. and 1.30 P.M. Afternoon classes continued till 3.30 P.M. Before the recitation hours started, the students and teachers had 20 minutes break. Recitation hours lasted about two hours yet students were allowed to stay at school to study till 8 P.M. Trial tests were administered on Friday afternoon and Saturday mornings. Intern teachers/newly graduated teachers oversaw the examination process.

Case 3

The classes started at 9 A.M. They had 10 minutes breaks. Lunch break was at 1 P.M. Afternoon classes started at 2 P.M. and lasted till 5.10 P.M. After the curriculum class hours ended, there was a 20 minutes break, then, recitation hours started. It lasted for about two hours. Students were obliged to stay for recitation hours on Tuesdays, Wednesdays, and Thursdays. Different from Case 1 and Case 2, this school implemented recitation hours within the formal school hours, and then implemented recitation hours. Lastly, the trial tests were administered at weekends. Undergraduate teacher candidates oversaw the examination process during practice tests at the weekends.

In regards to the school schedule, during personal conversations, the 12th graders complained about long school hours. They said that they stayed at the school for almost 10 hours. Similarly, $S3_1$ and $S3_7$ exclaimed that long school hours overburdened them.

Case 4

The classes started at 9 A.M. They had 10-minutes breaks between each class. Lunch break was at noon. Afternoon classes started at 1 P.M. and continued

till 4.10 P.M. As in Case 3, practice hours were allocated within the formal school hours. After the classes ended, they had 20 minutes break before recitation hours started. Students and teachers stayed at the school by 6 P.M. The trial tests were administered on Saturdays. Teachers oversaw the examination process.

Case 5

The classes started at 8.30 A.M. They had 10 minutes breaks. Lunch break was at 12:30 P.M. The classes continued until 3:30 P.M. However, each grade level had a different schedule. Further, recitation hours were integrated into the formal school hours. After the curriculum class hours ended, they had 20 minutes break before recitation hours started. These hours lasted until almost 6 P.M. Intern teachers stayed at the school during recitation hours to answer students' questions. Experienced teachers, on the other hand, went to the study center and taught there until almost 8 P.M. The school principal, P5, elucidated that they provided a flexible schedule during recitation hours. In other words, teachers and administrative staff stayed at the school until all of the students left the school. Lastly, the trial tests were administered on Fridays and Saturdays. Teacher candidates or undergraduate university students oversaw the examination process.

4.4.2 Curriculum implementation.

In order to portray a thorough depiction of the schooling process, it is important to understand what happens in a real classroom environment at BHSs. Under this category, courses, content, homework, educational materials, student assessment, flow of the classes, and classroom management are depicted (see Figure 19).
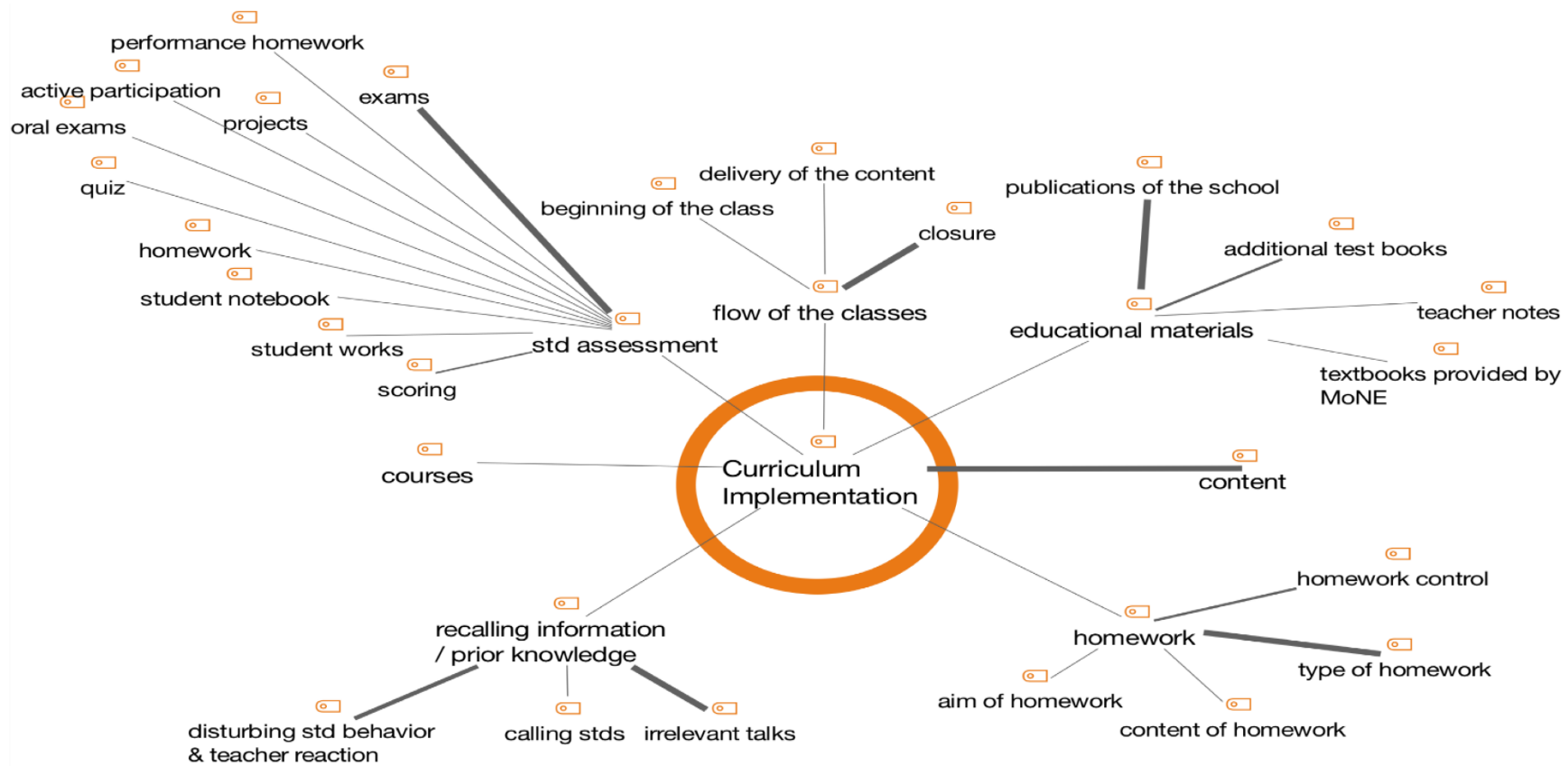
Figure 19. Sub-categories and codes under the category of curriculum implementation.

4.4.2.1 Courses.

BHSs offered the main courses that are taught at public schools. However, they had more class hours. For example, as $T1_3$ reported they had more class hours for Math course. Similarly, $S3_8$ marked that they had more class hours compared to public high schools. In this regard, $S3_2$ underlined that main courses (Math, Science, and Language and Literacy courses) were prioritized at the school and elective courses were not implemented; instead of them, they had more class hours Math and Science courses. Besides, at public schools, geometry was not taught as a separate course rather integrated into the Math course; however, at BHSs, Geometry was taught as a separate course.

Religious Culture and Moral Culture was also compulsory at BHSs. However, any Religious Culture and Moral Culture class was observed nor any Religious Culture and Moral Culture teacher was met at Case 2 and Case 3 during the course of the study. Moreover, English classes were observed only in Case 4 and Case 5. Here it is important to denote that the English teacher of Case 5 was a graduate of Science and Technology Teaching Department of an English-medium university. The teacher of Case 4, on the other hand, was a graduate of English Language and Literacy Department. In addition, she grew up in an English-speaking country. In other cases, the participants exclaimed that they had English course. For instance, $T1_2$ asserted that they had English course but the class hours were less compared to other schools. Next, two students ($S2_2$ and $S2_5$) at Case 2 alleged that they had English course. $S2_2$ further stressed that the school administered a test at the beginning of the semester to determine their level of English and they learned English in accordance with their level. At Case 3, $S3_4$ reported that they had English classes two hours a week.

Furthermore, BHSs also offered elective courses in accordance with the "Basic High Schools Weekly Course Schedule (*Özel Temel Lise Haftalık Ders Çizelgesi*)" regulated by the Board of Education and Discipline (23rd of February, 2018, No 61). However, the findings revealed that there were some issues to be elucidated in regards to the implementation of elective courses. First, there was a difference between grade levels. To explain, the 12th graders did not have elective courses. Those course hours were allocated as preparatory hours for the UEE. For

instance, C5, the school counselor at Case 5, declared that the 12th graders did not have elective courses as Visual Arts or Music. In this regard, S5$_6$ contended that:

Let's say, we cannot do any study hours for Physics, then we create an elective course for that lesson. In other words, these courses are for doing tests. I think those courses contribute nothing to us. In my opinion, these should be included in middle school since they are what a middle school student need. We are not asked any questions about them in the university entrance exam.	*...atıyorum fizik soru çözümü yapamıyoruz etüt alamıyoruz o zaman mesela fizikten seçmeli ders gibi. Yani aslında soru çözmek için var. Ö: bence o dersler bize bir şey katmıyor. Bence ortaokulda olması gereken dersler. Mesela bir çocuğun ihtiyacı olabilecek bir şey ösym bize sormuyor onlar da.*

Similar to Case 5, Case 1 had a Visual Arts teacher and he taught all the grades except for the 12th grades, as the school principal (P1) delineated. P1 added that they taught Math at the 12th-grade level during elective course hours. He also underlined that the course helped develop spatial abilities for other graders whose major was Math and Science. In addition, during the interview with him, the Visual Arts teacher (T1$_1$) responded that he had two class hours at the 9th grade but one class hour at the 10th and 11th grade levels. He reported that he did not teach to the 12th graders. Supporting these notions, S1$_9$ and S1$_{11}$ (two 12th graders) highlighted that they had Music course the previous year yet then since they were studying for the UEE, they did not have such courses. Interviews with their peers at Case 2 generated parallel findings. To illustrate, S2$_3$ informed that they had a drama course the previous year but that year, since they were the 12th graders who had to be prepared for the UEE they did not have elective courses. On the other hand, S2$_4$ purported that those courses were not implemented even at public high schools. He exclaimed that their teachers at public schools had let them free to study for the exam during those course hours. There at BHSs, he added, at least they were guided by teachers. Perceiving elective courses as a waste of time, S2$_5$ avowed that not having such courses at the 12th grade was an advantage for them. In contrast to student views, C5 emphasized the importance of elective courses as:

There are no elective courses since students think of just the exam but if you ask my opinion, there should be elective courses. Those are also necessary. However, students consider them as a waste of time. Actually, this is the unqualified part of education. The only thing they think of is the exam. Some really like guidance courses while some think that they can solve some test questions instead of the guidance course. They state that they shall do a test if I finish my presentation early. Their only concern is the exam. For instance, there should be a music teacher here, I think. Students need that, too. They can have at least a break in their lives.

Seçmeli dersler yok çünkü hepsi sınav odaklı kafada oldukları için. Ama benim fikrimi sorarsanız olmalı. Çok gerekli o dersler de. Ama öğrenciler bu dersleri zaman kaybı olarak görüyorlar boş ders olarak görüyorlar. Aslında bu eğitimin niteliksiz bir yönü. Tek düşündükleri sınav. Sınavda çıkmayacaksa. Hatta bazıları çok seviyor rehberliği ama bazıları rehberlik yapacağımıza soru çözeriz. Hocam sunumunuz bitse de soru çözsek diyorlar. İşleri güçleri sınav olmuş. Mesela burda bir müzik öğretmeni olmalı bence. Ona da ihtiyaçları var. Bir es verirler hayatlarında en azından.

The difference between grade levels in regards to elective courses was apparent as in other cases. For example, as T3$_3$ enunciated that Language course and Literacy course were integrated under the course named Turkish Language and Literacy course at the 9th and 10th grade levels. At the 11th and 12th grade, on the other hand, they offered those courses separately and had also extra Language and Literacy elective courses. In addition, P3 highlighted that they implemented elective courses at only the 9th and 10th grade levels for the reason that the 11th and 12th graders were prepared for the UEE. He remarked that even teachers wanted to offer such courses, the students would not accept. Lastly, at Case 4, the teachers (T4$_1$ and T4$_3$) contended that elective courses should have given more importance at all grade levels. S4$_2$, a 9th grader, exclaimed that instead of offering elective courses, the school allocated more course hours for the main courses (Math and Science courses). In this regard, S4$_4$ voiced that: *"Birisi zaten temel liseyi tercih ediyorsa bunlardan zaten vazgeçerek gelir o şekilde düşünmesi gerek. Çünkü eski okulumda derdim ki beden eğitimi olmasın resim olmasın."* *"If someone prefers a basic high school, that means he has already given up these. He should consider this like that. For example, I would say there should not be a Physical Education course or an Art course in my previous school"*. Complementing those perceptions, S4$_8$ and T4$_3$ reported that the 12th-graders were not offered Visual Arts course instead prepared for the UEE.

Another interesting finding of the study was that there was a difference between what was on the formal system related to the elective courses and the reality. For example, P2 admitted that they had Visual Arts course on e-school system but they did not implement them. Similarly, a Math teacher at Case 2 (during the classroom observation) and T3$_7$, as well as some of the students (S2$_4$, S3$_8$, S3$_9$, S4$_8$) reported that they had those courses on paper but not in practice. In this regard, the Visual Arts teachers at Case 1 and Case 4 shared their job interview experiences with other BHSs as:

It all stems from the parents. Parents see art classes as unnecessary classes. That means elective courses especially art classes are seen as unnecessary in basic high schools. In the job interview, they say they do not have art classes in practice and just ask me to be present when an inspector comes to the school. (T1$_1$)

Yani velilerden kaynaklı, işte öğrencinin kendisi. Veli kaynaklı şeyler. Veliler resim derslerine, şey derslerine, gereksiz dersler olarak görüyorlar. Şöyle oluyor, resim dersi işleyişi ile alakalı; şimdi bu, temel liselerde falan resim dersi özellikle gereksiz bulunuyor, bir çok okulda. Görüşmeye çağırdıkları zaman, hocam ya biz zaten resim dersi yapmayacağız ki, işte müfettiş geldiğinde bir görün burada yeter. (T1$_1$)

I had applied for a few jobs before here and it is sad that I encountered some people who wanted to use just my diploma. They told me not to come to the school and they would show me present there. This is so sad. You study for this for 4 years. And you really want to do something. I suddenly fell into despair. (T4$_3$)

Burdan önce de birkaç iş başvurusunda bulundum. Ve çok üzücü ki benim diplomamı isteyen insanlarla karşılaştım. Derse gelme biz seni burdaymış gibi gösterelim dediler. Bu çok üzücü. 4 yıllık bir emek veriyorsunuz. Gerçekten bir şeyler yapmaya çalışıyorsunuz bi an hatta ümitsizliğe kapılmıştım. (T4$_3$)

4.4.2.2 Content.

BHSs, as private high schools, had to follow the formal curricula. However, as the findings revealed, curricular content was not delivered in the same way as did at public high schools. In other words, the curriculum and exam contents were integrated in the classes. In addition, there were differences among the cases of this study in regards of the content. Further, there was a difference between grade levels that 12th graders were taught mainly the exam content while other graders basically followed the curriculum. To begin with the Case 1, as S1$_4$, S1$_5$ and S1$_9$ exclaimed that

they covered 12th grade curriculum while also reviewing the content of previous grades. The Chemistry teacher (during the observation of a 12th grade class) avowed that she also taught the exam content in her classes as:

Hocam, this topic (acids and bases) is not covered in the 12th grade curriculum. Actually, I should be teaching organic chemistry if I followed the curriculum. We follow the curriculum but we also repeat the content of previous grades.

Hocam aslında bu konu 12'lerde yok. Aslında şimdi organik kimya anlatıyor olmam gerek. Ama biz hem müfredatı takip ediyoruz hem de önceki sınıfları tekrar ediyoruz.

Likewise, classroom observations also revealed that the content covered in the classes were different than the ones specified in the yearly plans of the MoNE. For instance, the topic was World War I at an 11th grade History class yet the teacher must have been teaching Politics in the Ottoman Empire in the Change Era (1595-1774)-3. Other examples are presented in Table 9.

Table 9

The Content Covered in the Classes and the Content Specified in the Yearly Plans of the MoNE*

Course Name	Grade Level	Topic of the Session	Topic Listed in the Yearly Plan of the MoNE
Math	11	Base Arithmetic	Sum of Increasing Numbers
Physics	10	Static Electricity	Electric and Magnetism
Religious Culture and Moral Knowledge	10	Worship in Islam	Human and Its Features in Kuran
Language and Literacy	12	Inflectional Suffix	Story during the Republic Era after 1960

*This table is built on the observation notes. The content which are listed in the yearly plans of the MoNE might be taught before the observation or would be taught after the observation.

Moreover, similar results emerged after the analysis of data gathered at Case 2. To clarify, since the school had more class hours, they had extra time to cover content of previous grades at 12th grade. To illustrate, as the Math teacher delineated during the observation of a 12th grade Math class, 26 weeks were allocated for derivates in the yearly plans of the MoNE but he finished the topic within 14 weeks so he had time to review exam content. Building on the exam-oriented mission of BHSs, T2$_1$ alleged that he taught curricular content at the 10th and 11th graders; however, he also reviewed the content covered at the previous grade levels. Similarly, a 10th grade student (S2$_1$) asserted that they mainly followed the curriculum as in public schools yet they also learned the exam content although to a lesser extent compared to the 11th and 12th graders. A 12th grader (S2$_4$), likewise, noted that they mainly covered the exam content. Complementing the interviews, observations also showed that the topics covered in the classes did not always overlap with the content as specified in the yearly plans of the MoNE (see Table 10).

Table 10

The Content Covered in the Classes and the Content Specified in the Yearly Plans of the MoNE*

Course Name	Grade Level	Topic of the Session	Topic Listed in the Yearly Plan of the MoNE
Physics	11	2D motion	2D motion
Geometry	12	Triangles	-
Mathematics	12	Functions	Derivatives
Mathematics	11	Modular Arithmetic	Modular Arithmetic
Geography	12	Climate / Climate Elements	Regional Development Projects and Functional Regions in Turkey

*This table is built on the observation notes. The content which are listed in the yearly plans of the MoNE might be taught before the observation or would be taught after the observation.

Furthermore, three classrooms were observed in Case 3. Different from other cases, the content covered in those sessions were parallel with the ones listed in the yearly plans of the MoNE. To express, the teacher worked on sample question about Ideal Gas Law as specified in the yearly plans (observation notes taken at an 11th grade Chemistry class). During the 12th grade Philosophy class (as an elective course), the teacher discussed the concept ontology in accordance with the yearly plans. It is important to note that even though curricular content was taught in the classes, the emphasis was on the UEE, as $T3_7$ voiced. She exclaimed that they taught the curricular content but did not design any learning activities instead they worked on sample questions to enable students to get familiar with the questions in the UEE. Similarly, a Geography teacher asserted that she used maps in her classes in order to enable students to learn map reading since it was useful information for the UEE (notes from the personal conversations). The following excerpts from the interview with $T3_2$ and $T3_5$ briefly summarize content delivery at the school:

The logic of both school and dershane is intertwined here. Therefore, we constantly focus on doing tests and OSYM type of questions but at the same time, there is a curriculum to follow. We have to cover certain classes like a high school, too. In fact, we are trying to do both of them multi functionally. (T32)

Burda hem okul hem dershane mantığı iç içe geçmiş durumda. Dolayısıyla öğrencilerle sürekli test çözme odaklı ÖSYM nin soru tipleri odaklı gidiyoruz ama aynı zamanda yetiştirmemiz gereken bir müfredat var. Aynı zamanda lise gibi ders de işlemek zorundayız. Aslında çok yönlü olarak ikisini birden gerçekleştirmeye çalışıyoruz. (T32)

Firstly, we cover the topic within its general frame. Then, we solve the basic questions regarding this topic on the board. In the next classes, I reinforce their learning with leaflet tests to see how much they have learned. (T3₅)

Öncelikli olarak konuyu genel hatlarıyla anlatıyoruz sonra konuyla ilgili kemik sorular vardır onları yine tahtada çözüyoruz. Daha sonraki derslerde de yaprak testler ile bakalım ne kadar öğrendiğini test etmek için pekiştiriyorum. (T3₅)

Next, as in other cases, teachers followed the formal curriculum at the 9th and 10th graders whereas, at the 11th and 12th grade levels, they also focused on the exam content. In this regard, $T4_1$ exclaimed that she mainly followed the curriculum to construct a knowledge base while emphasizing the important content or working on the questions that had been asked in the previous university entrance exams. The

physics teacher, $T4_2$, similarly asserted that she basically followed the yearly plans provided by the MoNE in the 9th grade classes but since they had more course hours, she could also work on sample questions. $T4_3$ also reported that she designed the instruction in accordance with the yearly plans of the MoNE. Bearing on these notions, $S4_2$, a 9th grade male student, confirmed that they learned the content specified by the MoNE. On the other hand, an 11th grader ($S4_5$) noted that he preferred BHS since they taught the exam content along with the curricular content. He added that having more course hours enabled teachers to teach both of the content. Further, the observations yielded similar findings. For example, in a 9th grade English class, the topic of the day was can/cannot as specified in the yearly plans of the MoNE. As another example, the lecture was about functions which was parallel to the content of the curriculum (observation note from a 10th grade Math class). In contrast, the topic was different from the curricular content at the 11th and 12th grade levels. For instance, the Geography teacher taught Soil although he must have been teaching Development of Transportation Systems inTurkey (field note taken during the observation of a 12th grade Geography class). Another example was that the topic of the session was Pressure and Moles which was different from the curricular content: Hybridization – Molecular Geometry.

Lastly, at Case 5, the interviews and observations disclosed that teachers mainly followed the curriculum along with teaching the exam content. P5, for instance, explained that they followed the formal curriculum. Similarly, $T5_1$ and $T5_2$ marked that they prepared their lesson plans in accordance with the yearly plans provided by the MoNE. $T5_2$ added that they solved a lot of tests at the same time. Supporting her, an 11th grader ($S5_4$) denoted that they learned the curricular content with an emphasis on the UEE. In addition, $S5_5$ illustrated that teachers allocated two of four course hours to teach the exam content. The observations, on the other hand, unveiled competing findings, even at the 12th grade level. For example, the topic of the session at a 12th grade Chemistry class was organic compounds as listed in the curriculum. Likewise, the teacher taught Poem in the Servet-i Fünun Era which was parallel to the yearly plan of the MoNE. Next, in a 10th grade English class, the teacher taught "used to" and asked students to make oral presentations about the habits and routines during their childhood as specified in the yearly plans.

4.4.2.3 Flow of the classes.

This sub-category unveils how the classes were run by teachers from the beginning to the end of instruction.

<u>Beginning of the class</u>

The observations and interviews revealed that there were some *routines* followed by the teachers at the beginning of the class and greeting students was the very first of them (classroom observations from e.g. Case 1: 9th grade Biology class, 11th grade Geography class; Case 2: 11th grade Physics class, 12th grade Geography class, 12th grade Geometry class; Case 4: 10th grade Religious Culture and Moral Knowledge class, 11th grade Physics class; Case 5: 11th grade Physics class, 12th grade Religious Culture and Moral Knowledge class). To elucidate, the students stood up when the teachers entered the classroom and the teachers told them to sit down after greeting them by saying e.g. 'Hello!', 'Yes, my friends! Sit down', 'Good morning' 'Selamun Aleyküm'. Next, the teachers took the attendance. The literacy teacher at Case 3 ($T3_2$) reported that she took attendance as the first routine in her classes. During the observations, on the other hand, it was observed that only a few of the teachers took the attendance (classroom observations: 10th grade Math class Case 1, 9th grade Visual Arts class Case 1, 12th grade Geography class Case 2, 12th grade Geometry class Case 2, 11th grade Chemistry class at Case 3, 10th grade Math class Case 4, 12th grade Religious Culture and Moral Knowledge class Case 5) since attendance was taken at the beginning of school day by school counselors or an administrative staff, teachers might not need to take the attendance again. Further, only three of the teachers asserted that they filled up the classroom book at the beginning of the lesson ($T1_3$, $T2_1$, and $T3_2$). In addition, the teachers controlled the student homework at the beginning of the class (classroom observations Case 1: 9th grade Biology class, 11th grade Math class, 12th grade Math class, 12th grade Literacy class; Case 2: 11th grade Math class, Case 4: 9th grade English class).

Warming up for the lecture was another activity included at the beginning of the session. The History teacher, $T3_1$, reported that she spent five minutes of the lecture to warm the students up for the lecture. Similarly, $S1_2$ noted that the teachers

helped them to get ready for the class at the beginning of the session. T3$_4$, the Physics teacher, asserted that she used daily-life examples to prepare the students for the class. Besides, some of the teachers reviewed the previous class either by directing questions to students (classroom observations: Case 2: 11th grade Physics class, 11th grade Math class; Case 3: 12th grade Philosophy class; Case 4: 10th grade Math class, 11th grade Religious Culture and Moral Knowledge class; Case 5: 12th grade Biology class, 12th grade Religious Culture and Moral Knowledge class) or repeating the content (Case 2: 12th grade Geography class; Case 5: 11th grade Literacy class). The Biology teacher at Case 3, T3$_1$ exclaimed that she spent the first 15 minutes of the lectures to review the previous class by asking questions to the students. Similarly, S3$_2$ contended that the teachers repeated the concepts they had learned in the previous class but only if the content included important concepts that were asked in the UEE.

Last, the teachers introduced the new topic or concept. Examples are provided below:

Yes, my friends. This hour we will get ready for the exam. You know, you have the exam tomorrow, in the 2nd class hour. (Classroom notes from a Biology class at Case 1)	*Evet arkadaşlae! Bu ders sınava hazırlanacağız. Biliyorsunuz yarın ikinci ders saatinde sınavınız var.*
Ok. Now open the page 201. Our topic is worship in Islam. (Classroom notes from a Religious Culture and Moral Knowledge class at Case 1)	*Tamam. Şimdisayfa 201 açın. Konumuz İslam'da ibadet.*
Today we will review inflectional suffix. (Classroom notes from a Literacy class at Case 1)	*Bugün çekim eklerini öğreneceğiz.*
Now, we will learn about Horizontal Projectile. (Classroom notes from a Physics class at Case 2)	*Evet, şimdi Yatay Atış Hareketini öğreneceğiz.*
Yes, today we will answer your questions about Mole.	*Evet, bugün sizlerin Mol konusuna ilişkin sorularınızı cevaplayacağız.*

(Classroom notes from a Chemistry class at Case 3)	
Yes, today we will learn about Physical Resolution. We will measure our ability to read maps.	*Evet, bugün Fiziksel Çözünme konusunu işleyeceğiz. Haritaları okuma bcerimizi ölçeğiz.*
(Classroom observation from a Geography class at Case 4)	
Our new topic is Reptiles.	*Yeni başlığımız Sürüngenler.*
(Classroom notes from a Biology class at Case 5)	
Yes, my friends. Our new topic is Worship.	*Evet arkadaşlar. Yeni başlığımız İbadet.*
(Classroom notes from a Religious Culture and Moral Knowledge class at Case 5)	
Let's write a headline on your notebooks: Impulse and Momemtum.	*Hadi defterinize bir başlık atın: İtme ve Momentum.*
(Classroom notes from a Physics class at Case 5)	

Delivery of the content

After a brief introduction to the content at the beginning of the instruction, the teachers, then, delivered the content (see Figure 20).
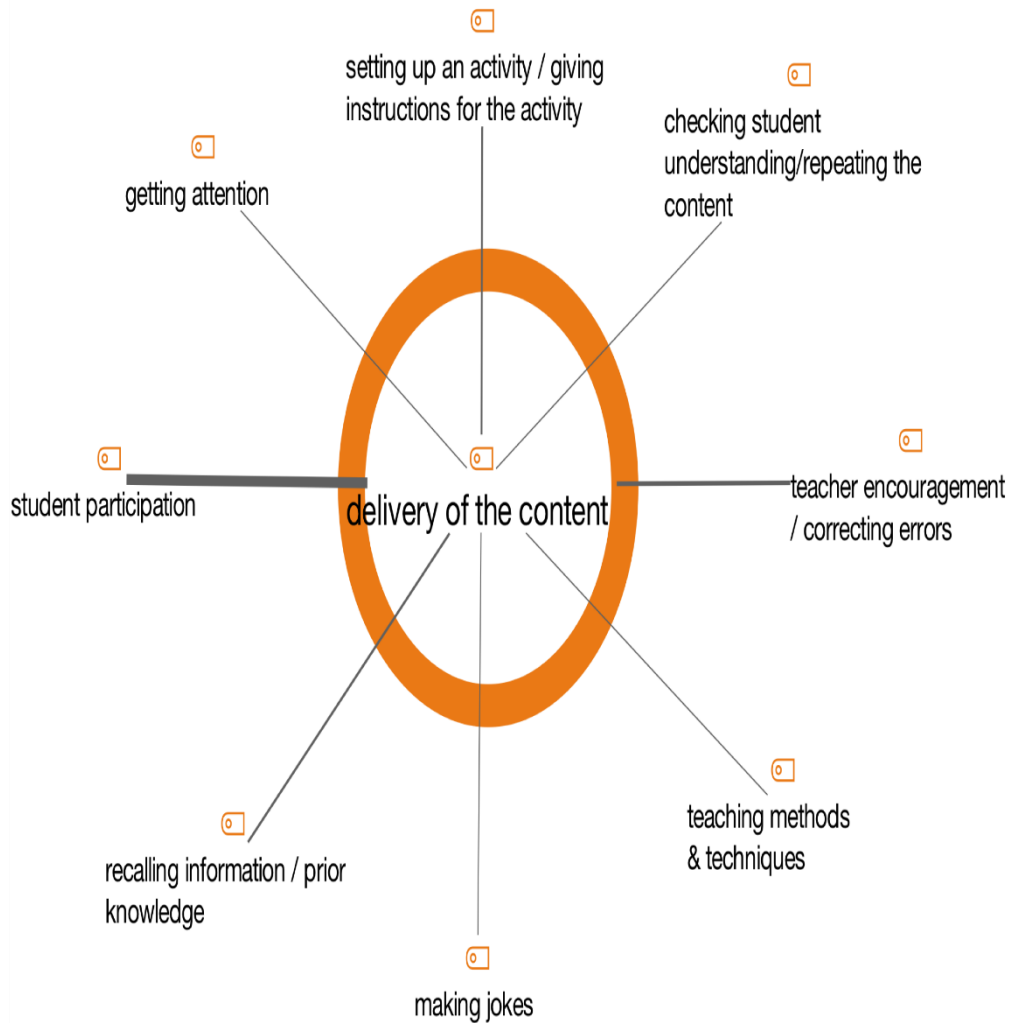
Figure 20. Sub-categories and codes regarding delivery of the content.

While doing so, mainly the teachers were active transmitter of the content and students were passive listeners. In other words, student participation was limited to students' responding to teachers' questions or asking questions to teachers. To clarify, teachers wanted students to give examples (Biology class at Case 5, English class at Case 5), recall knowledge (Biology class at Case 1, Chemistry class at Case 1, Biology class at Case 2, Math class at Case 2, Geography class at Case 4, Religious Culture and Moral Knowledge class at Case 4, Biology class at Case 5, Religious Culture and Moral Knowledge class at Case 5, Literacy class at Case 5, Physics class at Case 5, Chemistry class at Case 5), explain information (Biology class at Case 3, Chemistry class at Case 4, Physics class at Case 5), or solve a problem (Physics class at Case 2, Geometry class at Case 2, Chemistry class at Case 2, Physics class at Case 4, Physics class at Case 5). To illustrate, the teacher wanted
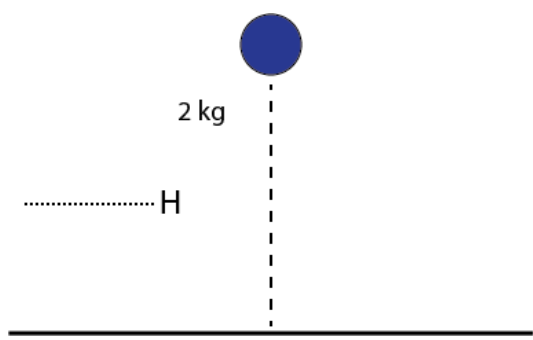
the students to give examples of reptiles and they listed the reptiles as crocodile, snake, lizard (observation notes from a Biology class at Case 5). In addition, during the Religious Culture and Moral Knowledge class at Case 5, the teacher asked the students to recall information about worship in Islam. Further, one of the students solved the problem the teacher asked on the board (classroom observation notes from a Physics class at Case 4). Besides responding teachers 'questions, the students asked questions to the teachers (Religious Culture and Moral Knowledge class at Case 1, Math class at Case 1, Language and Literacy class at Case 1, Physics class at Case 1, Geography class a Case 4, Literacy class at Case 5, Religious Culture and Moral Knowledge class at Case 5). To illustrate, at a Math class, the students asked the problems they could not answer (classroom observation notes at Case 1). Similarly, a student asked the Geography teacher why there were not humus in equatorial soils (observation note from a Geography class at Case 4). Addition to observations, the interviews yielded similar findings. To illustrate, $T3_2$ asserted that she asked questions to the students or expected them to give examples about the content she was teaching. Likewise, $T3_3$ alleged that she encouraged student participation in her classes; otherwise, students got bored, she added. The students ($S4_3$ and $S4_4$) also reported that their teachers wanted them to participate in the classes: they asked questions, or wanted them to solve the problems on the board.

Moreover, the findings disclosed that teachers encouraged students to participate in the class and corrected errors in their responses. For example, the Literacy teacher asked the class who was Victor Hugo. One of the students answered he was the author of Misarables and the teacher encouraged him by saying "Well done!" (classroom observation notes, Case 5). Likewise, the teacher thanked two of the students who correctly solved the problem he asked (observation note from an 11th grade Math class at Case 1). Accordingly, at a Physics class, the teacher asked the students if he threw an object vertically upward with a velocity of 20 m/s, how many seconds it would take for it to reach the top. A student responded as two. Then, the teacher asked him how he found the answer and the student explained his response correctly, so the teacher congratulated him by saying "Well done!" (observation note from Case 2). The Chemistry teacher at Case 3, also, encouraged student participation in her classes by telling "Well done!", "Good job!" In addition,

at a Chemistry class, a student gave the correct answer to the teacher's question and the teacher congratulated him by appreciating his efforts in that course. With regards to correcting errors, on the other hand, the teacher asked the students what if an alkene was added water. One of the students gave a wrong answer and the teacher corrected him through explaining the correct answer (12th grade Chemistry class, Case 5). Similarly, in a Chemistry class at Case 1, the teacher asked a student whether water and salt were produced after every acid base reaction. The students could not give the true response; thus, the teacher corrected his answer. In another class, the teacher asked the students why temperature decreases with altitude. A student replied that it is because of solar incidence angle. The teacher corrected her answer by providing the correct answer (observation notes 12th grade Geography class at Case 2).

Furthermore, the observations demonstrated that the teachers gave directives when they were setting up an activity. For example, the teacher told the students to open the page 6 from the module (12th grade Philosophy class at Case 2). Likewise, the Math teacher asked the students to solve the fifth problem in the module (10th grade Math class at Case 4). The English teacher also gave directives to the students when she moved to another activity: "*We have two readings left but we will do them later. Now, let's open the page 43*." (10th grade English class at Case 4). Another example was that the teacher asked the students to open the page 201 from the module and introduced the new topic 'Worship in Islam' (10th grade Religious Culture and Moral Knowledge class at Case 1). The English teacher at Case 5 similarly informed the students about the new topic 'Childhood Memories' and asked them to open the page 4 from the book. Next, the teacher informed the students that they would solve sample questions about combustion reactions (observation notes: 11th grade Chemistry class at Case 2). Similarly, the Physics teacher asked the students to solve the 4th question from the test (11th grade Physics class, Case 4). Accordingly, the Geography teacher told the students to write a big title of the new topic (observation notes: 12th grade Geography class at Case 2). The Chemistry teacher also informed the students about the new topic 'Combining the Gas Laws' and wrote the title on the board (observation notes: 12th grade Chemistry class, Case 4).

As discussed above while explaining student participation in the classes, the teachers asked their students to recall information / prior knowledge. For instance, the topic of the session was 'Literacy in the Servet-i Fünun Era' at an 11th grade Literacy class (Case 5). The teacher asked the students about the name of the first psychological novel in Turkish literacy. Additionally, in her 10th grade class, she wanted the students to recall the name of the first Mesnevi literary work. Likewise, the Physics teacher wrote a question about impulse and momentum on the board the solution of which required using prior knowledge about projectile motion (11th grade Physics class at Case 5) (see the question below in Figure 21).

A 2-kg-object is released from the height called H. If the push acting on the object is 80N.s when it hits the ground;

a) H =?

b) *How long does hitting take?*

Figure 21. An example from the questions solved in the class.

At a Chemistry class (Case 1), the teacher asked the students what the reversible reaction was by providing an example on the board ($NH_3 + H_2O \rightarrow NH_4OH$). She explained that since weak bases completely ionized in the water, that example was an example of a reversible reaction. Likewise, the teacher asked the students to recall information they had learned at 10th grade within the topic of 'Reproductive Systems'.

More than that, the interviews and observation notes disclosed that teachers checked student understanding and repeated the content when necessary. For instance, the Chemistry teacher asked the students the names of metals which react as an acid when met with an acid or as a base when met with a base (12th grade Chemistry class, Case 1). The students could not find the right answer so the teacher gave the right answer and gave further information about them. Then, she asked if the (the students) understood. At a Math class, in addition, the students told the teacher that they did not understand the solution of the problem; therefore, the

teacher elucidated the unclear parts (10th grade Math class, Case 4). Accordingly, a student told the teacher that he did not understand how she solved the question and the teacher solved the question by using a different method (11th grade Physics class, Case 5). During the interviews, additionally, the students ($S1_3$, $S2_1$, $S2_2$, $S3_2$, $S3_6$, $S4_1$, $S4_3$, $S4_5$, $S5_1$, $S5_2$, $S5_4$) also reported that the teachers repeated the content when they did not comprehend the content.

Moreover, when the teachers realized a student (or a group of students) was (were) not listening to the teacher or attending in the class, the teachers tried to get attention. To keep the students focused on the lecture, they gave interesting information about the topic. To illustrate, $T5_1$ reported that she provided anecdotes about authors or poets. Similarly, the History teacher, $T1_3$, asserted that she tried to make a story of the content to make the topic more appealing for students. Another example was observed during the Physics class at Case 1. The teacher told a story about Archimedes and how he discovered the physical law of buoyancy. Comparing Turkish people and other nations, he concluded that instead of working hard, Turkish people just complained about problems and were fatalist. He advised the students to be curious and question everything around them to become real achievers. Further, they got attention also through knocking on the board and asking students to listen, as observed at a Biology class (Case 1), a Physics class (Case 2), a Religious Culture and Moral Knowledge class (Case 4). Next, as the Visual Arts teacher ($T4_3$) uttered, playing games was another way of getting attention of the students. The literacy teacher, $T3_2$, on the other hand, alleged that she directed questions or asked them to give examples about the content she was teaching to students when they lost focus.

Given the strategies of teacher to keep the students' attention, it was observed that teachers sometimes made jokes to keep the student attention, also. For example, at a Biology class, the teacher was explaining the concept of regeneration (classroom observation notes from Case 2). A student told that he wished human beings could also renew the severed body parts. The teacher responded that people would tear their body parts during fights. The class laughed at that joke and talks about that continued for a while. Another example was noted during the Geography class at Case 2. The topic was solar radiation. He told the students that *"Güneş*

ışınımı olmasa herkes dağların tepesinde ısınmak için birbiriyle kavga ederdi. Her dağın tepesi GİMSA gibi kalabalık olurdu." "*If there were not solar radiation, everybody would fight to get a place on the top of the mountains to get warmer. Each of the mountain top would be crowded as GIMSA (a supermarket in Ankara)*", the students laughed and they continued to make jokes about it for a while.

Bearing on the classroom practices, the teaching methods and techniques utilized in the classes were also depicted under three sub-categories: chalk and talk, exam-oriented practices, and group activities (see Figure 22).
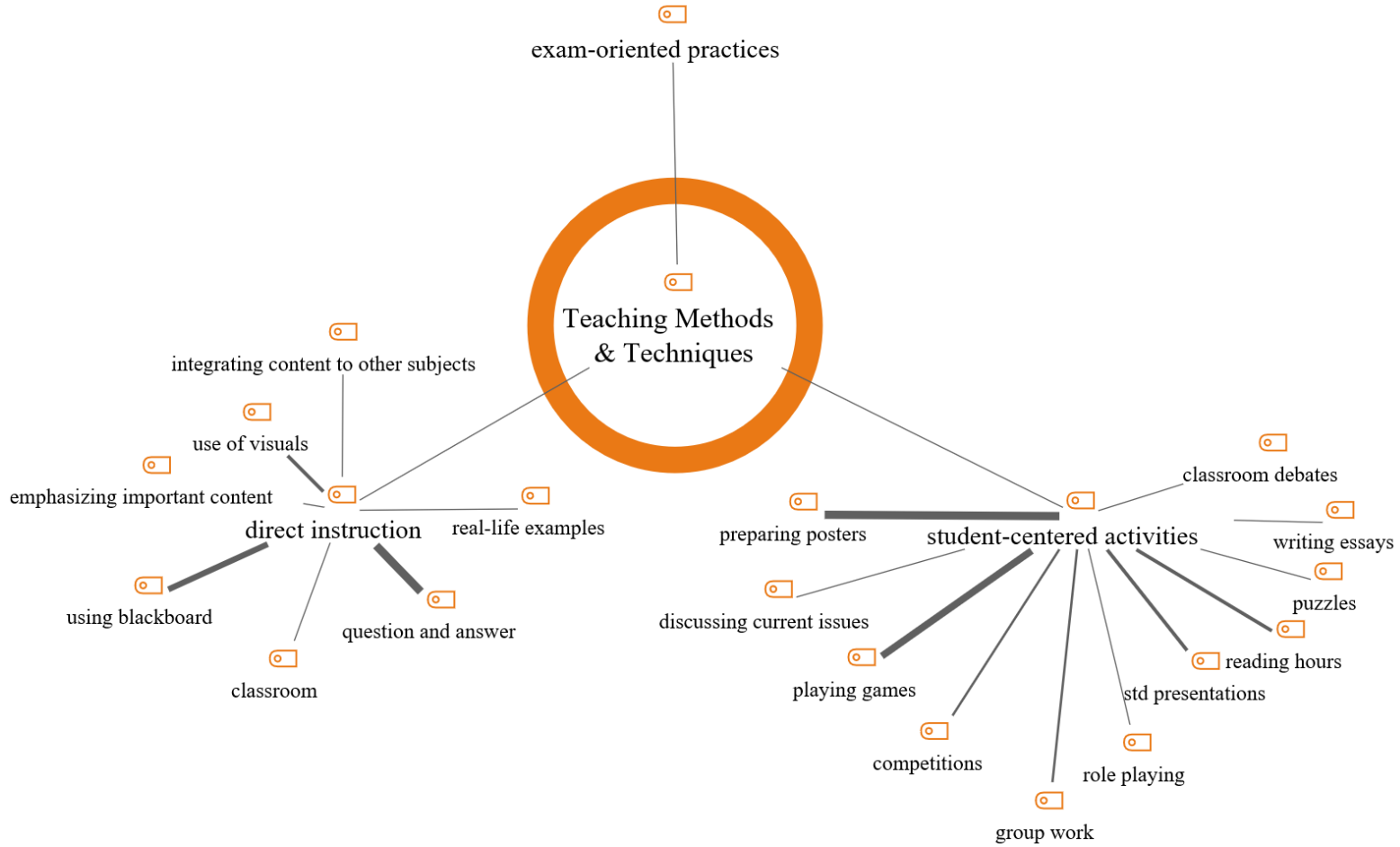
Figure 22. Sub-categories and codes on teaching methods.

Direct Instruction

Observations and interviews depicted that during the classes, teachers were the main source of information and the students were passive receivers most of the time. As holding the power of knowledge, the teachers mainly employed lecturing as a teaching method. In this regard, $T1_1$ reported that she followed a traditional teaching approach in her classes and based her instruction on lectures. Similarly, $T1_3$ noted that she used lecturing as the main teaching method in her classes. The History teacher at Case 4, $T4_1$, also alleged that she mainly designed her instruction on lecturing. Other teachers ($T2_1$, $T2_2$, $T3_1$, $T3_2$, $T3_4$, $T3_5$, $T3_7$, $T3_8$, $T4_2$, $T5_1$, $T5_2$, $T5_3$) also asserted that they used direct instruction strategies in their classes. The school principals, P2 and P5, also A salient finding of this study was that, as in many of other practices at BHSs, the difference between grade levels was emphasized by some of the teachers. Put differently, the teachers ($T1_1$, $T2_1$, $T3_2$, $T3_5$, $T3_8$, $T4_1$) avowed that they sometimes employed different teaching methods other than lecturing at the 9th, 10th and 11th graders, but not at the 12th grade level. They exclaimed that since the 12th graders were studying for the UEE, they did not have time for different types of classroom activities. Analysis of the student interviews disclosed similar findings that most of the students ($S1_1$, $S1_4$, $S2_1$, $S2_2$, $S2_5$, $S3_1$, $S3_2$, $S3_3$, $S3_5$, $S3_8$, $S4_1$, $S4_3$, $S4_4$, $S4_5$, $S4_6$, $S4_7$, $S4_8$, $S5_1$, $S5_2$, $S5_3$, $S5_4$, $S5_6$) reported that teachers adopted direct instruction to transmit knowledge.

Bearing on lecturing as the main teaching method, during the classroom observations at all the cases, the teachers used the classroom board to take notes (Geography class at Case 1, Physics class at Case 2, Philosophy class at Case 3, Religious Culture and Moral Knowledge class at Case 4, Biology class at Case 5), write examples (Chemistry class at Case 1, Geometry class at Case 2, Chemistry class at Case 3, Physics class at Case 4, Math class at Case 5), draw related information (e.g. drawing anatomy of the heart, chemical reactions, projectile motion,) (Physics class at Case 2, Biology class at Case 2, Biology class at Case 5, Chemistry class at Case 5).

Moreover, while lecturing, the teachers directed questions to the students. Indeed, the instructions of the teachers were mainly built on questioning. The

questions aimed to recall information and required short answers or simple calculations. See the excerpts from the classroom observation notes below in Table 11).

Table 11

Sample Excerpts from the Classroom Observations on Questioning

Observation notes	Excerpt
12th grade Chemistry class, Case 1	T: *What is peroxide? Remember?* S: *Per means one so it is the valence of oxygen is -1.* T: *Good!*
11th grade Math class, Case 1	T: *…Then, what about 9 in base 11?* Students: *-2?*
11th grade Physics class, Case 2	T: *I threw it up with 20. In how many seconds does it go up?* S: *2.* T: *How did you calculate it?* S: *Acceleration 10 acts on the opposite side. Then it will decrease as 10 and 10, which means 2 seconds.*
12th grade Biology class, Case 2	T: *Let's remember how these are divided. Ameba?* S: *Randoml.* T: *Paramecium?* S: *Transversely* T: *Euglena?* S: *longitudinally.*
11th grade Chemistry class, Case 3	T: *Let's look now. How many grams of C are there in a mole? It was 12, wasn't it?* S: *24 g. Because there two Cs.* T: *Yes! Then how many moles is 12 grams?* S: *It is the half. 0.5 mole.*
12th grade Geography class, Case 4	T: *Well, tell me how many types of erosion occur in the soil?* S: *3 types.*
11th grade Physics class, Case 4	T: *What is the formula for the unit speed?* S: *V = g.t* T: *Then what is its speed?* S: *50.*
10th grade Literacy class, Case 5	T: *Well, what is the 3rd important work?* S: *Divanı Hikmet.* S: *Ahmet Yesevi.*
12th grade Religious Culture and Moral Knowledge class, Case 5	T: *Well, what else happened in Ramadan?* S: *There is the Qadr Night.* T: *What happened at that night?* S: *Kuran was sent to the Earth.*
12th grade Biology class, Case 5	T: How many chambers is the heart of the fish? S: *Two* T: *What about the frogs'?* S: *Three.*

Accordingly, the teachers (T1$_1$, T1$_3$, T3$_1$, T3$_2$, T3$_4$) reported that they asked questions to the students while lecturing. Similarly, the students (S1$_2$, S3$_1$, S3$_2$ S3$_3$, S4$_1$, S43, S4$_4$, S5$_1$) uttered that teachers asked questions to the students to make them participate in the class or to ensure whether each of the students understood the content. They added that the students also asked questions to their teachers when they did not comprehend the topic or could not solve the problems.

Besides, the data demonstrated that during the lectures the teachers emphasized important content (see Table 12).

Table 12

Examples of Emphasizing Important Content during the Lectures

Case	Course	Grade Level	Emphasizing important content
1	Biology	9th grade	The teacher underlined the concepts which were included in the following exam.
1	Chemistry	12th grade	The teacher underlined exceptional reactions while teaching acid-base reactions.
1	Religious Culture & Moral Knowledge	11th grade	The teacher told the students that they must learn the fard parts of the salah in Arabic.
2	Biology	12th grade	The teacher warned the students not no confuse regeneration and reproduction.
2	Geometry	12th grade	The teachers asked students to put a star near the question on the board while taking notes.
2	Math	12th grade	The teachers wanted the students to highlight the question on the board while taking notes.
3	Chemistry	11th grade	The teacher underlined a concept while teaching about mole.
4	Physics	11th grade	The teacher asked the students to memorize an important information about free fall motion.
4	Chemistry	12th grade	The teacher wanted the students to underline the last sentence she told.
4	Math	9th grade	The teacher underlined the short-way of solving a problem about functions.
5	Biology	12th grade	The teacher wanted the students to put a star in front of the note they were taking down at that moment.
5	Physics	11th grade	The teacher warned the students not to confuse energy with impulse.
5	Math	12th grade	The teacher told the students to write down an important note about the relationship between distance and velocity.

Accordingly, $S1_2$ and $S2_5$ reported that the teachers emphasized the important content and taught key points about a certain topic.

Furthermore, during lectures, the teachers used visuals. At Case 1, $T1_3$ asserted that she used maps and online presentations in her classes. She added that she sometimes integrated documentaries into her lesson plans. She further alleged that she brought small tablets to the classroom while teaching about archeology.

Similarly, C1 noted that they had a room upstairs in which there was a projection machine to enable students to watch videos, films. He added that some of the classrooms also had a projection machine. Likewise, $S1_1$ uttered that they had watched movies a few times in the classes. He illustrated that, at the Literacy class, they listened to the poems of Sunay Akın. Likewise, $S1_2$ marked that they used projection machine particular at the Literacy classes. Next, at Case 2, there was a projection machine, a TV, and an overhead projector, the school principal, P2, depicted. In this regard, $T2_1$ stated that he used maps and projection machine, especially at the 10th and 11th graders. He contended that he made use of a variety of documentaries and movies about Geography in his classes. Supporting him, $S2_5$ purported that they watched a documentary at the Geography class. Similar to other cases, at Case 3, visuals were also utilized during lectures. For example, a Geography teacher, during the personal conversations, connoted that she used maps and models in her classes. $T3_1$ enunciated that there was a projection machine up in a room on the 7th floor and they used that room when necessary. $T3_2$ also delineated that students were watched videos in the classes, particularly at English classes. Underlying the difference between grade levels, $T3_5$ enunciated that he utilized videos of some experiments at the 12th-grade level. Dwelling on teacher responses, the students also reported that they watched movies ($S3_3$), used maps and models at Geography and History classes ($S3_5$ and $S3_8$). At Case 4, on the other hand, the observations also revealed that visuals were an important component of lectures. For instance, the teacher had prepared a slide show about the content and he lectured via those slides (12th grade Geography class). He used a projection machine to display them. Similarly, at another class, the students were watched a movie 'Veda – a movie about Independence War' (11th grade History class). The students also uttered that projection machine was used to present content ($S4_1$) and to watch documentaries ($S4_3$). Lastly, at Case 5, visuals were benefitted. To illustrate, at Biology classes, human body models were used while presenting the related content. Apart from this, maps were utilized at Geography classes. There were two projection machines to be used mostly at Literacy, Geography, and History classes, the school principal, P5, reported. In this regard, $S5_1$ and $S5_2$ avowed that they watched the movie '1453' at the History class. The 11th grader ($S5_3$, $S5_4$, and $S5_5$) also emphasized that they used to watch videos or documentaries at the 10th grade at the

Geography, Literacy, and History classes. S54 further exclaimed that they still used maps at Geography classes.

Real-life examples were also used during the lectures. An excerpt from the observation notes illustrates how real-life examples were integrated into the instruction:

> Teacher: *Think about garden hose. While watering the garden, what happens if you tamp down the hose?*
> Student: *Water flow velocity increases.*
> Teacher: *Then?*
> Student: *Kinetic Energy increases.*
> Teacher: *So?*
> Student: *Potential energy decreases.*
> Teacher: *Good! Means that?*
> Student: *The pressure decreases.*
> Teacher: *Good job!*

(Classroom observation, 10th grade Physics class, Case 1)

Accordingly, at a Biology class, the topic of the session was regeneration. The teacher told the students that rubbing with a coarse bath-glove to get rid of dead cells was an example of regeneration in human body (Classroom observation, 12th grade, Case 2). Similarly, the Geography teacher explained the concept of the underfloor heating by giving the example of the mountain Everest. He explained that although the top of it closer to the sun, it was snow-clad due to the underfloor heating (Classroom observation, 12th grade, Case 2). Another Geography teacher at Case 4 asked students to give examples of Physical Resolution (classroom observation, 12th grade). The Religious Culture and Moral Knowledge was teaching about Worship in Islam. She illustrated that learning a foreign language was also a type of worship (classroom observation, 12th grade, Case 4). At a Literacy class, on the other hand, the teacher gave examples of literary works which belongs to Servet-i Fünun Era (classroom observation, 11th grade, Case 5). Lastly, the Chemistry teacher listed PVC and Teflon pan as examples of alkynes (classroom observation, 12th grade, Case 5). Complementing the observations, the teachers (T3$_1$, T3$_5$, and T5$_3$) reported that they always connected classrooms to the real world. Likewise, T3$_4$ exemplified that while teaching about optic, frictional force, or pressure she used

real-life examples. S3$_3$ confirmed that teachers gave examples from daily-life to stimulate learning.

Moreover, albeit reported only a few participants, experiments were employed as a teaching method. The Physics teacher, T3$_5$, reported that he sometimes asked the 9th and 10th graders to prepare simple experimental designs and demonstrated them in the classroom. If the experiment was difficult to design, he verbally explained it, he exclaimed. Likewise, S2$_5$, a 12th grader noted that since they did not have a laboratory, teachers made simple experiments in the classes. S4$_2$, similarly, avowed that they used test tubes in Chemistry classes. S4$_8$, a 12th graders, also asserted that they made experiments at Chemistry classes at the 10th grade level. Complaining about the physical deficiencies at BHSs, the Physics teacher at Case 2 contended that learning Science at laboratories would lead effective learning; yet, since they did not have labs, they had to teach only formulas in the classes. In addition, he underlined that Science laboratories were not used also at public schools, as a 12th grader, S2$_3$, voiced.

Next, the teachers sometimes integrated content to other subjects. The Visual Arts teacher, T1$_1$, elucidated that he aimed to enhance students' understanding of art through engaging them different activities from other disciplines by reporting that:

Because the thing we call as a 'painting' is the expression of our soul when we are alone. This has no limits or capacity. This is only restricted with the body. That's why I do try to ignore any frames or limitations. In every field...For instance, I talk to them about history, too. It may be philosophy or religion or something similar.

Çünkü resim dediğiniz şey zaten hani kendi başınıza kaldığınız zaman, kendi ruhunuzdan çıkan şeylerdir. Bununda belli bir sınırı yada kapasitesi yoktur. Bu bedenle sınırlı bir şeydir. O yüzden belli bir çerçeve yada sınır gözetmemeye çalışıyorum. Her alanda. Mesela onlarla tarih konusunda da konuşuyorum, tarihi şeylerde yapabilirler. Ya da felsefe olur ya da din olur ya da benzeri şeyler olur.

Similarly, during the observations, the teacher explained the solution of a problem about the centroid of a triangle by using the information about momentum, a topic in Physics course (12th grade Geometry class, Case 2).

Exam-oriented practices

        Given the mission of BHSs above, preparing students for the UEE is an important aspect of the schooling process at those schools. Therefore, exam-oriented practices were embodied in most of the classes by emphasizing the content covered in the UEE. In this regard, almost all of the students asserted that they solved tests after completing each topic to be prepared for the UEE. For instance, a 9th grader, $S1_2$, reported that they solved sample questions that were asked in the previous UEEs. She added that since the books which the school gave them included sample questions, the teachers elaborated on the related content. $S1_4$ remarked that the teachers accentuated the questions that were asked in the previous university entrance examinations. The students at Case 2 ($S2_1$, $S2_2$, $S2_5$) also noted that they solved sample questions after completing each topic. In this regard, $S2_3$ accented that the teachers prioritized the exam content. He added that the teachers also showed them short ways of solutions to the problems. $S2_5$, on the other hand, illustrated the emphasis on the UEE as "They tell us to pay attention since that part is important. They attract our attention to the points where students usually have mistaken in the exams". $S3_1$ and $S3_2$ similarly exclaimed that they solved tests on each content. $S3_1$ further addressed that if the content of previous session was among the topics that were asked in the UEE, the teachers reviewed the content. In this regard, a 12th grader, $S3_6$, disclosed that he memorized almost all of the questions that were asked in the previous UEE. Likewise, the students at Case 4, $S4_1$, $S4_2$, and $S4_3$ noted that solving sample questions enabled them to work on different question types which would lead to higher scores on the UEE. $S4_5$ further elucidated that the teachers taught them short ways of solving problems not to spend too much time on a question in the UEE. Lastly, the students ($S5_1$, $S5_2$, $S5_3$, $S5_4$) at Case 5 depicted that they solved previous years questions asked in the UEE. $S5_6$ added that after completing each topic, the teachers allocated one or two class hours to solve tests about that topic.

        Supporting the students, teacher interviews yielded similar findings. To illustrate, the school principal of Case 1, who also taught Physics, exclaimed that he had special methods to solve physics questions in a shorter time by stating that:

To make them solve a test question in its long way may give them a chance to understand the solution better and to use various information regarding different concepts there, however, since we study for the UEE, the student who completes a test question in its shortest time is the winner

Soruyu uzun yoldan çözdürmek doğru çözümü anlamasını sağlar belki farklı kavramların bilgileri orda kullanmasını sağlar ama sınav ÖSS'ye çalıştığımız için nihai olarak az zamanda çok soru çözen öğrenci makbul öğrenci oluyor.

In this context, C1 emphasized classroom practices of different grade levels. He marked that contrary to the 9th and 10th graders in which basically the formal curricula were followed, the focal point of the instruction at the 11th and 12[th]grade level was the UEE. The History teacher, $T1_3$, similarly, contended that she designed one class hour in a week to teach the exam (UEE) content to the 11th graders. $T2_1$ stressed that they emphasized important content for the exam or warned students to be careful about distracters in the questions. Defining BHSs as educational institutions which have a dual mission (preparing students for the UEE and following the curricula), $T3_2$ reported that they taught students the questions types that were likely to be asked in the UEE. Similarly, $T3_3$, $T3_4$, and $T3_5$ stated that they solved tests after completing each topic. By doing so, the students not only accustomed to solving tests, but also learned how to answer the questions in a shorter way, $T3_3$ uttered. Additionally, the Math teacher, $T3_6$ exclaimed that their main aim was to cover curricular content while emphasizing the topics that were important for the UEE. $T4_1$ stated that besides curricular content, she taught the exam content and presented the previous years' UEE questions. Accordingly, the Physics teacher at Case 4 also delineated that she solved tests in their classes. Lastly, at Case 5, the central focus of the instruction was solving sample questions, as the school principal denoted. The Physics teacher, $T5_2$, alleged that she taught the students effective strategies to solve questions.

Next, the observations complemented the interviews. To illustrate, during the classroom observations, the Physics teacher explained the flow of his classes as introducing the topic, taking notes, solving sample questions from the test book, and giving homework. In addition, he taught the students two different methods to solve a Math problem (classroom observation, 11th grade Physics class, Case 1). Further, a teacher showed the students a short way of calculating the length of a triangle's edge

(classroom observation, 12th grade Geometry class, Case 2). In addition, a student asked a question about the euglena colony to the teacher and she replied that only the name of it was asked in the UEE (12th grade Biology class, Case 2). Further, the teacher informed the students about the new examination system at the beginning of the class (12th grade Math class, Case 2). In a Philosophy class, on the other hand, the teacher distributed a test to the students to be completed until the end of the class (12th grade, Case 4). Accordingly, the Geography teacher presented sample questions that were asked in the previous UEE about lands. Dwelling on similar points, the Physics teacher taught a strategy to solve questions about free-fall motion in a shorter time and told the students to memorize it. Lastly, at Case 5, the Chemistry teacher asked students the previous years' questions asked in the UEE about alkynes (12th grade level). Another teacher taught the content about cells by coding it as "BAY FEHMİ" (12th grade Biology class, Case 5). The Literacy teacher, on the other hand, warned students to listen carefully since that topic (literary works in the Servet-i Fünun Era) was asked in the UEE.

Group activities

The findings disclosed that despite the limited use of them, the teachers also employed group activities as student-centered practices. Among them, preparing posters was emphasized by the participants. The Chemistry teacher, $T5_3$, for instance, noted that she wanted her students to prepare posters about the contents she covered. P2 reported that posters were prepared particularly within Literacy course. A salient finding of this study was that posters were prepared particularly at the 9th and 10th graders (C1, $S1_9$, $S3_3$, $S5_3$, $T3_7$). In this regard $S4_1$, a 9th grader, and $S4_4$, a 10th grader, stated that they prepared posters in Visual Arts class. Similarly, $S5_1$ avowed that she prepared a poster in Geography class. Accordingly, $S3_1$ and $S3_2$, 10th graders, contended that they prepared posters in Chemistry class.

Furthermore, playing games was also utilized as a student-centered classroom practice. For instance, the Visual Arts teacher ($T1_1$) depicted that he aimed the students to have fun in his classes; therefore, he integrated games into his instruction. He exemplified that he asked the students to present anything -a receipt, a short story, a song, - on the board without gestures. $S1_9$ noted that they played a

kind of taboo in the Philosophy classes. On the other hand, S1[10] reported that they used to play games in the previous grades. During the personal conversations, the Geography teacher at Case 3 also depicted that she played map game in her classes in which she showed a certain district on the map and the students tried to make an educated guess about economic and social characteristics of that region. Likewise, the History teacher, T3[7], illustrated a game she played in her classes: She wrote questions about the content they had covered and put them in a bag. The students randomly selected one of those questions and answered it. If s/he could not answer, s/he lost and passed the bap to another student. S3[3] gave another example of games in the classes. He alleged that they played a matching game in the Literacy classes in which they tried to match the literary works with authors / poets, as S3[4] also reported. The Visual Arts teacher (T4[1]) exemplified a game she used in her classes as:

We revive various artists' paintings which are generally known and should be known. We did this last year and they really liked it. I ask them to revive the figure in the visual I show to them. Then I hang it on the wall and write the name of the student under it. The purpose is to make them remember such a cultural thing that they have done in the future.

Çeşitli sanatçıların genelde bilinen ve bilinmesi gereken tabloların canlandırmasını yapıyoruz. Yani geçen sene yaptık çok da hoşlarına gitti. Görseli mesela tutup öğrenciden o tablodaki figürü canlandırmasını istiyorum. Sonra onu panoya asıp kimin olduğunu da altına yazıyoruz. Yani ileride en azından kültürel anlamda da ben bu tabloyu canlandırmıştım diye aklında kalmasını sağlamak amaç öyle.

In addition, S4[1] and S4[2] stated that they played games in the classes, particularly in English class to memorize the words. Lastly, T5[3] uttered that she prepared question cards to be played in her classes.

Moreover, as the teachers disclosed, students made presentations in their classes. To clarify, T3[2] and T3[3], the Literacy teachers, reported that they asked students to present literary works of the authors/poets. "This not only stimulates learning but also contributes personal development of students by providing them with the opportunity to make a speech in front of an audience.", T3[2] voiced. Similarly, the History teacher (T3[7]) connoted that she asked the students to make presentations in the class about e.g. Sultans of Ottoman Empire. Accordingly, the

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History teacher at Case 4 and the Literacy teacher at Case 5 remarked that they asked the students to make presentations in their classes.

Next, the findings showed that some of the class hours were designed as reading hours (T1$_3$, T3$_2$, T3$_3$, T5$_1$, S5$_1$, S3$_2$, S5$_2$, S5$_5$). In addition, competitions were organized in the classes (T1$_2$, S4$_1$, S4$_2$). Further, group works were employed (T5$_1$, S2$_4$, S5$_2$). In this regard, during the classroom observations at a 10th grade English class, at Case 5, the teacher told the students to work in groups to prepare a dialog about their childhood memories. Other student-centered practices were listed as discussing current issues (S3$_3$, S3$_7$, classroom observation notes from a 12th grade Philosophy class, at Case 3); classroom debates (S2$_3$, S2$_5$); role-playing (T3$_3$, T3$_7$); puzzle games (T3$_1$), and writing essays (T3$_2$).

Closure

The classroom observations unveiled that the classes were mostly ended with the bell's ringing (History class at Case 1, Physics class at Case 1, Physics class at Case 2, Biology class at Case 2, Religious Culture and Moral Knowledge class at Case 4, Philosophy class at Case 4, English class at Case 5). On the other hand, some of the teachers summarized the session before the bell rang (Math class at Case 1, Religious Culture and Moral Knowledge class at Case 5, Literacy class at Case 5). In addition, one of the teachers controlled the student homework (Chemistry class at Case 5) and another teacher gave homework (English class at Case 5). Lastly, only three of the teachers informed students about the next session's topic (Geography class at Case 2, Geometry class at Case 2, Math class at Case 2).

4.4.2.4 Classroom management.

Classroom management refers to strategies employed by the teacher to create a classroom environment that fosters student-teacher interaction and peer interaction; facilitates student learning; prevents or lessens, at least, disruptive student behavior; meets individual student needs (Doyle, 1986; Jones, 1996). Therefore, classroom management was included as the unit of analysis under curriculum implementation.

To begin with the disturbing behavior, the findings revealed that the pace of instruction was so fast which left less space for disorderly student behavior. However, some disruptive behaviors were noted during classroom observations. For instance, while observing a 9th grade Biology class, the students sometimes talked among themselves. The teacher warned them by calling their name. In addition, one of the students threw a pencil to his friend and the teacher shouted at the student as: "What have you done? It is so dangerous. You could hurt your friend. Never do it again." In another classroom (12th grade Math class) a student mocked the way the teacher solved the question. The teacher got angry and asked the student to show them the simpler way. He told the teacher to turn back and continue her lecture. Other students were disturbed by the tension and asked him to be quiet and said teacher to keep on solving other questions. Moreover, during the observation of a 10th grade Physics class, the teacher asked a student to read a passage from the book. The student had trouble while reading so other students laughed at him and started talking among themselves. The teacher asked the students to be quiet and to listen to him. Similarly, in other classes, when students talked among themselves, the teachers warned them by knocking on the board, calling them by name, or speaking up.

In contrast to Case 1, less disruptive student behavior was observed during classroom observations. Particularly, at the 12th grade classes, the students were focused on the instruction, and the pace of the instruction was very fast that they were just sparing even less than one minute for a solution of a test question. As an example of disturbing student behavior, a 12th grade Biology class, towards the end of the session, some of the students talked among themselves and the teacher asked the students to be quiet by knocking on the board with a board marker. The other instance was observed during the counseling hour at a 11th grade class. The counselor kindly asked the students to listen to their friends.

Furthermore, I was allowed to observe only three classrooms at Case 3. Among them, many critical incidents were observed at the 10th grade Biology class. To clarify, at the end of the first ten minutes, the teacher could only maintain the silence. He kept warning the students to be quiet. It was a recitation hour so the

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teacher answered students' questions. While doing so, other students talked among themselves. Two of the students next to me was concerned with irrelevant things. The teacher tried to keep the control of the classroom by speaking up. In an 11th grade Chemistry class, two students talked and the teacher asked them to listen to her by calling those students' names. During the interview with her, T3[7] emphasized that they had more difficulties to maintain classroom control at 9th and 10th graders. She elucidated that:

...and they have come to the basic high school since they have failed in the high school entrance exam. Therefore, I cannot teach in the forty minutes of a forty-minute-class. I have a chat with them in the first 10 minutes and then persuade them for the lesson in another ten minutes. The rest is full of warnings such as 'stop, do not do that, do not hit" while teaching. But this is mostly because they have not been leaded appropriately so far...	*...ve TEOG'ta çoğunlukla başarısız oldukları için temel liseye gelmiş çocuklar. Bu yüzden kırk dakikanın kırkında da maalesef ders işleyemiyorum. Bir on dakika sohbet, on dakika derse ikna, dersi anlatırken sürekli dur yapma, vurma vs gibi uyarılar ile geçiyor. Ama genel olarak bu çocuklar bugüne kadar hiç doğru düzgün yönlendirilmediği için...*

Moreover, classroom management at Case 4 seemed to cause less problem for the teachers as the observations yielded. In other words, even the 9th and 10th graders did not perform misbehavior during the classes. Only in one of the observed classes, a Geography class at the 12th grade level, the teacher had trouble to control the classroom. To explain, he used the projection machine to lecture; hence, the lights were off and the curtains were pulled. The classroom was dark. Some of the students were sleeping on their desks; some were talking; some were studying other courses while only a few students were participating in the class. The teacher warned the students a few times to listen to him. In the end, he announced that he would make a quiz in the following session since they did not listen to him.

Next, as the observations and interviews revealed, the teachers had classroom management problems particularly at only 10th grade classroom at Case 5. During the observation of an English class, for instance, it took minutes to students settle down despite the teacher's warning. In addition, during the class, only a few students participated in the class; others talked among themselves or dealt with irrelevant things. One of the students was walking around the classroom. The teacher

asked him to sit down. Besides, four male students were sitting at the back of the classroom and speaking loudly during the class. Although the teacher warned them many times, they did not stop so a female student, sitting in front of the classroom, warned his friends: "Enough! Be quiet! I cannot even hear my voice!". Similarly, in the Literacy class, the same students were talking among themselves, standing up at the back of the classroom. The teacher asked two of them to sit at the front desk. An interesting finding was that after sitting at the front, those two students did not talk rather participated in the class. Complementing the observations, during the interviews, a female student at that classroom reported that *"Dersler güzel işleniyor fakat ben öğretmenlerin öğrencileri susturduğunu düşünmüyorum. Geldiğinizde gördünüz. Susun edin disiplin yok. Ben de hep susan bir öğrenci değilim evet ama bazı öğrenciler hep konuşuyor ve öğretmenler müdahale etmiyor. Bazen biz mecburen uyarmak zorunda kalıyoruz." "We do not have any problem regarding the classes but teachers cannot control the classroom. You saw when you came to our class. There is no discipline in our classes. I sometimes talk during the classes but some of the students always talk. Sometimes, we have to warn them to be quiet!".*

In other courses (classroom observations in Religious Culture and Moral Knowledge, 12th grade; 11th grade Physics class; 12th grade Math class), on the other hand, when the students talked among themselves or asked irrelevant questions to disrupt the flow of the instruction, the teachers warned the students by calling them name or knocking on the board.

Given the student disruptive behaviors, it is important also to elucidate teacher-student interaction in the classes. In this regard, it was interpreted that teachers established a close relationship with the students. To clarify, during the classroom observations, it was noted that the teachers knew names of each student and called them by name or as "Honey", "Sweet", "Darling". In addition, while addressing to the students, they used statements such as "My friend", "Champion", "Hey Guys". To illustrate, $T1_1$ reported that:

My relationship with the students is like this; the 9th graders are more like children but nevertheless, I approach them friendly. They cannot keep this border stable between us, so I sometimes warn them and when I do that, they keep quiet. I am as a friend with other graders, too. In fact, most of the time I also learn with them.	*Şimdi tabi, öğrencilerle ilişkim şu şekilde; dokuzlar biraz hani çocukluktan yeni çıkma aşamasındalar. Genelde arkadaş gibi yaklaşıyorum ama onlar yine. Ya bu sınırı çok fazla şey yapamıyorlar, koruyamıyorlar. O yüzden bazen uyarılarım oluyor onlara, uyardığım zaman susuyorlar işte. Diğer sınıflarla da arkadaş gibiyim. Yani çoğu zaman bende onlarla birlikte öğreniyorum aslında yani.*

P2 examplified the teacher-student relationship as: *"Burada samimi bir ilişki var. Mesala, öğretmenler öğrencilere tatlım, balım der."* *"There is a close relationship here. For example, teachers call students as sweety or honey."* Similarly, S2₁ alleged that the Math teacher called them as little darlings. Besides, it was interpreted that the teachers created such a classroom environment in which students felt comfortable to ask the teachers their questions and repeat the content. For example, during the 12th grade Math class at Case 5, one of the students told the teacher that he did not understand the solution of the problem; thus, the teacher solved the problem again on the board. Similarly, a student said that she did not understand the solution and the teacher solved the problem by providing an alternative method (observation notes, 10th grade Math class at Case 2). The student interviews yielded identical results. In other words, the students (S2₁, S3₂, S4₁, S4₂, S4₃, S4₄, S5₁, S5₂, S5₆) exclaimed that they felt comfortable while asking questions to the teachers and the teachers always explicated the unclear parts. Besides, the teachers (T1₁, T3₃, T4₁, T5₁, C5) delineated that they not only dealt with academic problems of the students but also listened to individual problems of the students during the classes. For example, T4₁ depicted that she always allocated one of four classes for listening to students' individual problems like their mothers or friends. Likewise, C5 noted that she planned the counseling hours in accordance with the student needs. She illustrated that she studied effective studying methods at 12th grade since they transferred from vocational high schools. In this regard, during the observations at a 10th grade Physics class at Case 1, the teacher went near to a student who silently sat during the class and asked him if everything was all right.

Lastly, irrelevant talks were included as a part of the analysis under the classroom management category since they might reflect both disturbing student

behaviors and teacher-student interaction in the classroom. The findings showed that most of those irrelevant talks were about trial tests and the UEE, particularly at the 12th grade level. For example, during the observation of a 12th grade Language and Literacy class at Case 1, a student complained about grammar questions in the trial test. He exclaimed that the questions were so difficult. Other students also agreed with him. The teacher told them that since Turkish Language and Literacy was a must course in every department, they had to learn grammar. Another example was observed at a 12th grade Biology class at Case 2. The teacher was teaching about bacteria types, a student asked her if there was a question about endocrine in the following trial test. She said that a question would be included in the test and advised them to study hard for that test since the questions would be more difficult than the previous ones. Next, at a 12th grade Math class at Case 2, the teacher informed the students about the recent changes in the UEE. Similarly, at a 12th grade Math class at Case 1, the students shared their scores on the latest trial test with the teacher. The teacher suggested some strategies and informed the students about the recent changes in the content of the UEE. He stated that non-routine Math problems were added in the exam content. Therewith, a student criticized the education system and asked: *"…Bize hiçbir şekilde sorgulama becerisi geliştirmemizi sağalayacak şeyler öğretmiyorlar ve şimdi bizden sorgulamamızı mı istiyorlar? Ne kadar mantıklı!"* *"…They have not done anything to teach us reasoning skills, and now they expect us to reason? How reasonable it is!"*.

Talks that were irrelevant to the topic of the session were also observed. For instance, the teacher was talking about frogs' structure of the heart, a student told that he watched a documentary on crocodiles and learned that crocodiles had a bulletproof skin. The teacher informed the students about it and continued her lecture. In another class at Case 1, at the beginning of the class, the students told the teacher that they had a physics exam at the previous class hour. They complained about the difficulty of the exam. Then the teacher asked the students to be quiet and focus on the lecture (observation notes from the 9th grade Visual Arts class). Another example was observed at Case 4 during the observation of a 10th grade Math class. While the teacher was teaching trigonometry, she used a statement to make students remember the rule easily: *"Hadi hatırlayalım! Kosinüs eksiyi yutar, sinus kusar!"*

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"Let's remember! Cosine swallows minus; sine throws up minus". Then, the students started to laugh. The teacher asked them why they were laughing. One of the students explained that his friend had thrown up the previous day. Other students also made jokes about that incident. After a while, the teacher told the students to focus back to the topic and to take notes.

4.4.2.5 Educational materials.

Under this category, textbooks provided by the MoNE, publications of the school, additional test books, and teacher notes are disclosed.

BHSs followed the formal curriculum; therefore, textbooks of the MoNE were used as a sourcebook. In this regard, P2 reported that teachers used the textbooks as a guide. Supporting him, $T2_2$ alleged that the teachers prepared summaries from those textbooks. In addition, $T3_2$ and $T3_5$ remarked that the textbooks provided them with different reading passages or learning activities, particularly at 9th and 10th grade levels. Their colleagues ($T3_6$, $T3_7$, $T4_3$, $T5_1$, $T5_3$) also claimed that they used the textbooks provided by the MoNE. In contrast, a Math teacher at Case 1 ($T1_2$) alleged that she did not use those textbooks neither did teachers at public schools since they were not very useful. Likewise, during the personal conversations, the Religious Culture and Moral Knowledge teacher at Case 5 uttered that students did not want to use those textbooks even if she wanted to use. Further, the student interviews revealed similar findings. The students ($S2_1$, $S2_3$, $S2_5$, $S3_1$, $S4_1$, $S4_2$, $S4_3$, $S5_1$, and $S5_6$) affirmed that teachers used the textbooks provided by the MoNE. $S2_5$, $S5_1$, and $S5_6$ drew attention to the reason for using those textbooks. They uttered that the textbooks were used since the committee in Student Selection and Assessment Center took those textbooks as reference while preparing questions for the UEE. Besides, $S3_1$, $S4_1$, and $S4_3$ contended that the teachers gave homework from the textbooks of the MoNE.

Moreover, contrary to the limited use of textbooks at BHSs, the teachers mostly relied on the publications of their school (test books, modules, *books that present the topics, leaflet tests, homework booklet*). To begin with the Case 1, it was an institutional school all sources of which were prepared by one center and in the all branches of which the same books are utilized. Monthly modules, books that present

the topics, test books, weekly and monthly homework booklets were delivered to the students. These book not only included the topics to be covered but also functioned as a preparation book for the university entrance exam. It was observed that the books of the school were the main source of information. For instance, the examples teachers solved in their instruction were from monthly modules (10th grade Math class, 11th grade Physics class, 12th grade Chemistry class). In addition, while lecturing, the teachers also followed the schools' book (10th grade Religious Culture and Moral Knowledge class, 11th grade Math class, 12th Chemistry class, 12th grade Math class). Complementing the observation notes, the teachers (T1$_2$ and T1$_3$) also reported that the schools' publications were the main course books. T1$_2$, T1$_3$ and C1 further exclaimed that providing students with the schools' own publications was one of the strengths of the school. T1$_3$ also noted that she gave weekly homework from the booklets. Similarly, the students (S1$_2$, S1$_3$, S1$_4$, S1$_9$, S1$_{10}$, S1$_{11}$) stated that the teachers used the publications of the school during the lectures and gave homework from those books. S1$_2$ and S1$_3$ underlined that test books and weekly homework booklets enabled them to work on a variety of questions.

Different than Case 1, Case 2 did not have its own publications but they made an agreement with a publishing house in line with the decision made by the teachers and the books of that publishing house were delivered to the students, as P2 reported. These books were the main source books for lectures, homework, and tests. To clarify, during the classroom observations, the teachers solved the questions from those books (12th grade Geometry class, 12th grade Math class) and gave homework (11th grade Physics class, 11th grade Math class, 12th grade Geometry class, 12th grade Math class). In addition, during the interviews, T2$_1$ affirmed that along with the textbooks provided by the MoNE, teachers used those books in their classes. Likewise, the students (S1$_2$, S2$_4$ and S2$_5$) stated that homework was given from both monthly modules and test books the school gave them.

Similar to Case 1, on the other hand, Case 3 had its own publications (test books, books that present the topics, modules). As in other cases, these resources guided teachers during their instruction. To illustrate, during the observation of the 12th grade Philosophy course, the teacher asked the students to open the 6th page from

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the school's book and continued her lecture from that book. The Biology teacher ($T3_1$) alleged that they gave homework from test books the school provided the students to be solved during practice hours. In addition, other teachers ($T3_2$, $T3_3$, $T3_4$, $T3_7$, and $T3_8$) marked that they mostly relied on the school's books in Literacy classes. The male Physics teacher ($T3_5$) highlighted that publications of the school were one of the strengths of the school that teachers' preparing publications of the school not only contributed to professional development of teachers but also ensured meeting students' needs. P3 similarly avowed that the school supplied the books which were prepared by the teachers. He elucidated that there were teachers who worked only to prepare the books yet he wanted all the teachers contribute to them to support teacher's' professional development. Moreover, as their teachers, the students ($S3_1$, $S3_3$, $S3_4$, $S3_5$, $S3_6$, $S3_7$, $S3_8$) reported that the books which the school gave them were used as a main source in all the courses.

Case 4, which is one of the branches of an educational institution, provides its students with the books that come from the center. The observations and interviews revealed that the books and modules of the school used as the main source. To illustrate, during the classroom observations (10th grade Math, 11th grade Physic, 12th grade Chemistry), the teachers either solved the examples in modules (monthly course books) or answered students' questions from the test book. In this regard, during the interviews, the History teacher ($T4_1$) depicted the publications of the school as a strength of the school:

In this way, the students do not have to search for extra resources, particularly the 12th graders because they are studying for the UEE and they have to complete a certain number of tests in a week. Besides, we gave homework to other graders from those books.	*Bu sayede öğrenciler ekstra kaynak aramak zorunda kalmıyorlar. Özellikle de 12. Sınıflar çünkü onlar üniversite sınavına hazırlandıkları için haftalık belirli sayıda test çözmek zorundalar. Ama diğer sınıflara da bukaynaklardan ödev veriyoruz.*

Additionally, the Physics teacher ($T4_2$) enunciated that they had modules which included both the content and sample questions. She added that there were spaces on each page of the module which enabled students to take notes on. On the other hand, all of the students ($S4_1$, $S4_2$, $S4_3$, $S4_5$, $S4_6$, $S4_7$, $S4_8$) affirmed that the books provided

by the school were used as the main resource. They explained that they followed the content and were assigned tests from those books.

Case 5 used the books provided by the center which the school was one of its branches. In this regard, $T5_1$, the Literacy teacher, alleged that she used various resources in her classes, particularly the fascicules and test books provided by the schools. Similarly, $T5_2$ underlined that she used the books provided by the school as a guide. She added that she gave homework from those books. $T5_3$ exclaimed that since they had to follow the formal curriculum, she used the textbooks of the MoNE yet in order to prepare students for the UEE, she mainly relied on the test books of the school. Supporting her, the students ($S5_3$, $S5_5$, and $S5_6$) enunciated that they solved tests from those books. $S5_6$ further stated that they had to complete all of the tests from those books after completing each unit.

Aforementioned, textbooks provided by the MoNE and publications of the schools, Analysis of the qualitative data disclosed that addition to them, supplementary resources were also used. P1 reported that they asked students to buy extra test books to enable them to work on different types of questions. In that way, he added, they aimed to increase student success rates on the UEE. The History teacher, $T1_3$, noted that she gave lots of test homework to make students study – 150 question in a week; therefore, they needed extra test books. $S1_2$, similarly, asserted that the teachers gave test homework and there were limited number of tests in the test books of the school; thus, she bought additional test books to complete her homework, particularly in Language and Literacy course. $S1_3$, $S1_4$, and $S1_9$ also reported that they solved tests from additional resources their teachers recommended. Likewise, all of the students at Case 2 ($S2_1$, $S2_2$, $S2_3$, $S2_4$, $S2_5$) exclaimed that they used additional test books in their courses to solve sample questions.

Moreover, the Biology teacher ($T3_1$) reported that they gave homework from both the publications of the school and additional test books. She added that she also prepared classroom notes from supplementary resources. On the other hand, $T3_3$ underlined that, particularly at the 12th grade level, she recommended students to buy extra test books to enable them solve more tests which in turn increased their scores on the trial tests. The Physics teacher ($T3_4$) also noted that she used different

supplementary resources in her classes based on the achievement level of the students and the topic. $T3_6$, $T3_7$, and $T3$, similarly, alleged that they used additional resources in their classes. Likewise, $S3_4$, $S3_7$, and $S3_8$ marked that they asked the questions in additional test books during recitation hours. Furthermore, at Case4, $T4_3$ contended that gave homework also from additional test books the students bought. The students at Case 4 ($S4_3$, $S4_5$, $S4_6$, $S4_7$) also uttered that they bought extra test books because they were assigned many tests and there were limited number of tests in the books provided by the school. Next, additional resources were also used at Case 5. The Literacy teacher ($T5_1$) listed the main resources she applied in her classes as publications of the school and additional resources. The Physics teacher ($T5_2$) and the Chemistry teacher further claimed that they prepared her own notes from those supplementary resources. The students ($S5_3$, $S5_4$, and $S5_6$) also listed additional test books among the educational materials used in the courses.

Apart from the resources mentioned above, the teachers also used their own notes in the classes. In this regard, the teachers ($T2_2$, $T3_2$, $T3_5$, $T3_7$, $T3_8$, $T4_2$, $T5_1$, and $T5_2$) reported that they had their own notes they prepared from various resources including their own class notes from lectures at the university. Complementing the teacher interviews, the students ($S2_2$, $S3_4$, $S5_1$, and $S5_4$) uttered that teachers also prepared their own class notes and summaries. Besides, the observations yielded similar findings. For example, during his lecture at 12th grade level, the Geography teacher made a presentation prepared by himself (observation notes from Case 4). Similarly, the History teacher used his own notes to teach about World War I (11th grade at Case 1). Next, the Physics teacher at Case 5 wrote the sample questions she had prepared about the topic on the board.

4.4.2.6 Homework.

Homework was a quintessential aspect of the schooling process at cases of this study, despite some differences in regards of aim and control of them. A salient finding was that homework was given mostly as an exam-oriented practice. In other words, the students were assigned to complete certain number of tests in order to enable them to I) enhance their understanding of the concepts, ii) become familiar with question types in the UEE, iii) inculcate study habits. In addition, particularly for the

9th and 10th graders, homework was given to construct a knowledge base for upper graders.

The importance of homework was emphasized by almost all of the participants. First, analysis of the qualitative data unfolded that homework constituted the ground for practice hours and exam-oriented practice at BHSs. To explain, during recitation hours, the students asked their questions from the tests they were assigned to their teachers, as P1 and P3 voiced. Similarly, $T1_2$ and $T3_1$ reported that teachers answered students' questions from the assignments during recitation hours. $T4_1$ also stressed that recitation hours enabled students to not only get the answers of their questions, but also their friends' which led a form of peer interaction in the classes. $T3_2$ uttered that:

The purpose of the assignments is actually to prepare for the exam. For instance, I ask students to complete at least 75 questions regarding paragraph comprehension weekly because this is one of the question types they have difficulty in in the exam. In addition, these questions regarding paragraph comprehension improve their general comprehension skills, which is something that benefit them in all lessons.

Ödevlerin amacı aslında ÖSS'ye hazırlık. Mesela ben, haftalık en az 75 tane paragraph sorusu çözmelerini istiyorum öğrencilerden. Çünkü ÖSS'de en çok zorlandıkları soru tiplerinden biri paragraph soruları. Ayrıca, paragraph soruları öğrencilerin soruyu anlama becerilerini geliştiriyor ki bu da tüm derslerde onlara fayda sağlayacak bir şey.

In this context, $S2_5$ stated that teachers gave homework either from the test books provided by the school or additional test books they bought. Then, the students asked their questions in recitation hours. He further exclaimed that the main aim of the homework was to prepare students for the UEE by enabling them to become familiar with different questions as much as possible. Students at Case 4 ($S4_1$ and $S4_3$) and at Case 5 ($S5_1$ and $S5_4$) delineated that during the recitation hours, teachers reviewed the questions from the assignments they gave. In this context, $S3_4$ remarked that since there were multiple choice questions in the UEE, they were mostly assigned test homework. Further, $S3_2$ delineated that just in case open-ended questions were asked in the UEE, the teachers gave them essay type homework, as well.

Second, homework aimed to enrich student comprehension, C1 uttered. $T1_3$ also noted that she gave homework after she completed each of the topic in order to ensure students to review the content, addition to weekly assignments of the students. $T2_2$ also contended that the homework they gave to students were beneficial in helping students to better conceptualize the content. Having emphasized similar notions, $T3_4$ reported that she gave weekly homework on the topics she covered. Accordingly, $T5_2$ voiced that the homework she gave after completing each content functioned as a feedback mechanism on student understanding. Likewise, $T5_3$ reported that she asked the students to prepare summary tables from the books or to solve tests after delivery of each content. supporting teacher interviews, $S1_1$, $S1_3$, and $S1_4$ informed that they had monthly and weekly homework: the former from the test books and the latter from the weekly modules provided by the schools both of which enhanced their understanding of the content. $S3_1$ evenly connoted that they completed at least 150 questions from each course in a week addition to the homework they were assigned from the textbooks of the MoNE to ensure permanent learning. Likewise, $S3_2$, $S3_6$, and $S3_7$ uttered that after completing each content, the teachers asked them to solve all the tests from the school's books about that topic. $S4_2$ also depicted that in order to ensure student comprehension of the content, the teachers asked them to solve tests from the books about that content. The students at Case 5 ($S5_2$, $S5_4$, $S5_5$) dwelled on the notion that their teachers gave homework at the end of each unit to facilitate permanent learning. They added that the homework could be a test ($S5_2$), summarizing the unit ($S5_4$), or preparing classroom presentation ($S5_5$).

Furthermore, the participants addressed that homework was helpful in building study habits. P1 explained that if students completed their homework, they could ask their questions to the teachers during recitation hours; otherwise, they had to wait for the teachers' available time. $T1_3$ also underlined that each of the teacher gave homework; for this reason, the students had to study regularly to complete the homework in due date which in turn inculcated study habits. C1, similarly, exclaimed that students lacked study habits at public high schools but at BHSs, they forced them to study through test assignments.

More importantly, the type and aim of homework showed differences between grade levels. To clarify, while tests were assigned to the 12th and 11th graders in order to prepare them for the UEE, homework including research, posters, projects were assigned to the 9th and 10th graders to construct a knowledge base and to ensure student comprehension. To explain, $T1_2$ illustrated that she wanted her students to do research about the next topic before the class. She believed that it helped students to become familiar with the concepts; triggered student participation in the classes; helped students to grasp usage of that topic in daily life. C1 also enunciated that the 9th and 10th graders prepared posters or worked on projects as a homework while the 11th and 12th graders were assigned test since the main of education at those grade levels was to prepare them for the UEE. Accordingly, $T2_1$ remarked that he wanted the 10th and 11th graders to map cities, regions, or countries on their notebooks as an assignment; yet, he gave test homework to the 12th graders. $T3_2$ and $T3_5$ similarly reported that while giving assignments such as projects, writing summaries, and doing research to the 9th and 10th graders, and sometimes to the 11th graders, they expected 12th graders to solve test questions on the covered topics. $T4_1$ articulated that she gave tests as an assignment to the 12th graders; while, she asked the 9th and 10th graders to do research:

For instance, we cover a period of the Ottoman Empire. I want them to do research before the next class about the sultans of that time or some other sciences that help them to understand the History.	*Örneğin Osmanlı İmparatorluğunda bir periyodu işliyoruz diyelim. Onlara birsonraki derse gelmeden önce o dönemin sultanları hakkında ya da Tarihi anlamalarını sağlayacak diğer bilimlerle ilgili araştırma yapmalarını istiyorum.*

An excerpt from the interview with the Literacy teacher at Case 5 yielded similar points as follows:

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As to the assignments, there are some classes where we ask students to read a book and then evaluate their performances. These are mostly the 9th, 10th, and 11th graders. They make a presentation about the author, the characters, what they have gained from the book and how it has changed their point of views. Apart from this, we mostly assign them some tests regarding vocabulary and paragraph comprehension. In addition to this, we have fill-in-blanks worksheets for grammar. Finding the segments of a sentence, or dividing a sentence.

Ödevlere girecek olursak kitap okutup performans değerlendirmesi yaptığımız sınıflar da oluyor. Ara gruplar genelde. Kitabın yazarı kahramalarıyla ilgili ona ne kattığıyla ilgili bakış açısını nasıl değiştirdiğiyle ilgili bir sunum yapıyorlar. Onun dışında tabi dil anlatım dersimizde sözcükte anlam paragrafta anlam konusunda daha çok test üzerine ödevlendirme yapıyoruz. Onun dışında dil bilgisi kısmında boşluk bırakma şeklinde alıştırma ödevlerimiz var. Öge bulma parçalama vs. bunun dışında…yani genel anlamda bu şekilde.

Supporting teacher responses, a 9th grade student (S1$_1$) stated that they were given research homework in Language and History courses, addition to tests. Another 9th grader (S1$_2$) similarly remarked that thanks to the research homework given by the teachers, he felt more comfortable in completing a research. Their friends at Case 2 (S2$_1$ -a 10th grader- and S2$_2$ -an 11th grader-) also exclaimed that they had different kinds of homework such as reading a book, memorizing poems, and doing research. Likewise, the 9th, 10th and 11th graders at Case 4 (S4$_1$, S4$_2$, S4$_3$, S4$_5$) and Case 5 (S5$_1$, S5$_2$, S5$_4$) stressed that they had research homework, along with test assignments. In contrast, the 12th graders (S1$_4$, S1$_9$, S1$_{10}$, S1$_{11}$, S1$_{12}$, S2$_3$, S2$_4$, S2$_5$, S3$_3$) expressed that they were only assigned tests as homework. S2$_4$ further explained that they used to write book summaries or prepare notes from textbooks provided by the MoNE at the 11th grade while they only had test homework at the 12th grade. Similarly, a 12th grader at Case 4, S4$_8$, denoted that they used to prepare projects at previous grade levels yet now, they only solved tests to prepare for the UEE. S4$_7$ also explained that they had to complete 600 questions from each course in a week. Similarly, S5$_5$ and S5$_6$ exclaimed that they had weekly test homework.

Lastly, student homework was checked and parents were informed about it. During the classroom observations (Case 1: 9th grade Biology class, 11th grade Math class, 12th grade Math class, 12th grade Turkish Language and Literacy class; Case 2: 11th grade Physics class, 12th grade Geometry class, 11th grade Math class; Case 4: 9th grade English class, 11th grade Math class), the teachers controlled the student

homework. $T1_3$ divulged that she controlled every homework she gave to the students. C1 also explained that students had to complete the homework in due date; if not, they could ask the teacher for assignment extension. If the teacher did not accept that request, students' parents were informed. Similarly, P2 underlined that student homework was strictly controlled at their school and students were assigned 200 more question for every missing question. He further clarified that the aim of such a strict control was to provide students with the opportunity to work on different question types. As his colleague at Case 2, P3 highlighted that homework control was one of the strengths of the school. He elucidated that they had a homework chart for all students on which each of the weekly assignments were specified. If the student did not complete his/her homework, they called the parents or sent a text message, he added. $T3_4$ also pointed out that they recorded the homework and the due date on a chart and informed parents if the student did not do the homework. Homework control was an important feature of Case 4, also. The Physics teacher, $T4_2$, expressed that they gave weekly homework to the students and controlled each of them. She further stated that the school counselor also controlled students' homework and informed parents if they did not complete the homework. Furthermore, $S1_1$ and $S1_3$ also expressed that their homework was controlled by both the teachers and the school counselor and if they did not complete the homework, parents were informed about it. $S2_5$ also reported that the teachers, the school counselor and even the founder of the school himself controlled their homework and they had to solve at least 100 test questions for each missing homework. Two of the students at Case 3 similarly articulated that each of the assignment was listed on the homework chart and if they did not complete their homework on due date, the school counselor sent a text message to their parents. The students at Case 4 ($S4_3$, $S4_4$, $S4_6$ and $S4_8$) also reported that their teachers strictly controlled each of the assignments and informed their parents if they did not complete the homework. Similar to Case 4, the students at Case 5 ($S5_1$, $S5_2$, and $S5_3$) reported they the teachers controlled the homework and informed parents about student homework.

4.4.2.7 Student assessment.

BHSs are a type of private high school which give high school diploma to its students; therefore, assessment of student performance, as in regular schools, have been added to routines of those schools. In other words, these schools have to comply with the "Regulations on Secondary Education Institutions". The regulation covers issues such as content of exams, the assessment methods, teacher responsibilities with regards to student assessment, evaluation of inclusive students (see Appendix J General Principles of Testing and Evaluation is presented.

In accordance with the general principles of student assessment, students take at least two exams on each course. In addition to exams, students should be assigned a performance homework in order to equip students with skills such as critical thinking, problem solving, creativity through conducting a research either individually or in groups. Further, students prepare a project homework in line with their interests. This project can be anything that will lead authentic student learning.

Given the regulation above, it is important to depict how student achievement was assessed at BHSs. To begin with the exams, each of the case in this present study made exams as regulated by the MoNE despite slight differences among the schools in regards of the implementation of the exams. To explain, Case 1 was a branch of an educational institution and the exams were implemented on the same day and at the same time in all schools of that institution. $T1_2$ clarified that: *"Sınavlarımız merkezden geliyor. Bütün şubelerimiz aynı gün aynı saatte aynı sınavı uyguluyor. Örneğin bugün bütün şubelerimizde Biyoloji sınavı var." "The exams are coming from the center. All branches of the institution implement the same exam on the same day and at the same time. For example, today all branches took the Biology exam".* However, she also underlined that they were allowed to make their own exam, as well. She also elucidated the question types in the exams. She showed me one of the exams she administered. There were 10 questions in the exam including fill in the blank, true/false, multiple choice, and open-ended questions. Yet, she emphasized that they used mostly multiple choice or open-ended questions at 12th grade levels' exams. Built on those notions, the school counselor, C1, also asserted that there was a question pool provided by the Assessment and Evaluation Center of the Institution, and teachers

selected among those questions to prepare exams. While doing so, they followed the regulations of the MoNE, he voiced. In regards of question types in the exams, he exclaimed that it depended on the course, the content, and the teacher. Further, the students also disclosed how student performance was assessed by means of exams. For example, a 9th grader, $S1_2$, contended that the first exams were easy although there were some difficult questions in the exams. She added that there were mostly open-ended questions in those exams. Moreover, $S1_4$, a 12th grader who got transferred from another BHS, made a comparison of two schools and concluded that in contrast to exams at her previous schools, the exams at Case 1 measured what teachers had taught them. Another 12th grader, $S1_9$, reported that they had at least two exams on each course during a semester. She further uttered that the teachers asked open-ended questions in the exams. $S1_{10}$, on the other hand, underlined that all exams of the institution were common in all its branches nationwide. Besides, I was sitting in the teachers' room, a teacher came and asked me if I could oversee the class for a few minutes. I accepted. It was a Chemistry exam. All the students had a sheet of paper on which they took some notes like formulas, keywords. A critical finding was that during the observation of breaks, I was in the back yard with some of the teachers. They were talking about an exam which will be implemented in the following class hour. One of the teachers asked them whether they would write the answers of some of the questions on the board, again. Other teachers shifted gears. Later, that teacher talked to me and asked me not to report the conversations I witnessed in the back yard.

Similar to Case 1, Case 2 also made exams as regulated by the MoNE, the school principal P2 voiced. He further differentiated the exam types between grade levels by stating that: *"10 ve 11. sınıflar açık uçlu sorulardan sınav olurken 12. sınıflara çoktan seçmeli sorular soruyoruz." "10th and 11th graders take open-ended exams while multiple choice questions are asked to the 12th graders."* He also explained that exams were prepared by the teachers themselves. The Geography teacher, $T2_1$ added different types of questions were added in the exams. The Math teacher, $T2_2$, avowed that each department prepared the exams together in accordance with the topics covered so far. She also marked that the difficulty level of the questions was mainly moderate contrary to a few questions with high item difficulty. Apart from teacher interviews, the students also reported similar points. For instance, a 10th grader,

$S2_1$, responded that they had five open-ended questions in the exams one of which required analysis. Another student, $S2_2$ similarly denoted that teachers asked mostly open-ended questions in the exams. Comparing exams at his previous school (a public school) with Case 2, he highlighted that the teachers at Case 2 asked what they had covered so far but the teachers at his previous school included questions they had not taught. Likewise, the 12th graders ($S2_3$, $S2_4$, and $S2_5$) depicted that contrary to the exams at public schools, the exams at BHSs intended to measure what had been covered during the classes. They added that since they were prepared for the UEE, the exams included mostly multiple-choice questions but sometimes their teachers asked also open-ended questions.

Moreover, the participants at Case 3 revealed that the exams were made in accordance with the regulation. $T3_2$ noted that she asked different types of questions in her exams like true/false, fill in the blanks, open-ended and multiple-choice. She added that the exams aimed to measure whether students attained the course objectives. Further, $T3_4$ and $T3_5$ -Physics teachers- asserted that they mostly asked open-ended questions in the exams. $T3_5$ added that they prepared the exam questions in their department in reference to the course objectives and the regulation of the MoNE. Similarly, $T3_6$, the Math teacher, alleged that they decided on the question types and objectives to be included in collaboration of all the teachers in their department by complying with the regulations. Addition to those responses, the History teacher, $T3_7$, exclaimed that they also considered the achievement level of the students while forming the exams. The Head of Literacy teachers also uttered that the exams basically contained the objectives they had covered so far and included open-ended and multiple-choice questions. Different than other teachers, $T3_3$ reported that exams were applied in accordance with the instructions stated in the regulation of the MoNE except for the 12th grade level since they were studying for the UEE. She clarified that, the exam questions required analysis of the curricular content at 9th, 10th and 11th grade levels; yet, she had difficulties in preparing exams for the 12th graders since they also covered the topics that were not included in the curriculum. Complementing the teacher interviews, the students ($S3_1$, $S3_2$, $S3_4$, $S3_5$) informed that the exams included the topic they learned in the classes and contained different question types. Likewise, the 12th graders also contended that they had exams from

the topics the teachers had taught and the exams included different question types. Besides, $S3_5$, $S3_6$, and $S3_7$ highlighted that the exams were not difficult as in other schools.

Given the exams at other cases, the implementation of exams was not different at Case 4. To explain, the History teacher, $T4_1$, expressed that she asked multiple-choice and open-ended questions in the exams. She added that while lecturing, she explained the connections between the concepts; therefore, she expected students to answer the questions in that way. The Physics teacher, $T4_2$, also purported that the exams involved open-ended questions and other types of questions (matching, fill in the blank). Bearing on those notions, the student interviews disclosed compatible findings that all of the students reported that both open-ended and multiple-choice questions were asked in the exams. They ($S4_3$, $S4_5$ $S4_6$, $S4_8$) also added that if the first exam contained open-ended questions, the second ones included multiple-choice test items.

In congruence with other cases, the participants at Case 5 marked that the exams were prepared in accordance with the regulation of the MoNE and included different question types. To clarify, $T5_1$ denoted that she asked true/false, fill in the blanks, open-ended questions in her exams. She further pointed that in line with the topic, she also wanted her students to write a composition or a letter on a given topic. The Physics teacher, $T5_2$, depicted that one of two exams in physics course contained only open-ended questions and the other multiple-choice questions. On the other hand, $T5_3$ contended that she gave importance to include different types of questions in the exams. Consistent with the teachers, all of the students ($S5_1$, $S5_2$, $S5_3$, $S5_4$, $S5_5$, $S5_6$) reported that the type of exam depended on the course.

Performance homework was used as another indicator of student assessment ($S3_3$, $S4_1$, $S4_5$, $S4_6$, $S4_7$). The teachers ($T1_2$, $T3_1$, $T3_8$) reported that they followed the guidelines regulated by the MoNE while giving performance homework. Similarly, $T3_2$ asserted that they gave performance homework each school semester as stated in the regulation. $T5_1$ added that the students themselves decide on for which course they would prepare homework. Nevertheless, the aim of performance homework given at cases of the present study did not always overlap with the aims regulated by the

MoNE. In addition, the content of the performance homework differed accordingly the grade level. To explain, the 12th graders were assigned to solve tests on a given topic since they would be taking the UEE at the end of that school year, $T5_2$ noted. $S5_4$ and $S5_5$ also delineated that they had done a research within the scope of performance homework at previous grade levels; yet, they solved tests as performance homework, then. With regards to differences between grade levels, on the other hand, $T5_2$ marked that contrary to 12th graders, 11th and 10th graders were assigned performance homework that required doing a research about a topic or preparing notes. $T3_8$ also depicted that he asked the students to prepare posters, design classroom games. Supporting them, $S5_3$ reported that he prepared a homework about famous Mathematicians at 9th grade. $S5_5$, similarly, alleged that he conducted a research on Fibonacci Sequence.

Moreover, projects were utilized to assess student performance. P5 elucidated that projects were assigned to the students by teachers. He explained that the project homework was announced by October and submitted by April. During that time, he added, the teachers monitor the student progress on the project and gave feedback. Next, the teachers filled necessary files and submit them to the school principal. However, the interviews unveiled that the aim and scope of projects did not always comply with the regulation. To explain, the participants ($T1_2$, $S4_3$, $S5_2$) depicted that project homework aimed to increase student grades on a course. Likewise, $S4_8$, a 12th grader, contended that he prepared a project in Biology course to increase his course grade. On the other hand, with regards to the scope of project homework, it was disclosed that students prepared different types of projects some of which were exam oriented. To clarify, $T1_2$ noted that she expected the students to complete a certain number of tests on an assigned topic as a project. Similarly, $S5_3$ uttered that the Math teacher assigned him to solve all the questions about second-degree equations that had been asked in the previous UEEs as a project. Differently, two of the 10th graders at Case 3 alleged that they prepared poster for the Chemistry project homework and posted those posters on classroom walls. Another student, $S3_3$, depicted that they prepared a presentation about poets and their well-known poems in Literacy course as a project. In addition, $S4_4$ reported that he was assigned a poster presentation as a project homework. Accordingly, $T5_3$ emphasized that she gave different types of

project homework to the students such as preparing posters, preparing game cards in accordance with the topics she covered in the Chemistry curricula. Besides, two of the 12th graders at Case 2, $S2_4$ and $S2_5$ underlined that they had completed different projects at previous grade levels, yet, then, since they were studying for the UEE, they only focused on tests.

Next, oral exams were also used for assessing student achievement as the participants uttered ($T4_1$, $T4_2$, $T5_1$, $T5_2$). In addition, $T3_2$ noted that she included student presentations in her instruction and graded them as oral exam scores. The students ($S2_4$, $S4_1$, $S4_2$, $S4_3$, $S4_4$, $S4_5$, $S5_1$, $S5_2$, $S5_4$) also reported that teachers used oral exams to assess their performance. $S5_2$ illustrated that in English lessons, when they learned new words, the teacher wanted them to memorize those words and made an oral exam in the class. Further, although used by a few teachers, *quizzes* were employed as a method to assess student achievement. $T5_2$ and $T5_3$ avowed that they made quiz in their classes. $T4_1$, on the other hand, stressed that she made quizzes after completing each of the topic. In that way, the students were prepared for the exams, she added. Similarly, $T4_2$ contended that she made quizzes to prepare students for the exams. Supporting the teacher interviews, the students ($S4_2$, $S4_4$, $S5_2$ and $S5_4$) alleged that quizzes were also used to assess their achievement.

Active participation of the students in the classes was also integrated into the student assessment. $T3_1$ denoted that she gave importance to active participation of the students; therefore, she graded it, as well. The teachers at Case 4 ($T4_1$ and $T4_2$) and at Case 5 ($T5_1$, $T5_2$, and $T5_3$) similarly reported that they evaluated students' participation in the classes. The student interviews unveiled consistent findings. They ($S4_1$, $S4_2$, $S4_5$, $S4_6$, $S4_7$, $S5_1$, $S5_3$) asserted that the teachers graded student participation in the classes: They either used it as an oral exam score or gave tally marks in the grade book as participation grade. More than that, albeit employed by a few teachers ($T3_1$, $T4_2$, $T5_2$, $T5_3$) homework and note-taking ($T3_1$, $T4_2$, $T5_2$, $T5_3$) were other indicators of student achievement. Besides, Visual Arts teachers ($T1_1$ and $T4_3$) contended that they utilized student works (drawings and posters) to assess their performance.

Furthermore, in regards of grading, rival explanations emerged. Since there is no information regarding this in the data, Case 5 has not been discussed under this title. To exemplify, showing an exam paper of her, $T1_2$ reported that she asked 10 questions in her exams two of which included true/false, fill in the blanks, matching items while the other eight were open-ended questions. She explained that she gave 80 points in total for open-ended questions and 20 points for the other questions. She added that in addition to exams, projects and performance homework were also graded. From a different perspective, as one of the strengths of the school, C1 alleged that they did not give high grades to students rather student achievement was fairly assessed. In contrast, the student interviews revealed contradictory findings. An excerpt from the interview with a 12th grader ($S1_4$) demonstrated the scoring as:

Hocam, for instance, we used to be given the exam questions with its correct answers in X basic high school so noone would study for the exam. Here, they give us the questions and answers of the parts that count for 65-70 points and we do the rest that counts for 30-40 points on our own.	*Şimdi hocam X Temel Lisesinde direk soruları veriyorlardı bize cevaplarıyla kimse çalışıp gelmiyordu. Burda 65-70 lik puanı veriyorlar. 30-40 puanlık kısmı biz yapıyoruz.*

Similarly, while talking about why she enrolled at BHS, $S1_9$ voiced that:

At first, my family did not want me to enroll at a BHS because according to them, being a graduate of X college (a recognized private high school in Ankara) is a privilage. But for me, the important thing is getting a high a score at the UEE, not the school I graduate from. I got better grades after enrolling in this school; therefore, they are happy now.	*Önce istemediler gitmemi çünkü X koleji (tanınmış bir kolej) mezunu olmak ayrıcalıktır falan dediler. Ama ben hani dediğim gibi nerden mezun olduğum değil aldığım puanın önemli olacağını bildiğim için buraya gelmek istedim. Geldiğim zaman puanlarım yükselince şimdi bir sorun yok.*

$S1_{12}$ also contended that she enrolled at this school because teachers at public high schools or other private schools were stingy when giving grades whhich in turn decreased their weighted high school GPA thus their UEE scores. $S1_{10}$ added that the teachers marked the exams in a tolerated way. $S1_9$ exemplified that the teachers solved similar questions in the class before the exam and they tended to be more generous in grading when reading their exam papers.

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Moreover, analysis of the qualitative data collected at Case 2 yielded similar findings with Case 1. The Math teacher, $T2_1$, pointed out that they used an answer key while reading exam papers to fairly grade each exam paper. She added that despite a few difficult questions in the exams, others were medium difficulty questions. On the other hand, during the personal conversations, the school principal P2 disclosed that exam papers were not objectively evaluated by teachers; they gave higher marks to the students; therefore, the Ministry opened an investigation to the school accusing the school for giving higher grades to students. In addition, during the personal conversations, he expressed that there was not a consistency among schools about scoring the exams which indeed affected the quality of schools. The teachers tried to mask their ineffectiveness by giving the answers of the exam questions, he voiced. Further, during the informal interviews a Math teacher at Case 2 affirmed that they gave higher marks to students in the exams. However, two of the students ($S2_1$ and $S2_2$) stated that the assessment was fair.

Different than Case 1 and Case 2, almost all of the participants at Case 3 did not report a critical issue with regards to grading. $T3_1$ and $T3_7$ elucidated how they scored exam papers. They noted that they used an answer key while reading the papers. P3, on the other hand, underlined that contrary to most of the BHSs who gave higher grades to students for money, any of the parents could ask them to increase the grades of a student. Complaining about the blames on BHSs in regards of grading during the personal conversations, a Philosophy teacher remarked that he did not give even extra one-point to students while scoring their exams. In this regard, $T3_7$ emphasized that students enrolled at BHSs since they believed that they would get better grades in the exams. Contrary to the teachers, a 10th grader ($S3_1$) contended that teachers gave higher marks in the exams. $S3_3$ similarly alleged that during the exams, teachers visited the classrooms so that students could ask the questions they did not understand. At public schools, he added, the teachers were so strict that he felt like taking a high-stake test, not a course exam. Similarly, $S3_7$ affirmed that getting higher marks at public schools was more difficult.

Lastly, at Case 4 the teachers elucidated how they scored the exam papers. $T4_1$ reported that she used an answer key to read the exam papers and underlined that

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she did not give extra one point rather intended to be objective while scoring. The Physics teacher, T4₂, also marked that she scored each step of the answer one by one. She added that she took points off if the student did not write the formula or units as uniformed in the International System of Units. Focusing on the drives of students behind enrolling in BHSs, the Visual Arts teacher (T4₃) delineated that:

They (students) also think that they will get higher marks in the examsat Basic High Schools but this is not true, at least in our school. I talk with my friends at BHSs and they perceive the students as customers; hence, they give higher grades.	*Onlar (öğrenciler) Temel Lisede sınavlarda daha yüksek notlar alacaklarını düşünüyorlar, ama bu doğru değil. En azından bizim okulumuz için! Diğer Temel Liselerdeki arkadaşlarımla konuşuyorum ve onlar öğrenciyi müşteri gibi görüyorlar bu yüzden yüksek not veriyorlar.*

Supporting them, an 11th grader, S4₅, enunciated that compared to other schools he had enrolled, student assessment at that school was more objective. He explained that if a student got a lower grade from the exam, the teachers tended to label that student as a low-achiever; however, thanks to the communication among teachers at that BHS, the teachers could ask other teachers about a student, particularly the grades of that student, and develop an objective opinion about students. In contrast to these perceptions, S4₁ exclaimed that teachers helped them during the exams.

4.4.3 Extracurricular activities.

There has been a growing body of literature that focus on the impact of extracurricular activities on student performance and attitudes (Keser, Akar, & Yıldırım, 2011; Reeves, 2008). Along with the transformation of *dershanes* to BHSs, extracurricular activities have become part of schooling process at BHSs. Under this category, ceremonies for special days/festivals/holidays, student clubs, and social activities at five cases of this study are disclosed.

4.4.3.1 Special days/festivals/holidays.

To begin with special days/festivals/holidays, the findings revealed that ceremonies were organized for special days at BHSs. Nevertheless, those ceremonies were limited within school activities such as preparing posters, reading poems, or

visiting Anıtkabir. To illustrate, as T1$_3$ depicted that students' works on the Foundation of Turkish Republic, War of Independence were presented on the school boards. She added that they visited Anıtkabir on the 10th of November Commemoration Day of Atatürk. On the other hand, the Math teacher, T1$_2$, underlined that since they did not have a large garden, they could not celebrate special days such as the 29th of October, Foundation of Turkish Republic Day, the 23rd of April, National Sovereignty and Children's Day, yet they always joined the commemoration of Atatürk in Anıtkabir. In addition, she alleged that, in order to raise awareness among students, they encouraged students to prepare posters, write poems about those special days. The teacher also reported that they celebrated teachers' day and organized graduation ball every year. C1 similarly asserted that they tried to inform students about special days. He added that experienced teachers took initiative to facilitate student works. Supporting teacher interviews, S1$_2$ contended that the teachers raised awareness among students about special days. She exemplified that Atatürk's posters were posted through the school corridors on the 29th of October. Accordingly, the observation notes yielded that a big Turkish flag was hanged outside of the building for the 29th of October. Furthermore, Atatürk's portrait, Turkish flags, poets written by the students for the foundation of Republic of Turkey were posted on the second floor. Besides, on the 1st floor, student works about July the 15th, Democracy and National Unity Day was displayed on a noticeboard.

Albeit having limited school facilities, special days were celebrated at Case 2 as in Case 1. To exemplify, a corner was designed to commemoration day of Atatürk: Students' writings, Atatürk's portrait, and Turkish flags were posted. Red cloves were also placed to the corner. Turkey's 10th year anthem was playing through the school corridors. People most of whom were win black were gathering on the 4th floor in front of the corner. Some of the students were wearing t-shirts or a tie-on which Atatürk's picture was printed. By 9 A.M. the school counselor visited the classrooms and told them to go the 4th floor for the ceremony. At 9.05 A.M., a two minutes silence was observed in memory of Atatürk. Then, Turkish national anthem was sung. A teacher made a speech. Then, the songs that Atatürk loved were played. Students also sang the songs. Turkey's tenth year anthem was played.

Everyone sang the anthem. Since some of the students could not come due to the traffic jam, the 1st and 2nd classes were canceled. Moreover, the afternoon classes were canceled to visit Anıtkabir. I also went to Anıtkabir to join the commemoration of Atatürk with some of the students and teachers. In this regard, the student interviews ($S2_1$, $S2_2$, and $S2_3$) exclaimed that they celebrated special days, particularly Foundation of Turkish Republic and Commemoration of Atatürk.

Similar to other cases, in Case 3, the prevailing activity in regards of celebrating special days/festivals/holidays, the most referred activity was visiting Anıtkabir on the 10th of November. $T3_2$ and $T3_3$, denoted that they wanted students to write poems or essays about special days like the 29th of October or the 10th of November. $T3_2$ also articulated that some teachers made a speech to mark the meaning of the day. Moreover, the vice principal enunciated that they celebrated the Foundation of Turkish Republic Day at the study center. They invited *Seymens* to perform a dance show. She added that they went to Anıtkabir for Commemoration Day of Atatürk. Further, the school principal uttered that they went out to the street and joined the commemoration on the 10th of November. He added that every year, they celebrated teachers' day at a hotel. The teachers ($T3_7$ and $T3_8$) also mentioned about dinner organization on the teachers' day.

Different than other cases, addition to visiting Anıtkabir on the 10th of November ($T4_1$, $T4_3$, $S4_1$, $S4_2$, $S4_6$) Case 4 had a large school garden that allowed them organize ceremonies on special days. Further, as the field notes yielded, the school had a corner on the ground floor to display student works -posters, essays, drawings, -. about 10th of November. In this regard, the students ($S4_2$, $S4_3$) reported that they prepared a corner on which their poems, posters were posted to commemorate Atatürk. Besides, as the Visual Arts teacher and $S4_4$ reported, the students performed a play about 29th of October the previous year. The student chorus also displayed a performance on the 19th of May Youth and Sports Day, as $S4_4$ voiced. $T4_3$ also added that she integrated special days, festivals, and holidays into her instruction to raise awareness among students.

Lastly, special days were celebrated also at Case 5. The school principal, P5, alleged that they organized trips on special days. He said that they took the

students to Anıtkabir the previous year. T5$_1$ delineated that teachers made a speech to mark the meaning and importance of special days. She added that students also sang or read poems in those days. In addition, as she marked, the Visual Arts teacher helped students to prepare a notice board in accordance with the meaning of those days. S5$_2$, S5$_3$, and S5$_6$ similarly avowed that some of their friends read poems or sang on the special days. Besides, a corner was designed to remember the 15th of July Democracy and National Unity Day.

4.4.3.2 Student clubs.

Student clubs provide students with the opportunity to engage in various extracurricular activities in accordance with their interests and abilities. In Turkey, there are more than 40 student clubs defined in the Regulation for Social Activities (MoNE, 2017). BHSs, as other types of high schools, are obliged to implement extracurricular activities within those student clubs they founded. Therefore, student clubs were also a unit of the data analysis. Howbeit, the findings unveiled some deficiencies with regards to student clubs. A Math teacher at Case 1 (T1$_1$) admitted that:

Well, we have started to implement our clubs that have been chosen this year. Let us see, we go well for now. We had clubs last year, too, on paper and we did a few activities. However, this is the most active year.	*Yani klüplerimiz bu sene tam anlamıyla seçilip şey yapılmaya başlandı, uygulanmaya. Bakalım şimdilik gidiyoruz…Evet yani klüplerimiz geçen sene vardı yine kağıt üzerinde ama yine bir şeyler etkinlikler yapıldı, en aktif bu sene.*

She listed the active student clubs at Case 1 as Science and Technology Club, Chess Club, Travel Club, and Introduction for Professions Club. Furthermore, the History teacher (T1$_3$) exclaimed that she guided the Travel Club and organized social trips within the student club. She exemplified that they visited an animal shelter. Furthermore, during a classroom observation (10th grade Physics class), the teacher asked students whether they would come to the Science and Technology meeting. As he explained to me, he organized Friday talks about Science and Technology after the classes which was open for everyone at the school. He told that he examined the news and the journals to find any information that would appeal to students.

Similar to Case 1, student clubs were not actively run at Case 2, as the school principal depicted. Albeit not able to give detailed information, two 12th graders, (S2$_3$ and S2$_4$) and an 11th grader (S2$_2$) noted that they had student clubs and came together on a regular basis. In contrast, another 12th grader articulated that since they were studying for the UEE, they did not attend in student clubs.

As in Case 2, the participants in Case 3 reported contradictory information regarding the student clubs. To clarify, the vice principal alleged that there was a Travel Club which organized school trips. Similarly, the principal connoted that they had Chess Club and they planned to take part in competitions. In contrast, T3$_7$ divulged that they had student clubs on e-school system but they were not active. Student interviews also entailed conflicting findings. In other words, while S3$_1$ stated that they did not have student clubs at the school, S3$_3$ exclaimed that they chose the student clubs they wanted to take part it; although he did not mention about any activity implemented within those clubs. S3$_7$ explained that they had Cinema Club in which movies were watched and then critiqued. Supporting his arguments, the field notes showed that a poster was posted on each floor to announce the movie of that week.

Moreover, analysis of interviews and observations at Case 4 yielded similar findings that despite some of the participants (T4$_1$ and T4$_3$) who claimed that student clubs were founded at the school, the students (S4$_1$, S4$_6$, S4$_8$) purported that they did not have student clubs at the school.

Similar to these findings, teachers and students at Case 5 reported incongruent information about student clubs. To explain, while showing me the school files, the school principal contended that they had three student clubs: Chess, Sports, and Civil Defense. He further marked that due to the limited number of students who played chess, Chess Club was not very active; however, within the Civil Defense Club, they organized a fire drill in collaboration with the fire department in their district. The Chemistry teacher (T5$_3$) also uttered that there were three active student clubs: Chess, Sports, and Civil Defense. Unlike teachers, the students (S5$_1$, S5$_2$, and S5$_3$) admitted that they did not have student clubs at the school.

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4.4.3.3 Social activities.

The findings revealed that social activities were organized at BHSs. To start with Case 1, the school organized different kind of social activities. To illustrate, the school had attended a music competition and won the best voice award the previous year (P1 and $T1_1$). $T1_1$ elucidated that such activities enabled students to discover their abilities and to socialize out of the school context. The Math teacher, $T1_1$, noted that they had organized different type of social activities such as forming a library with the students, taking students to an animal shelter, organizing a trip to Eskişehir, and organizing graduation ball. However, she highlighted that social activities were one of the aspects of schooling process to be improved at BHSs. C1 added that they organized a picnic every year. He further exclaimed that they took students to museums. Besides, he underlined that they arranged trips to other cities and organized guided work in order to inform students about different cultures and historical background of the cities. He added that they planned to organize a trip to Istanbul to attend in a well-known TV show. The History teacher ($T1_3$) also reported that addition to those activities, they planned to organized a museum tour when the weather got warmer. A 9th grader ($S1_2$) delineated that they visited an animal shelter and fed the animals there. That visit, she underlined, helped them to develop animal love. Dwelling on the social activities, $S1_3$ depicted that different than other BHS, their school organized various social activities to motivate them for studying.

Furthermore, different than Case 1, limited number of social activities were available at Case 2. $S2_1$ voiced that although she had not attended any activity so far since she enrolled the school that year, her sisters, who were a student of the school as well, attended in trips to other cities the previous years. $S2_2$ similarly alleged that the school organized trips to other cities. They also attended in a Tv show. However, he also stressed that the school should have organized more social activities. $S2_3$, a 12th grader, further exclaimed that the school took the students to universities in order to motivate them. $S2_4$, another 12th grader, added that they also attended in trips as an award when they got high scores on trial tests. Having accepted the mission of BHSs as preparing students for the UEE, $S4_5$ depicted that organizing a few social activities compared to public schools was not a problem for him.

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Moreover, the findings revealed that different social activities were organized at Case 3. To illustrate, the school had a handball team whose coach was the Biology teacher who had played handball for years ($T3_2$, $T3_4$, the vice principal, the school principal, $S3_2$, $S3_3$, $S3_4$,). Next, a movie night was organized every Wednesday ($T3_2$, $T3_4$, $T3_5$, $T3_8$, the school principal) at a classroom on the top floor equipped with a projection machine and a computer, and the following day, students and teachers came together for movie critique. $T3_7$ elucidated that they selected movies that would raise awareness among students and help their personal development. The Physics teacher ($T3_5$) articulated that since the school did not have a garden or another facility that would enable them to spend their energy, the students ran in the school corridors during breaks. Social activities, he noted, provided the students with the opportunity to give a break to studying. He exemplified that the previous year, the students attended in a music competition and had fun. He added that they also organized trips for the students. Besides, the school principal articulated the differences between grade levels. To clarify, he stressed that since the main aim of education was to prepare students for the UEE at the 12th grade level, they organized social activities only for other graders. He marked that they only organized trips to universities for the 12th graders. Addition to these activities, the History teacher, $T3_7$ delineated that they planned to organize different social activities in accordance with student interests and needs such as a short movie competition, a poetry workshop, a student chorus. Here, it is important to note that, the students ($S3_1$, $S3_2$, $S3_7$, and $S3_8$) classified social activities as a part of schooling process to be improved at Case 3.

Having focused on students' social needs, various social activities were arranged at Case 4, the school principal voiced. He illustrated that, the previous day they took the students to a museum. In addition, he exclaimed that every year, they organized trips to universities in other cities; arranged a picnic; went to Sinop in summer holiday; went to Ilgaz in semester; organized a motivation camp in Antalya during semester for the 12th graders. Other participants ($T4_1$, $T4_2$, $T4_3$, $S4_1$, $S4_2$, $S4_3$, $S4_4$, and $S4_6$) also noted that they went to a museum. Besides, $T4_1$, $T4_2$, and $S4_8$ reported that the 12th graders attended in a motivation seminar (to motivate them study for the UEE). Further, the participants contended that a table tennis tournament

was organized (T4_2, S4_1, S4_2, and S4_8). Besides, a 12th grader (S4_8) marked that he would attend in the motivation camp during semester. He also added that the school organized football tournament in Springs. In contrast to students and teachers, the parents (V1_{10}, V2_{10}, V4_{10}, V5_{10}, V7_{10}, V8_{10}, V2_{11A}, V3_{11A}, V4_{11A}, V5_{11A}, V6_{11A}, V1_{12A}, V4_{12A}, V5_{12A}, V2_{12B}) argued that BHSs should have given more importance to social activities. The father of a 10th grader (V1_{10}), for instance, reported that they compensated social needs of their children by registering them to different social clubs outside of the school. V2_{10} avowed that students were bored of always studying. In this regard, V$2_{12B,}$ who works at Human Resources Department of a recognized company, contended that one of the most critical incidents of getting a job was holding social skills. He added that; nevertheless, students at BHSs were not equipped with those social skills since they did not attend any social activity at those schools. On the other hand, V1_{10} and V4_{10} emphasized that students needed to attend in social activities, particularly sport activity not only for social development but also for their physical development.

Lastly, social activities were organized also at Case 5. For example, they took students to Pink Villa which was the home of Ismet Inonu during his presidency (P5, T5_1, T5_2, T5_3, S5_1, S5_2, S5_3, S5_4). There, students had the chance to meet his daughter and to talk about Atatürk and Ismet Inonu. In addition, P5 denoted that they organized football tournament (S5_3 similarly asserted) and trips to universities. He further exclaimed that within the scope of community service activities, they cleaned the neighborhood the previous year (as T5_1 and T5_2 also noted), visited tradesmen in the neighborhood, and visited Society for the Protection and Care of Children. T5_2 added that they organized a picnic and seminars (about motivation and dealing with anxiety). Besides, as T5_3 marked, one of the students at the school attended a taekwondo competition and they took the students to the competition to support their friend. Notwithstanding those social activities, most of the participants (T5_3, S5_1, S5_2, S5_3, S5_4, S5_5) purported that the number of social activities should be increased at the school. In this regard, C5 voiced that:

Supporting students socially is something necessary, I think, because they really have difficulties. Since especially we are in a region that is socioeconomically weak, it is a must to support these students. We cannot do any activities. They do not have an area to go out. They just go to the park across the building, which is not safe at all. A large number of our female students have been abused there. We do not have a garden. They are all shut in a building. Some classrooms even do not have a window. These students cannot have fresh air at the ages of 15-16. How can we expect them to be healthy under these conditions? Yes, we are preparing them for the exam but the rest is out of question.

Öğrencilerin sosyal yönden desteklenmesi bence olması gereken bir şey. Çünkü gerçekten sıkıntılılar. Özellikle sosyoekonomik olarak düşük bir bölgede olduğumuz için bu öğrencilere bu anlamda bir destek şart. Hiç etkinlik yapamıyoruz. Çıkabilecekleri bir alan yok. Karşıda bir park bir oraya gidiyorlar. Orası da tekin değil. Çok fazla kız öğrencimiz tacize uğradı orada. Bahçesi yok. Dört duvarın arasındalar. Bazı sınıflarda pencere yok. Bunlar 15-16 yaşındalar havasız kalıyor. Mesela bu şartlar altında ne kadar sağlıklı olmasını bekleriz çocukların. Evet sınava hazırlıyoruz ama diğer bütün yönler bırakılmış durumda.

4.4.4 School rules.

"Schools whose rules for behavior are clear and firmly enforced; whose adults watch for misbehavior, recognize it when it occurs, and immediately punish it; and whose adults model desired behaviors and reward them when they occur experience less problem behavior.''

(Gottfredson, 2001, p. 84)

School rules are an important aspect of schooling process to maintain discipline at schools. The literature is rich in school discipline studies each interpreting the relationship between discipline and various constructs (Brown, & Beckett, 2006; Scarlett, 1989; Skiba, Michael, Nardo, & Peterson, 2002). For this reason, school rules were included in the unit of analysis in this multiple case study. School rules at each of the case are described in detail below.

Case 1

Analysis of the qualitative data disclosed that the school had rules to regulate and monitor i) student absenteeism, ii) school routines, iii) breaks and lunch hours, iv) student performance. To begin, the classes started at 9 am but students

were allowed to be late for the first class for maximum 15 minutes; otherwise they were recorded as absent. The school principal waited on the entrance and warned late-comers. Further, an administrative staff visited all the classrooms and took attendance to inform parents on a daily basis. The school counselor also kept record of student absenteeism in the student files. In addition, teachers also took attendance in their classes (observation notes from Visual Arts and Physics classes).

Moreover, as a school routine, the students left their mobile phones in student cabinets on the entrance. They were only allowed to take their phones at lunch time and end of the classes. This rule was set, as the school principal depicted, in order to keep students focused during the classes. Another rule was set to control breaks and lunch time. To clarify, the students could go out to the garden during breaks. The 12th graders, on the other hand, were allowed to go out of the school garden and walked around the school during the long break at 10.30 A.M. P1 remarked that since the school did not have adequate social and physical facilities, they tolerated noise at the school corridors during breaks. Furthermore, the students were allowed to go out for lunch unless their parents gave consent. As another school routine, on Mondays, national anthem was sung before the classes started: the students and teachers went to their classrooms, National Anthem was played through the audio system at school, all the classroom doors were opened and everyone stood up to sing the anthem. Then, the classes started.

Next, student performance was also managed by means of school rules. To explain, student homework was under rigorous control of teachers and the school counselor ($S1_1$, $S1_2$, $S1_3$, $T1_3$, observation notes from Math and Turkish Language and Literacy classes). Teachers assigned homework to students and set a due date. If the student did not complete the assignment till the due date, teachers informed the school counselor so that he could inform parents. An excerpt from the interview with $S1_3$ explicated homework control as: *"…We are provided test books every month. We do all the tests. Then, we write our names on the book and submit our homework to C1."* Besides, students' in-class performance was managed by means of classroom incentives, as the Turkish Language and Literacy teacher noted during the classroom observation. She explained that they marked a plus for each correct

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answer and 10 minuses for the ones who did not bring the test book, which referred to 20 questions in total and that they marked 100 minuses for the ones who took someone else's turn to speak up. $S1_4$ also explicated that they had to complete 200 Math questions, 100 physics questions, and 120 Chemistry questions in a week.

Aforementioned, the school rules at Case 1 are described. Additionally, observation notes disclosed that a few students (12th graders and 10th graders) fought with each other. Discipline committee of the school came together to decide on the punishments to be given those students. Two of the students were expelled from the school for their disorderly behavior. Their parents were invited to the school to be informed about the decision. In contrast to the points discussed in regards of school rules, two of the students ($S1_{10}$ and $S1_{12}$) uttered that there was not a strict disciplinary approach at the school. $S1_{10}$ exclaimed that:

… the more comfortable the system is, the better it is. I mean the school. The more comfortable the school rules are, the better it is. This is one of the most comfortable places. This is for us. What we mean is teaching. Teaching Mathematics for instance… Not teaching morality or something else…Not making students to wear a uniform, not making them monotype…We do not care about beard or hair. What we mean is just teaching Mathematics, Science… In other words, we mention a more Western type education like in a more developed country. I said 'education' but what I mean is 'teaching' actually. The closer it is, the more successful it becomes.

…sistem ne kadar rahat olursa o kadar iyi olur. Okuldan bahsediyorum. Okuldaki kurallar ne kadar rahat olursa o kadar iyi. En rahat yerlerden biri de burası. Böyle bizim için iyi. burda sadece öğretmekten bahsediyoruz. Matematiği öğretmek mesela, ahlak kuralları ya da başka bir şey öğretmek değil. Sizi üniformaya sokmak herkesi tek tip yapmak değil burda. Ya da saçı sakalı önemsemek değil. Burda sadece Matematik öğretmek Fen öğretmek. Yani burda daha Batı tipi bir eğitimden bahsediyoruz, daha gelişmiş bir ülkedeki gibi. Yine eğitim dedim ama öğretim sisteminden bahsediyoruz. Yani ne kadar yakın o kadar başarılı olur.

Case 2

Discipline was mentioned by almost all of the participants at Case 2. The observation notes also revealed that school rules were strictly applied and delinquency was not tolerated. Following codes were generated to represent school rules at Case 2: i) student absenteeism, ii) school routines, iii) breaks and lunch hours, iv) student performance, v) student behaviors. To begin with student

absenteeism, as in Case 1, during the 1st class hour, an administrative staff walked through the classrooms and took attendance. Then, she gave the records to the school counselor so that parents were informed on a daily basis. The school principal, P2, reported that if a student was absent when the attendance was taken, they immediately called his/her parents. If the parent knew that the student did not go to the school that day, any sanction was applied. Otherwise, the student had to solve 100 test questions as a punishment, as S2$_2$ voiced. S2$_4$ similarly delineated that the school board was so strict about absenteeism that if a student did not come to the school without a reason, s/he was assigned an extra homework.

Moreover, school routines were managed through specific rules. To clarify, the classes start at 8.40 A.M. and late-comers had to take a signed form from the school principal to be accepted to class. In addition, students were not allowed to use smart phones at school. They also left their mobile phones in a box and took back only during lunch hours and after the classes ended. Besides, two bells rang after each break time: one for students and one for teachers. After the first bell rang, students had to go to their classrooms. Teachers or the school principal walked through the corridors to warn students. Lastly, Turkish National Anthem was sung every Monday morning before the classes started. The anthem was played on a band and piped through the school corridors.

Another school rule was set to regulate breaks and lunch hours. This rule was critical in terms of student safety since the school was at a commercial building on a highway. To explain, students could not go out during breaks; they had to stay within the school. During lunch break, on the other hand, the students whose parents signed the consent form, could go out, as S2$_2$ and S2$_4$ reported.

As the participants and observation notes unveiled, student performance was under close monitoring of teachers, the school counselor, the principal, and even the founder of the school. For instance, during classroom observations (Geography class, Geometry class, and Math class) the teachers checked the students' homework at the beginning of the class. P2 enunciated that the teachers gave homework at the end of each topic and they controlled them. The students were assigned 200 more test questions for each missing question in their homework. He noted that the aim of

such a rule was not to punish the students rather to encourage them to complete more test which in turn would enable them to work on almost every question type. Likewise, C2 explicated that she controlled student homework page by page, then signed each page so that the students could not submit the same homework twice. She added that each student had a studying schedule at home and during those studying hours, the students should shut-down their phones. In order to control whether the students obey this rule, the teachers or herself made random phone calls. If the student was available, s/he would be assigned more homework. $S2_2$ also depicted that if they did not complete their homework on time, they had to stay at school after the classes ended. He added that if they got a bad score on a trial test, they had to solve more than 2000 test questions within a few months. Accordingly, $S2_5$ reported contended that they were assigned more homework, up to 1000 test questions, if they did not complete their homework.

Lastly, student behaviors were controlled through the school rules which were posted on each floor. Forbidden behaviors were as followed:

- chewing gum
- smoking
- using cell-phones
- acting non-respectively
- not doing homework
- not attending in the classes without excuse
- being late for the school
- forgetting school materials (notebooks, books, pencils)

In this regard, names of two students who had violated the rules were posted on each floor with a warning note: "*These students would be expelled from the school if they repeat the same misbehavior.*" Validating this, $S2_2$ alleged that his elder sister was expelled from the school since she behaved against the rules. Accordingly, P2 avowed that:

Here, this institution has the discipline that stems from me. And our founder is also disciplined. He has no pity on someone. He expels the student. He calls the parents and tells them directly that their kid is unmanageable. But in other schools, they even fire the teachers in order not to lose the student. Students have to listen to us, obey us. We exactly implement the national education discipline regulation. We do whatever is needed even for temporary debarment.	*Şimdi burda benden kaynaklanan bir disiplin var. Bir de bizim kurucumuz gerçekten disiplinlidir. Gözünün yaşına bakmaz atar öğrenciyi. Veliyi çağırır senin öğrencin bize yaramaz der. Diğer okullarda aman öğrenci kaybetmeyelim diye nerdeyse öğretmeni gönderirler. Öğrenci dinlemek zorunda bizi. Disiplin kurallarını milli eğitim disiplin yönetmeliğini aynen uygularız. Uzaklaştırması kısa süreli uzaklaştırması neyse gerekeni uygularız.*

<u>Case 3</u>

"*Tanınmış bir eğitim kurumu olarak, disiplini önceliyoruz okulumuzda.*" "*Being one of the recognized educational institutions, we prioritize discipline at our school.*" P3 uttered. Accordingly, the rules at Case 3 were discussed under the following sub-headings below.

Student absenteeism was one of the strictly controlled rules at Case 2. As in other cases, teachers and administrative staff took the attendance at each classroom during the 1st class hour. Then, the vice principals informed parents. $S3_2$ and $S3_8$ marked that the school sent text messages to inform parents about student absenteeism. The History teacher ($T3_7$) further clarified that the school counselors recorded student absenteeism to the e-school system of the MoNE.

Different than other cases, students had to wear the school uniform as a school rule. P3 they were strict about making the students wear the school uniform. In this regard, during a break, I was walking through the school corridors with the vice principal. We came by two students who were wearing jumpers. She stopped them and asked why they did not wear the school uniform. The students showed the uniform under their jumpers and explained that since it was cold, they had their jumpers on. Accordingly, $S3_5$ reported that the school board announced that the rules that regulate students' physical appearance would be strictly applied from the following Monday that students who did not wear the school uniform; had beard or long hair for males; wore make-up for females would not be accepted to the school.

As another school routine, students had to leave his/her cell phone at the beginning of the school day. They were allowed to take their phones back only during lunch hours and after the classes ended, as P3 and T35 uttered. During the observations, the vice principal realized that one of the students had not given his phone; therefore, she took him to the principal' s office. Furthermore, one of the students ($S3_1$) complained about this rule. She exclaimed that since they had nothing to do during breaks, they got bored.

Furthermore, located on a highway, the school did not have a garden. Therefore, students were not allowed to go out during breaks. They stayed either in their classrooms or walked through the school corridors. There were vice principals on each floor to prevent disruptive student behavior during breaks. Furthermore, as applied in other cases, the students could go out at lunch unless their parents gave approval. The vice principal alluded that since lunch break was the only time students could get some fresh air, most of the parents gave the assent. In this regard, all of the student interviewees ($S3_1$, $S3_2$, $S3_3$, $S3_4$, $S3_5$, $S3_6$, and $S3_7$) reported that they went out for lunch.

Monitoring student performance was one of the notable aspects of schooling process at BHSs. As in other cases, student homework and performance on trial tests were monitored by teachers, school counselors, and even the school principal. $S3_2$ and $S3_8$ remarked that teachers controlled their homework and informed their parents if they did not complete their homework. $S3_5$ explicated that each teacher recorded the homework they assigned on the classroom notebook and the students had to complete that assignments till the due date; otherwise, teachers marked pluses or minuses and sent text messages to the parents. Complementing the student interviews, the teachers ($T3_2$, $T3_4$, $T3_8$) and the school principal purported that they were so strict about homework control that if a student did not complete his/her homework, they made students stay at school after school hours. Moreover, $T3_5$, $T3_8$ and C3 marked that they applied detention as a punishment for those who got lower scores on trial tests. $S3_2$ and $S3_4$ admitted that they had to stay after school or were assigned extra homework based on their trial test scores.

Lastly, misbehavior of students was aimed to be prevented by means of school rules. In this regard, $T3_1$ denoted that if a student performed a disruptive behavior, the school board and teachers came together and invited the students' parent to decide on the punishment. $T3_4$ also asserted that the school principal himself controlled student behavior during breaks and practice hours which in turn, she added, increased the student performance. P3 himself similarly exclaimed that he visited all the classrooms during breaks and warned misbehaving students. He illustrated that if the classroom was not clear he warned the students to throw their waste in the trash to make them help to the school janitor. In addition, he complained about severe criticisms about BHSs by exemplifying that:

They criticize us but we manage many things. A 9th grade- child does not know how to study for a lesson and how to behave in the class. We have a student who came to us at the 11th grade. At first, he was very problematic. That is why actually he came here. Normally we accept successful students but we accepted him in a way. You saw yesterday how he talks to me, that he stays for the study hours and wears the school uniform. In other words, we offer a chance in the basic high schools for the ones who are rejected and draw no attention.	*Bizi eleştiriyorlar aslında ama biz çok şey başarıyoruz. Çocuk 9. sınıfta geliyor ders nasıl çalışılır sınıfta nasıl davranılır bilmiyor. Bir öğrencimiz var 11. sınıfta geldi bize. Çocuk ilk başta aşırı problemliydi. Zaten o yüzden gelmiş buraya. Normalde biz başarısı yüksek öğrencileri alıyoruz ama onu aldık bir şekilde. Bak dün kendi gözünüzle gördünüz benimle nasıl konuşuyor burada etüte kalıyor okul formasını giyiyor. Yani biz aslında temel liselerde dışlanmış ilgi görmeyen öğrencilere de bir şans vermiş oluyoruz.*

During the interview, P3 showed me the rules book of the school which regulates school counseling, lesson plans, opening speeches, teachers, parent meetings. He contended that those rules had been implemented for more than 30 years.

Case 4

Having certain school rules, discipline was an important gear of the schooling process at Case 4. However, as $T4_2$ and $T4_3$ reported, while maintaining discipline at the school, the school board aimed to set a friendly relationship with students. $S4_3$

As in other cases, student absenteeism was under strict control of the school board. To explain, every morning, during the first-class hour, an administrative staff took the attendance and informed parents. In this regard, the students ($S4_1$, $S4_4$, $S4_7$, and $S4_8$) reported that they had to attend all the classes; otherwise, a text message was sent to their parents about absenteeism. $T4_1$ also alleged that parents were informed about student absenteeism.

Furthermore, on Monday mornings, a ceremony is held in the garden, the national anthem is played and the president delivers a speech. This routine is repeated while leaving on Fridays. As another school rule, students were not allowed to use mobile phone during the classes. Teachers or an administrative staff took the phones and gave back at lunch or after the classes ended.

Different than other cases, this school had a garden in which students could play volleyball or basketball, walk around. Hence, breaks and lunch hours were quieter. The teachers ($T4_1$, $T4_2$, and $T4_3$), as well as the school principal (P4), remarked that thanks to having garden, delinquency was not a problem anymore. P4 exclaimed that the students went out to the garden or played table tennis during breaks so that they could spend their energy which in turn enabled the students to focus on the classes and increased their performance. During lunch hours, on the other hand, the students could go out if their parents let them. Otherwise, the students had to stay at the school.

Lastly, monitoring student performance was the other school rule. To explain, the students were assigned homework on a weekly basis and controlled by the teachers and the school counselor, as observed in one of the English classes and counseling hours. During observation of the counseling hour, C4 showed me the student files in which she kept records. There is a file separated according to the dates for each student. The number of questions they are responsible for solving and the number of questions they have solves are written in these files. The ones who have not finished are given extra time. In case he cannot finish it again, he is given a punishment. Accordingly, the physics teacher ($T4_2$) depicted that they expected the students to solve a certain number of test questions in a week and controlled them at the following week. In this regard, a 9th grader ($S4_1$) explicated that they had to

complete 250 questions in a week. In this regard, S4$_7$ highlighted that they had to complete 600 test questions in a week since they were going to take the UEE. Besides, S4$_3$ and S4$_8$ added that C4 sent a text message to parents if one did not complete his/her homework. C4 further explained that she also sent a thank you message to the parents if the students completed his/her homework on time.

Case 5

Located in a low socioeconomic district, the school had students mostly from working class families, causing lack of communication with parents about student misbehavior, the school principal voiced. He added, however, they had respectful students most of whom were aware of studying was their only chance to get higher education; therefore, they did not have a discipline problem at the school.

As in other schools, student absenteeism was monitored and parents were informed on a daily basis in order to deter students from skipping the classes. The attendance was taken by the school counselor during the first-class hour. Then, she sent a text message to or called parents to inform if their child was absent. The teachers also took attendance during the classes (observation note from Religious Culture and Moral Knowledge class). A 10th grade student (S5$_2$) contended that their parents were informed when she did not go to the school; hence, she could not skip any lecture. The school principal P5 also delineated that they sent text messages to parents if the student was absent. He further exclaimed that he also wrote letters to parents as regulated by the MoNE. On the other hand, C5 disclosed that if the parents gave consent, they tolerated student absenteeism.

Moreover, there were some routines to be followed in order to maintain school discipline. First, as in other cases, students left their cell phones at the beginning of the day and took them back during lunch and after the classes ended. In addition, during breaks, the students were not allowed to go out since the school did not have a garden and located in an unsafe district as the participants unveiled. They were only allowed to go out at lunch if their parents gave consent.

Student performance was monitored at Case 5; although, different than other cases, there was not any rule for those who did not complete their homework. $S5_1$, $S5_2$, and $S5_3$ noted that their teachers controlled their homework and informed their parents if they did not complete the assignment. $S5_3$ added that parents were informed also about trial test scores. Similarly, the teachers ($T5_1$, $T5_2$, $T5_3$) and the school principal reported that they informed parents about student performance on homework as well as trial tests.

Lastly, the findings revealed that student behavior was monitored through the rules. For instance, the students were not allowed to have cigarettes, cosmetics, lighters. In this regard, during the observation of a 10th grade Turkish Language and Literacy class, the school principal and two teachers (a male and a female) suddenly entered into the classroom. The principal asked permission of the teacher to frisk the students and check their bags. After the class, the principal told me that they always visited the classrooms randomly and frisked the students. Besides, he alleged that during breaks he never stayed in his room rather walked through the corridors not only to prevent disruptive student behavior but also to communicate with the students. He also underlined that discipline should only have been maintained by creating a school climate where students felt emotionally safe.

4.4.5 After school hours.

In order to get a holistic perspective of schooling process at BHSs, students' after school hours were also investigated. The findings unveiled that almost all of the students studied at home in the evenings and during weekends; however, compared to the 12th graders, others graders had a more flexible schedule. Moreover, it was observed that while some of the cases were stricter about monitoring students' after school hours, some followed a relatively adaptable guideline. To clarify, the 12th graders at Case 1 ($S1_4$, $S1_5$, $S1_6$, $S1_7$, $S1_8$, $S1_9$, $S1_{10}$, $S1_{11}$, $S1_{12}$) reported that they only studied for the UEE after the school. $S1_9$ and $S1_{10}$ exclaimed that they went to libraries or cafes to study after the school. Among other students, only a 9th grader at Case 1 ($S1_1$) at alleged that he played the guitar and went to the gym besides doing homework. He underlined that he was so tired when he went to home; therefore, he could only play the guitar on weekdays.

The difference between grade levels in regards of after school hours was found to be blunter at Case 2. In other words, all grade levels had a studying schedule to be followed and they were strictly monitored (P2, C2, $T2_1$, $S2_1$, $S2_2$, $S2_4$, $S2_5$). As the students ($S2_5$ and $S2_4$) argued their phones should be turned off during studying hours at home; otherwise, the teachers or the school counselors made random phone calls and if the phone was turned on, the student was punished to complete more homework. In addition, $S2_3$ addressed an important point as before enrolling in BHS, she had to go to the school and *dershane*; therefore, she did not have a free time and enough energy to study but now, she could study during evenings. In contrast to those views, $S2_1$ and $S2_3$ exclaimed that thanks to the location of the school, they also spent time with their friends; they went to cinema, went out for dinner.

Compared to Case 1 and Case 2, the students at Case 3 involved in different activities during after school hours. For instance, $S3_1$ (a 10th grader) stated that she completed her homework after the school. She added that sometimes her father took her out for dinner or she went to swimming at weekends. $S3_2$ also noted that during week days, since he arrived at home at a late hour, he could only complete his homework; yet, at weekends, he met his friends and went to cinema, ate something, and played computer games. An 11th grader ($S3_3$) stressed that he did sport and played handball out of school hours. $S3_4$, on the other hand, exclaimed that she went to an English course at weekends to improve her English. She added that she went out with her friends or family in her spare times after completing her homework. A salient finding was that two of the students ($S3_7$ and $S3_8$) had private tutoring after school twice a week.

Students, particularly the 9th and 10th graders at Case 4 engaged in different activities after school. For example, a 9th grader ($S4_1$) exclaimed that he played football and went to gym at weekends. Another 9th grader ($S4_2$), a national handball player, reported that he went to training after school. A 10th grader ($S4_3$) uttered that he either studied his lessons or went out with his friends. $S4_4$ asserted that she played tennis at weekends or went out with her friends but she also followed the study schedule prepared by the school counselor. Different than other 11th graders, an 11th

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grader (S4$_4$) enunciated that he continued a Music course where he also taught a musical instrument; drew; attended in intelligence competitions. In contrast, both of the 12th graders underlined that they only studied for the UEE after the school.

Lastly, the students at Case 5 also reported the activities they engaged in after school. S5$_1$ depicted that she read History books or went to swimming or to shopping after the school. S5$_2$ alleged that she completed her homework after the school. The 11th graders contended that they played football (S5$_3$, S5$_5$), went to gym (S5$_4$), or studied (S5$_4$, S5$_5$) after the school. The 12th grader, on the other hand, exclaimed that she only studied for the UEE after the school. She added that her father also wanted her to study only.

4.4.6 Recitation hours.

Different than other high schools, BHSs were allowed to implement additional 10 class hours per week. These hours functioned as recitation hours in which students studied for the UEE under supervision of their teachers. In this regard, the cases of this study had some different practices while running those hours; therefore, each case was separately discussed below.

Case 1

The observations revealed that at Case 1, classes in which the formal curricula were followed continued till 3.30 P.M. Then, after a 10 minutes break, recitation hours started and lasted about two hours, except for the exam weeks. During those hours, students studied either in the classrooms or in the study hall. Teachers visited the classrooms to control the students and to answer their questions. Accordingly, the school principal delineated that the aim of those hours was to make students to solve tests and to ask the questions they could not solve to their teachers. He also noted that students sometimes wanted their teachers to give lectures during those hours; yet, they did not advocate it; instead, they encouraged students to solve tests which would enable them to work on different question types from various test books. In addition, as he reported, the students stayed at their classrooms and the on-call teachers walk around the floors and answer students' questions. Dwelling on the

similar points, the Math teacher, $T1_1$, explained that students asked the questions they could not solve from their homework or trial tests. C1 also stated that students completed their homework during those hours and asked their questions to their teachers. The History teacher, $T1_3$, on the other hand, underlined that those hours reflected their exam-oriented missions. She enunciated that, in this regard, 9th and 10th graders stayed at school till 4.30 P.M. while 11th and 12th till 5.30 P.M. since they were studying for the UEE. Additionally, she exclaimed that they sometimes gave lectures to the 9th and 10th graders during recitation hours to ensure that they did not have any missing information when they started to prepared for the UEE. She further reported that recitation hours helped students to learn time management as an exam-oriented practice through completing a certain number of tests within an hour.

Supporting the teachers, the student interviews yielded that recitation hours were one of the exam-oriented practices of BHSs. For instance, $S1_1$ uttered that they stayed at school till 4.30 P.M., after the classes ended at 3.30 P.M. He added that during that one hour, they solved tests and asked their questions to the teachers. He marked that they had to solve five tests during those hours to increase their pace of solving questions which would eventually led higher scores on the UEE. Another student, $S1_2$, added that they sometimes completed their homework or reviewed the content they had covered during recitation hours. Besides, emphasizing the control of those hours, $S1_3$ denoted that even the school principal walked through the classrooms and controlled whether they were studying or not. In addition, she underlined that recitation hours also facilitated peer interaction that students could ask questions to each other or could learn about different question types while listening to their friends. Accordingly, the 12th graders ($S1_9, S1_{10}, S1_{11}, S_{12}$) asserted that those hours provided them with the opportunity to study for the UEE under supervision of their teachers.

Lastly, a noteworthy finding of this study was that high-achieving classrooms were favored by teachers. To explain, during the personal conversations with the 12th graders in Case 1, they all exclaimed that the teachers gave priority to answer the top-students' questions during those hours. One of them added that during the recitation hours, all of the teachers stayed in that top classroom; while,

they visited their classrooms for a few minutes. Similarly, $S1_6$ and $S1_8$ reported that they were treated differently compared to the top classrooms that they could not ask their questions since the teachers were busy most of the time answering the questions of the top students.

<u>Case 2</u>

Similar to Case 1, recitation hours were implemented after the curriculum hours ended at 3.30 P.M. Different than Case1, the teachers sat at one of the classrooms and students asked their questions one-by-one. Each of the student was allowed to ask a limited number of questions to ensure that all of the students had their questions answered. In addition, some of the students stayed in their classrooms to study individually or in groups while some talked with their friends in the classrooms or spent their time in the cafeteria. Further, not all the teachers stayed at the school for recitation hours but depending on the subject-matter, one or two teachers from each subject-matter ran those hours. After 5 P.M., the students started to leave the school; however, there were a few students who continued studying. Another difference was that the school had novice teachers who were newly graduated from the university to help the students during recitation hours.

The school principal, P2, and the counselor, C2, also elaborated how the recitation hours were run. He alleged that at least one teacher from each subject-matter stayed at the school for recitation hours in order to answer students' questions. They underlined that teacher rarely gave lectures at recitation hours yet they pushed the students to solve tests. In this context, the Geography teacher, $T2_1$ and the Math teacher, $T2_2$, asserted that those hours were quite beneficial for students in terms of preparing for the UEE.

The student interviews depicted similar results. $S2_1$, a 10th grader contended that they asked their questions at recitation hours. He added that 10th and 11th graders could also ask the teachers to give a lecture on a topic they did not understand. Similarly, $S2_2$ reported that the teachers reviewed the content when the students did not comprehend the concepts. $S2_3$ and $S2_4$ also delineated that they asked their questions to the teachers one by one. $S2_4$ added that in the first turn, they could ask

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only five questions in order to ensure each student could ask his/her questions. In this regard, another 12th grader, S2$_5$, exclaimed that retention hour was one of the strengths of the school in terms of preparing students for the UEE.

Case 3

Different than Case 1 and Case 2, recitation hours were implemented as extended class hours. To clarify, recitation hours were integrated into the curriculum hours. During the personal conversations, a Geography teacher avowed that during those hours, the students asked their questions or she gave them tests to complete. The students could study for another course or she taught some tactics in answering the questions in the UEE, she added. T3$_2$ noted that recitation hours aimed students to solve tests and to ask the questions they could not answer. She added that at 10th and 11th grade levels, she also engaged students in different activities such as reading a book during those hours. Other teachers (T3$_3$, T3$_4$, T3$_5$, T3$_7$, T3$_8$) affirmed that recitation allowed students to solve as many tests as possible in order for enabling them to work on different question types. T3$_5$ exclaimed that the advantage of integrating recitation hours into the curricular hours was that students were unwilling to stay at school after school; yet, in that way, they had to stay and study. Accordingly, the vice principal and the school principal marked that recitation hours allowed teachers to allocate more time for each topic.

Besides those extended class hours, the students and the teachers continued to stay at the school to study after the classes ended, till about 7 P.M. The observations revealed that students were sitting in the classroom at the 2nd and 3rd floors. Some also sat in the study hall at the 3rd floor. Most of them were not studying. They were talking, singing. Only a few of them were studying. The teachers, on the other hand, were sitting in the teachers' room. They were also visiting the classrooms and answering the students' questions. Similar to Case 2, less experienced teachers mainly guided students during those hours. Further, the students who did not complete their homework were obliged to stay at the school. For instance, on the third day of the observations, it was noted that 10th graders were studying at the study hall. As they told, they were made to stay after school since they did not complete their homework. In this regard, T3$_2$ and T3$_3$ alleged that after

the classes ended, a teacher from each subject-matter stayed at the school to monitor the students during the retention hours and to aid them while solving tests. $T3_6$ added that they sometimes ran those hours to review the content or to keep up with the curriculum plans.

Complementing the teacher interviews and observations, the students also elucidated the role and function of recitation hours. Two of the 10th graders, $S3_1$ and $S3_2$, reported that they either reviewed the content or asked their questions to the teachers during those hours. $S3_4$ enunciated that those hours inculcated study habits. The 12th graders, $S3_5$ and $S3_6$, similarly depicted that they had more class hours compared to public schools and those hours were implemented as recitation hours in which either students asked their questions to the teachers or teachers distributed tests to them. They also added that if they needed a content to be reviewed, intern teachers helped them also at weekends. Contrary to those students who advocated retention hours, $S3_7$ and $S3_8$ voiced that they were 18 students in the classroom and teachers tried to answer their questions in only 40 minutes which was not adequate.

Case 4

Case 4 had a similar implementation in running the recitation hours. In other words, recitation hours were integrated into the curriculum hours as extended class hours. $T4_1$ exclaimed that during those hours she mostly distributed tests to the classroom and expected them to complete at least 30 question during 40 minutes. Sometimes, students also asked their questions they could not answer from homework, she added. $T4_2$ similarly asserted that she allocated one or two hours of her classes for recitation hours in which students solved tests about the contents they had covered. $T4_3$, the Visual Arts teacher, on the other hand alleged that she also entered the recitation hours and distributed tests to the students. She marked that she made students to complete at least 30 questions during that class hour, as $T3_1$ depicted.

Moreover, on the first day the observations, the school board decided about including extended class hours in the school schedule. To explain, addition to recitation hours, retention hours started to be implemented after 4.30 P.M. till 6 P.M.

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According to this decision, at least one teacher from each subject-matter would stay at school to guide students during those hours. The observations revealed that mostly the 12th graders stayed at school after the classes ended. They sat in the classrooms and solved tests. The teachers visited the classrooms and answered students' questions. The school principal, P4, reported that the 9th, 10th and 11th graders' schedule of retention hours were determined beforehand. Yet, the 12th graders studied with the teachers whom they needed to ask questions.

The students dwelled on similar notions with the teachers. $S4_2$ and $S4_3$ reported that compared to public schools they had more course hours some of which employed as recitation hours. $S4_4$ alleged that they asked their questions or solved tests during those hours under the supervision of the teachers. From a different perspective, $S4_5$ stressed that recitation hours were beneficial for the 12th graders that other graders underestimated the importance of those hours. In addition, $S4_7$, a 12th grader, contended that those hours were strictly controlled by the teachers that they recorded the number of questions each student solved during the recitation hours and informed the school principal. $S4_8$, another 12th grader added that they either solved tests from their test books or the teachers distributed them tests. He purported that those hours were quite useful in regards of preparing for the UEE.

Case 5

Recitation hours were an important component of schooling process at Case 5, also. Similar to Case 3 and Case 4, this school implemented recitation hours both as extended class hours and retention hours which were run by less experienced teachers. On the other hand, more experienced teachers worked at the study center of the school after the classes ended. To begin with extended class hours, they were employed within the school hours in which formal curricula were followed. during those hours, intern teachers answered students' questions or distributed tests to the students.

Retention hours, on the other hand, started after the curriculum hours ended. Students were studying in their classrooms or study halls and the teachers visited the classrooms to answer their questions or sometimes to lecture. Mostly, the12th graders

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stayed at the school for retention hours. In this regard, during the personal conversations, some of the students complained that the school prioritize the needs of 12th graders and neglected the other grades. In addition, on Saturdays, the students and intern teachers also came to the school for recitation hours.

The school principal reported that teachers mostly answered the students' questions during retention hours; however, if a student, or a group of students, had difficulty in understanding a topic, they were lectured by the intern teachers. However, those lectures were limited to 20 minutes to make sure that each of the student could benefit from their teachers, he added. The Literacy teacher, $T5_1$, alleged that despite to the fact that students usually demand for an extra class in Math and Science, they had extended class hours also for Social Sciences in which they could ask their questions. Besides, $T5_2$ asserted that recitation hours also functioned as a mean to monitor students. She explained that, in that way, they could control whether students completed their homework or solved tests about the content they had covered. She further exclaimed that those hours also gave feedback about student understanding so that teachers reviewed the topic when necessary. She added that they also taught test techniques, short ways of solving problems, during recitation hours. Similarly, $T5_3$ depicted that after a brief review of the content, she distributed test to the students and answered their questions during extended class hours. During retention hours, she noted, she either answered students' questions or reviewed the content the students asked during 20 minutes.

Lastly, the student interviews yielded identical results. For instance, $S5_1$ uttered that they had retention hours in which they could ask their questions to the teachers. Similarly, $S5_2$ and $S5_3$ contended that the teachers answered their questions during the retention hours. $S5_3$ added that they also had extended class hours in which they solved tests about the content they had covered which led effective student learning. Bearing on the advantages of recitation hours, one of the 11th graders, $S5_4$, exclaimed that he did not understand the topic trigonometry; thus, he asked a Math teacher to review the content together. After 20 minutes of review, he added, he was able to correctly answer six questions out of seven in the following trial test. The 12th grader, likewise, noted that teachers allocated one class hour to

cover the topic and other hours for recitation hours which helped them study for the UEE by means of working on different questions from various test books.

4.4.7 Trial tests.

An important characteristic of BHSs is administering trial test periodically. The main aim of trial tests is to prepare students for the UEE, particularly the 12th graders. In this regard, the cases of this study had different practices with regards to implementation of trial test. For this reason, each case was depicted one by one below.

Case 1

Trial tests – which cover the content and is consisted of multiple-choice questions as asked in the UEE - were a critical aspect of schooling at Case 1. Different than other cases, students were administered nation-wide tests that were implemented also in other branches of the institution. The tests were developed and evaluated at the Measurement and Evaluation Center of the institution. This enabled students to compare themselves with their peers not only at their school but at other schools, the school principal, P1, reported. He added that they strictly monitored the test results and warned teachers if there was a decrease in the students' trial test scores or prepared an extra study schedule for the students who got lower scores. In addition, the school counselor, C1, explained that they administered trial tests every Saturday. The students usually left the school after the test and asked their questions during recitation hours, breaks, or classes. He further asserted that trial tests were useful in monitoring student achievement or predicting their scores on the UEE. However, he highlighted, they increased the anxiety level of the students. Bearing on this, he criticized the education system Turkey by stating that high-stake tests resulted in an anxious generation. In contrast, T1$_3$ remarked that trial tests stimulated a sense of competition which was good for them, particularly for the 12th graders. She further expressed that trial test scores also provided them evidence to form the classrooms. In other words, homogenous classrooms were designed based on the trial test scores of the students. She exclaimed that trial test scores were also used to control student mobility among classrooms levels.

Building on similar notions, the students also depicted the aim and function of trial tests. In this regard it is important to note that even the 9th graders took trial tests. However, they took the exam once or twice in a month, S1$_1$ elucidated that they were administered diagnostic test; yet, they were also allowed to attend the trial tests. S1$_2$, another 9th grader, asserted that their scores were monitored by the teachers that they showed the solutions of the questions the students could not answer during recitation hours. Another student, S1$_3$, contended that since she got lower scores from the trial tests, she moved to a lower classroom level. She criticized that practice of the school by claiming that it caused adaptation problems and made students to lose self-confidence. Accordingly, S1$_9$ exclaimed that moving to an upper classroom based on the trial test scores motivated them to study harder but going to a low-achieving classroom demotivated them. Similarly, other 12th graders complained about labeling classrooms as high-achievers or low-achievers caused a form of inequality within the school. Exemplifying that, a 12th grade, S1$_4$, alleged that the best teachers of the school were assigned to the top-classrooms. Despite those arguments, S1$_9$ remarked that homogenous classrooms allowed them to get education with students at the same learning pace.

Complementing the interviews, the observations also revealed that student mobility among classroom levels was ensured in accordance with the trial test scores of the students. For instance, during the classroom observation of a Math class at 11th grade level, the teacher told me that there were four new students in the classroom who came from another classroom based on the trial test results. Similarly, the Physics teacher reported that there were new comers in the classroom explaining that they changed the classrooms based on the students' trial test results.

Case 2

Different than Case 1, the school administered trial tests of the contracted publications or the ones prepared by the school teachers. In addition, trial tests were administered on Fridays and Saturdays. Undergraduate students or teacher candidates oversaw the sessions. On the 5th day of observations, I was asked to oversee of one of those sessions. It took 160 minutes and was administered to the 12th graders. In addition, during the observation of a 12th grade Geometry class, the

school counselor came to the classroom and announced that a trial test would be administered on Saturday morning.

Furthermore, as in Case 1, the classrooms were formed in accordance with the students' trial test results, the school principal reported. He contended that although most of the students advocated homogenous classrooms, moving down to lower-level of classroom sometimes demotivated the students. He added that they also assigned homework based on the test scores. He further explained that the questions they asked in the trial tests were prepared considering the UEE. In this regard $T2_1$ noted that during the first school semester, the content of the tests included the topics covered in the classes but in the second semester they administered tests which were equivalent to the UEE. He also marked that they answered the questions the students could not respond during the recitation hours. He added that they reviewed the content when most of the student could not answer a question about that content. In this regard, the school counselor, C2, underlined that they examined each students' test results and gave feedback to them. When necessary, students were made to stay at the school for the retention hours.

The students also talked about trial tests as an exam-oriented practice of the school. $S2_1$ enunciated that the trial tests were administered to prepare them for the UEE. He added that if they got lower scores, they were assigned extra homework as a punishment. Similarly, an 11th grader, $S2_2$ stated that they had to solve at least 2000 questions if they got a lower score on the trial tests and to stay at the school during retention hours. He added that the teachers answered all the questions in the tests to ensure that each of the student understood the solution of the questions. On the other hand, $S2_4$ delineated that trial tests incited an objective evaluation of the self: *"Bu sınavda 120'de 113 yaptım, ama, bu sınav kolaydı demeyi öğrendik." "We learn to say I correctly answered 113 of the questions out of 120 but this was an easy exam."* In this regard, $S2_3$ depicted that trial tests enabled them to monitor their progress and that made BHSSs superior to public high schools. $S2_5$, lastly, argued that the teachers asked difficult questions in the trial tests to better prepare us for the UEE. He added that monitoring trial test scores of the school was one of the responsibilities of the school that even the founder of the school controlled their scores. He delineated that

i) the classrooms were formed in line with the test results, ii) students were assigned extra homework, iii) teachers reviewed the content when necessary, iv) students were provided with a new study schedule.

Case 3

Similar to Case 2, trial tests were prepared by the school teachers. The tests included the questions that had been covered in the courses ($T3_1$, $T3_2$). As the Literacy teacher $T3_2$ reported, the 12th graders were administered the tests every week; yet, other graders took them at certain intervals. The vice principal added that they administered the tests on Friday or Saturdays. The History teacher, $T3_7$ explained that the first session of the tests was administered on Fridays while the second sessions on Saturdays. She added that the tests were oversaw by intern teachers or undergraduate students; yet, the school principal, the school counselors, the vice principals also visited the classrooms during the sessions.

As in other cases, the results were used to form the classrooms and each student's test results were evaluated individually ($T3_2$, $T3_6$, $T3_7$, the vice principal) by the school counselors. In this context, $T3_7$ contended that the school counselors informed the teachers about the students' test scores and the teachers followed different strategies to punish or award the students based on their scores. For instance, the Physics teacher, $T3_4$, avowed that she made students to solve 25 questions for each of the wrong answer in the trial tests. She uttered that while doing so, she aimed to teach students not to respond to the questions which they did not know anything about which would increase their scores on the real test (the UEE). Similarly, the teachers ($T3_2$, $T3_5$ and $T3_7$) purported that the students were provided with recitation hours in which they could ask the questions they could not answer in the trial tests.

Lastly, the students also disclosed that trial tests were administered to prepare them for the UEE ($S3_2$, $S3_3$, $S3_4$). $S3_2$ added that they were also given diagnostic tests which included the topics they had learned so far. He also delineated that based on the test scores, the students were assigned extra homework or were obliged to stay for retention hours. $S3_3$ and $S3_4$ exemplified that the school counselor

wanted them to solve 50 questions for each of the topic the students had wrong response. From a different perspective, $S3_4$ stressed that trial tests helped them to deal with exam stress. Further, the 12th graders ($S3_5$, $S3_6$, $S3_7$, $S3_8$), similarly, noted that trial tests were employed on Fridays and Saturdays and covered the content that were taught in the courses. They both specified trial tests as a strength of the school. $S3_7$ further exclaimed that trial tests functioned as a feedback mechanism for both students and teachers.

Case 4

At Case 4, the trial tests were administered every two weeks on Saturdays for the 12th graders while other graders took the tests once in a month, the school principal reported. The teachers, $T4_1$ and $T4_2$, uttered that at the beginning of the semester, the tests were prepared in the form of diagnostic tests, later, the tests represented the real UEE. The History teacher, $T4_1$, added that they provided the solutions of each question in the tests during recitation hours. Similarly, $T4_2$ contended that she solved all the questions in the test in her classes since some of the students did not feel comfortable to ask the questions they could not respond. Supporting the school principal, she asserted that 11th and 12th graders were administered the tests every two weeks but the 9th and 10th graders entered the trial test sessions once in a month.

The students ($S4_1$, $S4_3$, $S4_7$, $S4_3$) alleged that trials test aimed to monitor their progress. Further, $S4_3$ and $S4_8$ depicted that thanks to the trial tests they became more experienced in completing an exam in a given time. Those tests were consisted of the questions that represent each of the topic covered in the classes ($S4_1$, $S4_2$, $S4_3$, $S4_4$, $S4_5$). $S4_2$ and $S4_4$ enunciated that they were given a report that showed their scores on the test. He added that their teachers answered the test questions in the classes.

Case 5

Trial tests were administered as a mean of student achievement in regards of the UEE at Case 5. The school principal explained that students took trial tests twice

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in a month on Fridays. Supporting him, on the fifth day of the observation at Case 5, I also oversaw a classroom during the trial test. He added that trial tests provided them feedback on student progress, as well as teacher effectiveness. He also noted that they formed homogenous classrooms based on the trial test scores of the students. In this regard, $T5_1$, the Literacy teacher enunciated that they had homogeneous classrooms only at 12th grade level since there are only one classroom for other graders. As the school principal did, she reported that they administered trial tests on Fridays twice in a month; however, they also implement nation-wide tests provided by universities or Private Education Institutes Union (ÖZDEBİR). She also exclaimed that they employed both diagnostic tests – trial tests that aimed to measure student knowledge on the topic covered – and general tests that represent the real UEE. With regards to the advantages of trial tests for students, the teacher uttered that the students learned i) how to handle with the exam anxiety, ii) time-management, iii) test techniques. Built on similar notions, the Physics teacher, $T5_2$ asserted that they provided students a detailed report about their scores on the tests and they answered each of the question in the test during recitation hours. The Chemistry teacher $T5_3$ marked that they administered trial tests on Fridays either to diagnose whether students understood the content they learned in the classes or to provide feedback students on their studies regarding the UEE.

The student interviews revealed complementary findings. Differently, as a student, $S5_2$, reported, 10th graders did not attend trial test sessions, only 11th and 12th graders did. $S5_3$, on the other hand, avowed that they took those tests once in a month. He added thanks to trial tests, they could measure their progress on the topics they had covered so far. Similarly, $S5_4$ and $S5_5$ alleged that the trial tests they took were employed as diagnostic tests; yet, as $S5_5$ stated, the 11th graders were allowed to take those tests the 12th graders attended. A 12th grader, $S5_6$, on the other hand, exclaimed that different than other BHSs which explained trial test results of the students after weeks, they were provided the key right after the session. As her friends did, she contended that they took both diagnostics tests and general tests. She delineated that in that way, they learned how to cope with the exam stress; were provided an objective feedback on their progress; were placed into homogenous classrooms. She added that thanks to homogeneous grouping of students, they felt

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more comfortable while asking questions to the teachers or saying the concepts they did not understand.

As a corollary, BHSs implemented a different schooling process in many aspects. First, the cases of the present study implemented a different school schedule that they had both curriculum hours in which formal curricula were taught and recitation hours in which students had a chance to review the content through solving tests about the content they had covered. The school schedules did not end before 5.30 P.M. at all of the cases. Second, the courses offered at BHSs were different. To illustrate, they did not offer Physical Education and Sports course. In addition, they offered only Visual Arts as an elective course. Further, language education was not implemented as at regular high schools. Third, albeit the teachers mainly followed the formal curricula, the content covered in the classes was sometimes different than the yearly plans of the MoNE; rather, focused on the UEE. This finding overlapped with the exam-oriented missions of BHS as depicted above. Next, in regards of the flow of the classes, teachers mainly based their instruction on lecturing. During the lectures, except for the few student-centered practices, the teachers mostly applied question and answer method to engage students in the classes. Nonetheless, those questions basically aimed to recall prior knowledge or to make students solve problems using the given formulas. Additionally, the teachers emphasized the content or strategies that were important to get higher scores on the UEE. In regards of classroom management, the qualitative data revealed that the teachers knew names of the students and called them by name while warning them when necessary or involving them in the class. On the other hand, they dealt with disturbing student behavior by either directing questions to those students or warning them. The irrelevant talks in the classes were mostly about the UEE or trial test results of the students.

Further, since those schools aimed to prepare students for the UEE, as educational materials, test books and the modules provided by the schools were the main resource in the classes; however, despite the limited use of them, textbooks provided by the MoNE utilized by some of the teachers. Moreover, the homework given by the teachers had three fundamental purposes: 1) to make student review the

content, 2) to assess student progress, 3) to prepare students for the UEE. Accordingly, student assessment mainly based on exams which were prepared and made as regulated by the MoNE. Nevertheless, the student assessment included also projects, performance homework, oral exams, quizzes, homework, classroom notes of the students. Besides, curricular activities and exam-oriented practices extracurricular activities were also implemented at the examined cases. In this context, despite limited number of the clubs and deficiencies in the implementation of them, student clubs were formed and some activities were employed within the scope of student clubs. In addition, special days/festivals/holidays were celebrated at these schools in line with the school facilities. To illustrate, since the schools did not have a garden for celebration, they organized events within the school that students prepared posters, wrote poems, or drew pictures for the school notice boards. Furthermore, social activities were organized within the scope of extracurricular activities. Those activities included university visits, trips to other cities, picnics, sport competitions.

Lastly, each of the case had its own school rules to ensure an orderly school environment for student achievement; therefore, strict control of students was maintained by means of monitoring student progress on trial tests, controlling student homework, restricting student absenteeism, informing parents about each of the processes at schools. Besides, students' after school hours were monitored through study schedules prepared by the school counselors. The students almost did not have a social life after school. They studied at home at evenings and during weekends. They exclaimed that since they would take the UEE, they had to have a limited social life. Lastly, as exam-oriented processes, these schools implemented recitation hours and trial tests. Recitation hours, in this regard, aimed to provide students with the opportunity to work for the UEE under the guidance of their teachers. Those hours helped students to be equipped with different test techniques and various question types which in turn increase student achievement on the UEE. Trial tests, on the other hand, aimed to assist students to deal with exam stress, to manage time during the exam, to get feedback on their progress. Bearing in mind, schooling process at BHSs incorporates curriculum and exam preparation with the

dual mission of these schools. However, it is important to underline that even the curricular activities included a component of exam-oriented practices.

4.5 Relations among the Stakeholders at BHSs

In order to understand schooling process at BHSs, it is important to portray relations among stakeholders. For this reason, relations with the school administration, counselor-student relation, relations among students, relations among teachers, teacher-student relations and school-parent association were detailed below (see Figure 23).
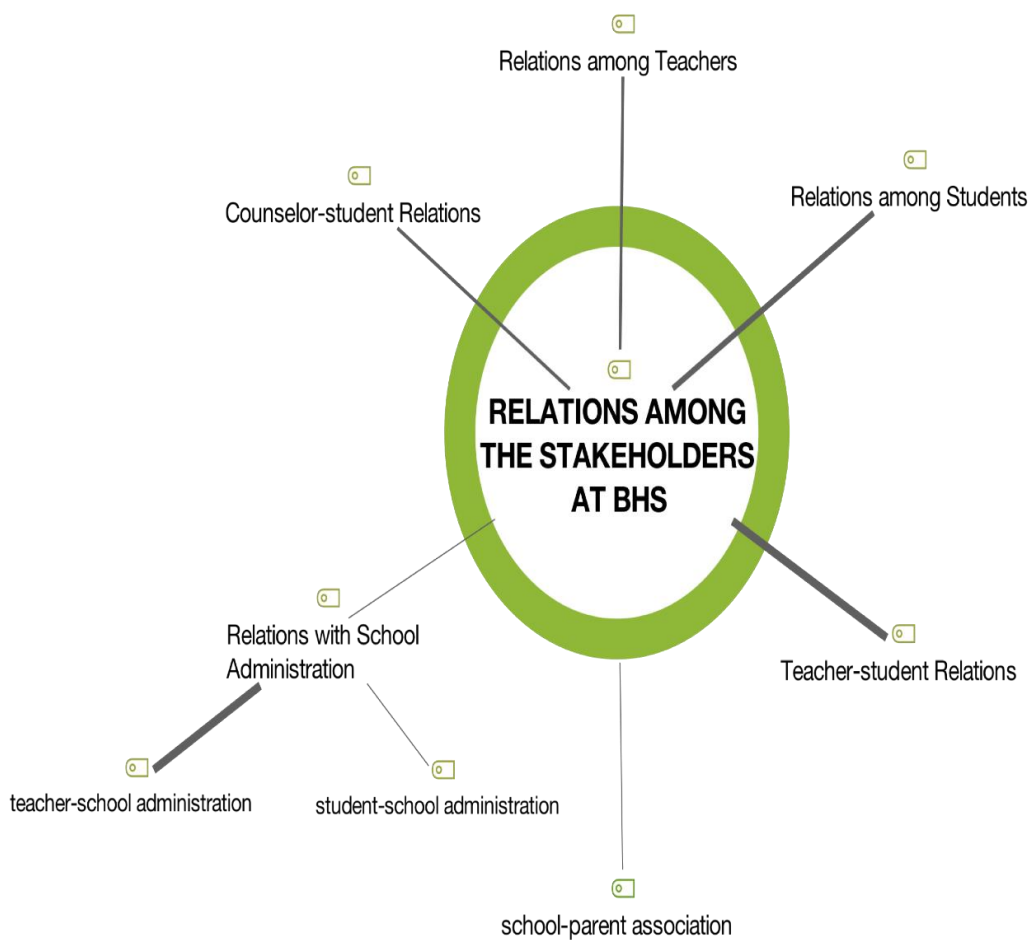
Figure 23 Categories and codes under the theme of relations at school.

4.5.1 Relations with the school administration.

School administration at BHSs were responsible for organization of the school routines and accomplishment of those routines and rules. They were also

responsible for the school budget and planning the school schedule. In addition, they were responsible for the managing the relations at school in order to create an effective school environment. Under this title, their relations with teachers and students were disclosed.

4.5.1.1 Relations between the teachers and the school administration.

Relations of the teachers with the school administration was built on different grounds. To explain, $T3_8$ voiced that since BHSs were private institutions which aimed to make profit, the school administration prioritized needs of the students and perceived teachers as the transmitters of the service BHSs provided. P1, P2, and P3 also noted that contrary to teachers at public schools, the teachers at their cases had to work hard in order to maintain their positions in the school. In this regard, the school counselor, C1, noted that school rules and routines were mainly determined by the school administration and the teachers had to adopt them. Similarly, $S3_8$ reported that the teachers, particularly less experienced ones, were not given the flexibility to make individual decisions rather expected to follow the school rules. Therefore, it can be interpreted that the relationship between the teachers and the school administration resembled the association between an employee and employer. Despite these views, the teachers at Case 1 alleged that they had a close relationship with the administrative board. For instance, the Visual Arts teachers exclaimed that the school principal provided him with necessary budget to build an arts room. He also exclaimed that the school administration supported him while he was preparing the students for the music competition. The Math teacher, $T1_2$, on the other hand, emphasized that after the transformation, they had to fulfill some routines and accomplish some paperwork which they were not supposed to do during *dershane*. She asserted that the school administration helped them to handle with those processes.

Further, focusing on students' disorderly behaviors, $T3_1$ and $T3_7$ noted that when they had a problem of disorderly student behavior, the school administration helped them to find a solution. Similarly, $T3_3$ and $T3_7$ underlined that if a parent stated a complain about a teacher, the school administration did not let the teacher defend himself/herself against the parent but talked to that teacher later on. Next, $T3_4$

marked that the school administration determined teachers' in-school activities yet also provided a flexibility during decision-making process. Supporting the teachers, the school principal at Case 3 contended that the school administration gave importance to protect teachers' rights and permitted them to make instructional decisions in line with the school rules and routines.

Moreover, during the personal conversations the school counselor (C4) alleged that she had worked at four different institutions before starting at Case 4. She uttered that in contrast to other schools which aimed at only making-profit, at the beginning of the school year, in his opening speech, the principal (P4) wanted the teachers to motivate students to study more so that they could increase their achievement level. She added that he also asked the teachers' opinions about it. Accordingly, the Physics teacher, $T4_2$, delineated that different from other private schools, the school administration at Case 4 prioritized the needs of the teachers and backed them up while maintaining the discipline at school. She also exclaimed that when she first started at that school, the school principal helped her a lot during the adaptation process. In addition, the Visual Arts teacher ($T4_3$) denoted that she asked for help to form an arts room at the school and the school administration provided her with necessary equipment and budget. Further, the teachers and the school administration collaborated to monitor student progress as a 12th grader ($S4_7$) reported. He explicated that the teachers informed the school administration about student progress at recitation hours.

Lastly, similar to other cases, the teachers at Case 5 ($T5_1$, $T5_2$, and $T5_3$) exclaimed that they had positive relations with the school administration. $T5_1$ and $T5_3$ explicated that at the beginning of each school year, the administrative board collaborated with the teachers to decide on many of the processes at school including celebration of special days, foundation of student clubs, curriculum implementation. The school principal (P5) also elucidated that at the beginning of each school year, they organized a meeting with the teachers and the school administration promoted making joint-decisions with the teachers about allocation of school budget and organization of instructional processes. He also enunciated that the teachers did not know school routines since they had worked *dershane* before the transformation. As

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a school principal who had worked at public schools for years, he was accustomed to those routines such as department meetings, preparing yearly plans, assigning students' performance homework; therefore, he shared his experiences with the teachers and guided them when needed.

4.5.1.2 Relations between students and the school administration.

The qualitative data yielded that different than other schools, the school administration had a close relation with students: they knew each of the students' names; they monitored student progress; they listened to students' not only academic but also personal problems; they regulated student studies. To illustrate, the school principal at Case 1 reported that he never sat in his room during breaks; instead, he visited the classrooms and the cafeteria in order to communicate with students. He noted that building close relations with students was important to make them love the school. Supporting him, a 12th grader, $S1_9$ asserted that all of the administrative staff, particularly the school principal, were very helpful and open to communication; hence, they felt comfortable while talking to them. In contrast, P2 emphasized that he tried to keep a distance between students and himself since the students were attuned to abuse rapport. Therefore, he added, his relation with the students was limited to organizing recitation hours or extra studies of the students and providing them resources. However, as P1 did, he underlined that the school administration recognized each of the student and aimed to satisfy student needs in order for making them happy at the school. Similarly, C2, contended that the school administration dealt with students' individual problems, also. In this regard, $S2_2$ alleged that even the founder of the school was willing to help him with his academic and personal problems. He also noted that the school administration controlled their homework, progress in classes, and behaviors. Complementing him, $S2_4$ denoted that having the opportunity to communicate with the administrative staff and being controlled by them in person kept them motivated for studying.

Moreover, a Physics teacher at Case 3, $T3_4$, avowed that the school principal himself visited all the classrooms and controlled students' uniform, make-up, or hair in order to maintain discipline at the school. They also knew each of the students' name, and gave importance to students' perceptions, she added. Explaining

discipline at Case 3, $T3_6$ contended that the school administration built such a relationship with students in which students were aware of how to behave at the school without strict written rules. In contrast to authoritative approach, the administrative staff tried to build rapport with students, as the school principal voiced. On the other hand, P4 elucidated that they did not only focus on academic needs of the students but also social needs of them. He exemplified that he played table tennis or volleyball with students during breaks. Spending time with students strengthened the relations with the students, he stated. The students shared complementary views. For instance, $S4_7$ expressed that he played table tennis during breaks with the school principal and according to him, it was a good example of the close relations between them. He also stated that the school principal himself also monitored their progress: He even knew the number of questions the students solved in a week. In addition, $S4_4$ articulated that they had a close relationship with the administrative staff. She illustrated that she could easily share her problems with the school principal. Comparing his previous school, a public high school, with Case 4, $S4_8$ purported that he did not even see the school principal at his previous school but at Case 4, he had a close relationship with the principal.

Lastly, at Case 5, similar to other cases, the school administration had a close relationship with the students that they knew name of each student; monitored their progress, aimed to make students love the school, as P5, voiced. He added that he always visited the classrooms to talk to the students about their needs. C5, similarly, avowed that student needs were met, particularly if those needs were exam-focused. In this regard, a 12th grader, $S5_6$ exclaimed that when she first started that school, the founder, the principal, and the school counselor helped her a lot in adapting the system at Case 5. She also admitted that she had not such a relation with the administrative staff at her previous school which was a type of vocational high school.

4.5.2 Relations between the students and the school counselors.

School counseling was an essential aspect of schooling process at BHSs. Having various responsibilities, the school counselors, therefore, built relations with students. For instance, C1 explained that his relations with the students was

grounded on individual counseling, career counseling, motivation studies, and monitoring student works. Accordingly, the school principal, P1, and the History teacher, T1$_3$, contended that offering students an effective school counseling was one of the strengths of the school. In this regard, a 9th grader, S1$_1$, asserted that he felt comfortable when sharing his personal problems with the school counselor. Sharing similar views with S1$_1$, S1$_2$ added that the counselor prepared them a study schedule. The school counselor at Case 2 mentioned that she listened to students' problems; tried to meet their needs; motivated them, and guided them.

Next, the participants at Case 3 (the vice principal, T3$_1$, T3$_5$, T3$_7$) disclosed similar notions. They alleged that the students had a close relation with the school counselors; therefore, they did not hesitate while sharing even their personal problems with the counselors. T3$_5$ further exclaimed that the counselors also guided them while making career choices. Likewise, observation of the counseling hour revealed that the school counselor informed students about professions. Besides, the counselors organized social activities for the students, T3$_6$ voiced. Building on similar points, the students (S3$_1$, S3$_2$) also concluded that they had a close relationship with the school counselors. In addition, S3$_3$ and S3$_4$ exclaimed that the school counselors monitored their progress at trial tests and gave extra homework when they got lower scores. In contrast, during the personal conversations with the 11th graders, they asserted that there were only two school counselors but more than 300 students at the school; thus, the counselors were not always available to them. They added that the counselors prioritized the 12th graders' needs.

As in other cases, the school counselor at Case 4 had similar responsibilities where the relationship between her and the students was positioned. The Physics teacher, T4$_2$, expressed that the school counselor checked students' homework. The Visual Arts teacher, T4$_3$, on the other hand, marked that students felt comfortable to share their individual problems with the school counselor. Supporting them, S4$_1$ and S4$_4$ underlined that C4 prepared them a study schedule. S4$_2$, S4$_7$, and S4$_8$ in addition, asserted that the school counselor controlled their homework at counseling hours. In addition, S4$_4$ contended that the school counselor also guided them during their

career choices. Observation of the counseling hour supported the interviews: the counselor checked students' homework and talked to them about their problems.

Finally, at Case 5, the school counselor (C5) reported that she always tried to keep in contact with the students. She explained that most of the students came from low SES families and neglected by their parents, some of them even experienced different forms of abuse in their families. They needed to be listened, cared, understood, and loved, she added. Therefore, during counseling hours, breaks, or after school hours, she listened to students' problems and tried to find a joint solution. She added that she guided them instead of telling them what to do in their case. Accordingly, $S5_1$ and $S5_2$ reported that C5 dealt with their individual problems, as well as the problems in their classroom. $S5_3$ emphasized that she tried to reach every single student at the school. $S5_4$ noted that she not only guided them about their individual problems but also helped them to increase academic achievement by preparing them study schedule and monitoring their progress.

4.5.3 Relations among students.

Relations among students mainly restricted to breaks and lunch hour within the school walls. To clarify, the students spent their breaks talking their friends at school corridors ($S1_1$, $S1_2$, $S1_3$, $S2_1$, $S2_2$, $S2_3$, $S2_5$, $S3_4$, $S3_5$, $S3_6$, $S3_7$, $S3_8$, $S4_3$, $S5_1$, $S5_3$). Canteen was another place at each of the Cases where students socialized with their friends ($S3_3$, $S4_1$, $S4_2$, and $S4_3$; C1, the vice principal at Case 3, P4, $T4_1$, $T4_2$, $T4_3$, $T5_3$). Further, the game of table soccer at the canteen at Case 3 and Case 5 provided students with an alternative to interact with their peers (observations, $S5_5$). Besides, Case 4 offered different options to socialize. To explain, it had an indoor sports hall in which a game of table soccer and table tennis were placed and a garden in which there were a volleyball and a basketball court (observations; $S4_1$, $S4_2$, $S4_3$, $S4_4$, $S4_7$, and $S4_8$; P4, $T4_1$, $T4_2$).

Moreover, lunch hours provided students with the opportunity to socialize with each other. Some of the students ($S1_1$, $S1_2$, $S1_3$, $S1_{11}$, $S2_5$, $S5_1$, $S5_3$) preferred to have their lunch either at the school's cafeteria or went out for lunch with their friends. On the other hand, there were some students ($S2_2$, $S3_1$, $S3_2$, $S3_3$, $S3_4$, $S3_5$, $S3_6$,

$S3_7, S3_8$) who exclaimed that they went out for lunch since lunch breaks were the only time they could get some fresh air and socialize with their friends. Accordingly, after the school ended, most of the students exclaimed that they had to go home to study (. Only a few of the students delineated that they spent time with their friends eating outside ($S2_1$), walking around in Kızılay ($S2_3$, $S2_5$, $S3_2$), playing football ($S4_8$, $S5_5$), going to a picnic ($S4_8$), and doing sports ($S4_1$, $S5_3$, $S5_4$).

Lastly, the students ($S1_1$, $S1_7$, $S1_{11}$, $S2_4$, $S2_5$, $S3_1$, $S3_4$, $S4_3$, and $S4_4$) reported that they did not have difficulty in adapting the school due to family-like atmosphere at their schools. In this regard, as the participants uttered ($S1_2$, $S1_7$, $S2_5$, $S2_4$, $S3_5$, $S3_6$, $S4_3$, $S4_4$, and $S5_3$; P1, P2, P3, P4, P5) some of the students at those cases had been a student of *dershane*; therefore, they already knew some of their friends and teachers which enabled them to not to feel like alienated. In contrast to those views, $S2_2$ and $S4_7$ stated that thanks to the larger school size, they had more friends in their previous schools; therefore, they spent more time with their peers.

4.5.4 Relations between teachers and students.

The qualitative data unveiled information about the nature of relations between teachers and students. It was reported that teachers built a relationship with students as friends ($T1_1$, $T3_1$, $T3_5$, the vice principal at Case 3, $T5_1$, $T5_3$, $S1_3$, $S1_{11}$, $S3_1$, $S3_4$, $S3_5$, $S4_1$, $S4_3$). To exemplify, teachers called students as 'honey', 'sweety', 'minnies', students hugged their teachers and talked to them during breaks, they made jokes.

Furthermore, almost all of the participants (i.e. $S1_2$, $S1_3$, $S1_{11}$, $S5_4$, $S5_5$, $T3_4$, $T4_2$, $T4_3$) asserted that the relationship between teachers and students was like family relations. In this regard, P5 noted that they aimed to make students feel like at home: safe, comfortable, and happy. Similarly, $S2_1$ contended that teachers at his previous school – a public high school – did not care about them even did not lecture in the classes; yet, at Case 2, teachers were nice to the students and took care of them as mothers/fathers. In addition, the students ($S1_1$, $S1_3$, $S1_9$, $S2_2$, $S3_1$, $S3_4$, $S3_5$, $S3_6$, $S4_4$, $S4_8$, $S5_4$) alleged that they loved their teachers since they felt comfortable to share not only academic problems but also personal problems. Accordingly, the teachers

(T4$_1$, T4$_2$, T4$_3$, and T5$_1$) uttered that they listened to the students as their mothers/brothers/sisters when they had a problem. Further, since BHSs were transformed from *dershane*, some of the students and teachers knew each other before from *dershane*. Therefore, they (T1$_2$, T4$_1$, S1$_2$, S1$_4$, S3$_4$, S3$_5$) defined the teacher-student relations from a different perspective underlying the close tie between them.

Lastly, as the participants (P2, P5, the vice principal at Case 3, T4$_1$, T4$_2$, T5$_1$, T5$_2$, S4$_2$, S4$_4$, S4$_5$, S4$_8$, S5$_2$) exclaimed that different than other school types, students could reach teachers whenever they needed: they asked their questions even during breaks and lunch hours, as well as in the evenings on WhatsApp. In this context, some of the participants (C2, P3, T5$_1$, T5$_2$, S2$_1$, S2$_2$, S2$_4$, S3$_8$, S4$_4$, S5$_1$) explicated that the close relations between students and teachers derived from these schools' being a private school. To explain, since those schools also aimed to make profit, they gave priority to satisfy students' both academic and individual needs. In addition, small classroom sizes, young teachers, and welcoming school atmosphere enabled teachers to communicate students easily.

4.5.5 Relations among teachers.

The number of teachers at BHSs were relatively small compared to other schools that there were maximum three or four teachers from each subject-matter. Therefore, as the participants revealed (T1$_2$, T1$_3$, T2$_1$, T3$_2$, T3$_7$, T3$_8$, T4$_1$, T4$_2$, T43, T51), being a small/boutique school empowered the relations at school, including the relations among teachers. In this regard T4$_3$ voiced that she did not have difficulty in adapting the school since each of the teacher was quite warm and helpful. Further, the observations disclosed that most of the teachers spent their time at the teachers' room: they drank coffee/tea and had daily conversations or talked about their classes, exams, students, trial tests, or recitation hours. The interviews yielded complementary findings. T1$_2$, for instance, reported that she did not have any difficulty to communicate with her colleagues at the school. She added that they discussed the problems they had even during break. T2$_2$ similarly avowed that she sat at the teachers' room during breaks and easily discussed problems or just daily issues with the teachers. T3$_1$, on the other hand, enunciated that, she preferred to

restrict her relation with other teachers by only asking for help from more experienced teachers from the same subject-matter or discussing school-related issues.

Moreover, contrary to breaks during which the teachers talked mostly about school-related issues, lunch hours enabled the teachers to socialize with each other. The teachers ($T1_1$, $T2_2$, $T3_4$, $T3_5$, $T4_1$, $T4_2$, $T4_2$, $T5_1$, $T5_2$, $T5_3$) denoted that they had their lunch together either at the cafeteria or went outside for lunch and talked issues other than classes, exams, or students to relax and get some rest.

Next, the teachers ($T2_2$, $T3_1$, $T3_2$, $T3_6$, $T3_7$, $T3_8$, $T4_2$, $T5_1$, $T5_3$) exclaimed that department meetings were another component of the relationship among teachers. They delineated that in those meetings, they discussed and made decisions about various issues such as yearly plans, lesson plans, exams, recitation hours, trial tests, and educational materials to be used. $T4_1$ articulated that they regularly came together as the History teachers to ensure the unity with regards to implementation of the curriculum across classrooms. Lastly, in regards of relations between teachers from different subject-matters, the data unveiled that they spent their time together during breaks or lunch hours; however, only a few teachers collaborated with other subject-matter teachers. $T3_6$, for instance, voiced that:

If a teacher is someone who is eager to improve the students further, he should then be in contact with departments because education does not consist of only one lesson. All departments contribute to the child's development. Therefore, I pay attention to this.	*Öğretmen eğer öğrenciyi ilerilere taşıyan kişiyse eğer tüm departmentlerle iletişimde olmalıdır. Çünkü eğitim sadece bir dersten ibaret değildir. Tüm departmentlere çocuğun gelişimine katkıda bulunur. Bu yüzden ben buna dikkat ediyorum*

On the other hand, $T3_7$ addressed that they prepared questions for the trial tests together with teachers from different subject-matters. She illustrated that the Language and Literacy teacher prepared a paragraph question about historical texts and asked her to control the content. Likewise, the Physics teacher, $T5_2$, exclaimed that she was in close contact with the Chemistry and Math teachers since they had content in common in the formal curricula.

4.5.6 School - parent association.

The qualitative data depicted that BHSs gave importance to building a strong school-parent association. $T1_3$ reported that one of the strengths of their school was that they always kept in touch with the parents. In this regard, $T4_3$ stressed that most of the parents were customers of *dershane* times; thus, they could develop a close 'family-like' relation with the school administration. In this regard, $T1_1$ uttered that she gave her personal phone number to parents to be able to communicate with them in the evenings or at weekends.

Analysis of the qualitative data disclosed that school-parent association was built mainly on informing parents about student progress and other school-related issues. *Parent calls / text messages, parent meetings, parent visits,* and *parent letters* were the main means of that association. To begin, as discussed above in the previous sections, it was observed that parents were informed on a daily basis about student absenteeism by a school staff (mostly the school counselors) via text message or a phone call. The participants (P1, P2, P3, P4, P5, C1, $T2_2$, the vice principal at Case 3, $T4_1$, $S2_1$, $S2_3$, $S3_8$, $S4_1$, $S4_4$, $S4_8$, $S5_2$, $S5_3$) also revealed that parents were reported everyday about student absenteeism. In addition, parents were informed when the student did not complete her/his homework (P1, P2, P3, P4, P5, C1, C4, $T1_3$, $T2_2$, $T3_4$, $T4_1$, $T4_2$, $T5_3$, $S1_1$, $S2_1$, $S3_5$, $S3_8$, $S4_1$, $S4_3$, $S4_4$, $S4_8$, $S5_2$, $S5_3$). Moreover, the participants (P1, P2, P3, P4, P5, $T1_3$, $T3_1$, $T3_2$, $T3_4$, $T3_7$, $T3_8$, $T4_1$, $T4_2$, $T5_2$, $S2_1$, $S2_4$, $S3_3$, $S3_8$, $S4_1$, $S4_2$, $S4_4$, $S4_8$, $S5_3$) exclaimed that the school contact with the parents to notify them also about exam results, trial test scores, student progress in the classes, and retention hours. Besides, parents were asked to visit the school when a disciplinary problem occurred (P1, P2, $T2_1$, $T3_1$, $S4_2$).

Moreover, parent meetings were organized each school semester (P1, P2, P3, P4, P5, C1, C5, the vice principal $T1_1$, $T1_2$, $T1_3$, $T2_2$, $T3_2$, $T3_4$, $T3_8$, $T4_1$, $T4_2$, $T5_1$, $T5_2$). The data showed that parent meetings aimed to inform parents about their child's academic progress or other individual issues. The parents were also told about the examination system. While doing so, there were different practices at each school. For instance, as observed, at Case 4, the parents stayed in their children's classrooms and the teachers visited them.

Furthermore, parents were allowed to visit the school anytime to i) talk about the student's progress (T1$_2$, C1, T1$_3$, T2$_2$, T3$_2$, T3$_5$, T3$_8$, T4$_1$, T4$_2$, P5, T5$_1$, T5$_2$, T5$_3$); ii) to discuss school-related problems such as complaining about the effectiveness of a teacher (P1, T4$_1$, T4$_2$, T5$_1$), iii) to make payment (T1$_1$, P1, P3, P5), and iv) when the school asked them to visit the school to discuss a student-driven problem (C1, T3$_8$, T4$_1$). Lastly, as the participants (P3, T3$_7$, P5) uttered, in accordance with the regulations of the MoNE, parents were sent letters about student progress, schooling process, monitoring students' studies at home, and school rules.

Given the relations at school among stakeholders, it can be concluded that close relations were built among the stakeholders through establishing an environment of mutual trust and respect. In other words, different than other schools, students at BHSs felt comfortable to express themselves and to communicate with their teachers and even the school administration. In addition, the relations were mainly formed on the student needs most of which were exam-oriented. Next, it was disclosed that an orderly school environment in which students were under strict monitoring of teachers and the school administration helped the administrative staff and teachers to set the boundaries among them and the students. Lastly, it was revealed that parents were also essential contributors of the relations at school that the schools used different means such as parent meetings, parent calls to integrate parents into the relations at the school.

4.6 Expectations of the Stakeholders

BHSs were a type of private high school which were from *dershane*; therefore, it is important to portray what the expectations of stakeholders were. Under this heading, expectations of school administration, expectations of teachers from students, expectations of parents, and expectations of students were discussed (see Figure 24).
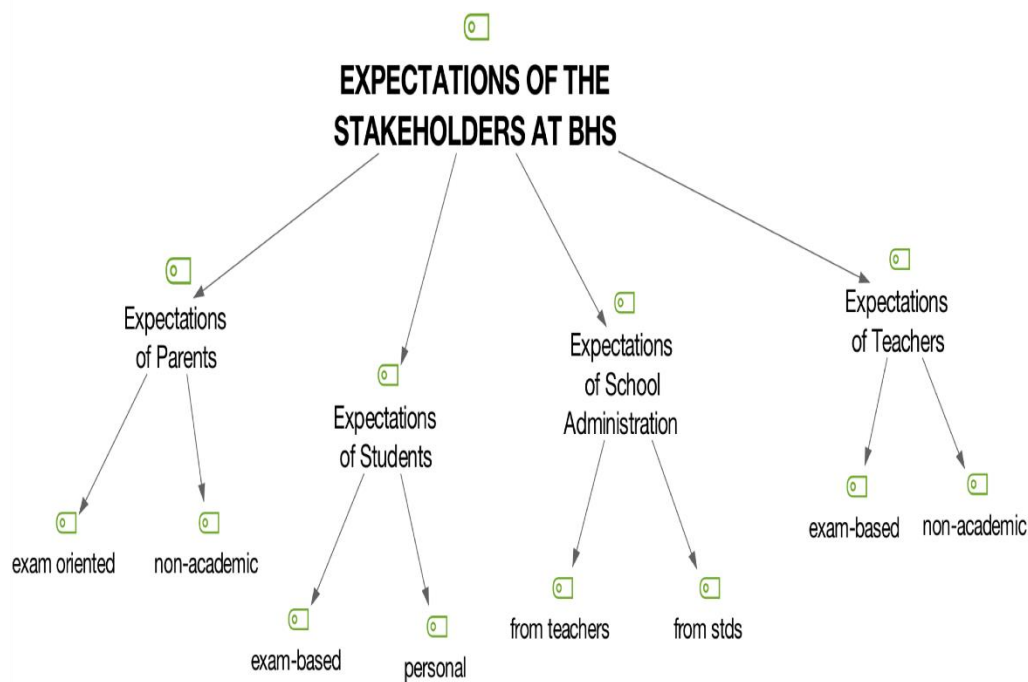
Figure 24. Categories and codes under the theme of expectations of stakeholders.

4.6.1 Expectations of school administration.

Bearing on the dual mission of the BHSs, the school administration attributed academic and non-academic roles to teachers and students.

4.6.1.1 Expectations from the teachers.

In regards of *academic expectations from the teachers*, curricular and exam-oriented expectations were found to be interwoven. To explain, teachers were expected to follow the formal curricula in order to build a knowledge base to increase success rates of the students in the UEE. The school principal at Case 3 avowed that they wanted teachers to fulfil students' potential and to facilitate student learning in order to increase student scores on the UEE. The Math teacher at Case 1, $T1_2$, reported that the institution organized a meeting at the beginning of each school year in which all departments of the institution attended. In that meeting, she explicated, the founder of the institution talked about their expectations from the teachers which were mainly exam-oriented such as increasing student scores on the UEE, recitation hours, and trial tests. She added that the school administration also expected teachers to ensure effective student learning. Similarly, the History teacher

at Case 3 (T3$_7$) noted that she was expected to increase achievement level of the students not only in the exams, but also in trial tests. The Physics teacher, T4$_2$, also uttered that their main responsibility was to run effective classes in which each of the student understood the content and different questions were solved a variety of test books. Besides, as the vice principal at Case 3 alleged teachers had to accomplish some paper work like filling out the classroom book, and keeping records of department meetings. Additionally, the teachers were supposed to follow the rules and routines at the school (the vice principal at Case 3 and T3$_1$) and communicate with the parents (T3$_7$). Bearing on a critical perspective, the Head teacher, T3$_8$ exclaimed that in order to make profit, the school wanted them to work hard and to devote themselves to students. He underlined that while doing so they were not supposed to focus on intellectual development of students but only to increase students' success rate in the UEE.

Moreover, with regard to non-academic expectations from the teachers, T1$_2$ and T3$_8$ contended that they were expected to deal with students' problems and satisfy their needs. Similarly, the vice principal at Case 3 purported that they expected teachers to meet needs of the students. Next, as T1$_3$ voiced, they were supposed to be a role model for the students. She added that they were also expected to guide students to develop a self-identity as a good citizen. The Physics teacher, T3$_4$ emphasized similar points by stating that the school administration wanted them to educate good citizens by focusing on human values. T3$_7$, likewise, asserted that they were expected to rise students as citizens who were loyal to Atatürk's principles and democratic values.

4.6.1.2 Expectations from the students.

The school administration expected students to accomplish academic and exam-oriented goals which included both attainment of curricular objectives and getting high scores from the UEE, S1$_1$ reported. The 12th graders S1$_5$ and S1$_6$, on the other hand, exclaimed that they were only expected to be placed at universities they aimed. A 10th grader (S2$_1$) noted that the school administration wanted them to consider make right decisions about their career choices. Different than the 12th graders at Case 1, the ones at Case 2 (S2$_3$ and S2$_4$) underlined that being placed at a

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university was not enough for them; rather, they were expected to be placed at the top universities in Turkey. Accordingly, the vice principal at Case 3 enunciated that particularly the 12th graders were anxious about the UEE since they were supposed to get higher scores on the exam. Besides, during personal conversations, some of the 12th graders at Case 1 exclaimed that the expectations of the school administration changed in accordance with the classroom level. To explain, they asserted that they were neglected by the school administration since they focused on the top students at the school who were expected to get higher scores on the UEE. One of the students further declared that those top students were treated better by more experienced teachers because when they got higher scores on the UEE, the school would '*become famous*' and made more profit.

4.6.2 Expectations of teachers from students.

Teachers at BHSs mainly expected students to become successful in the UEE. $S1_2$ delineated that their teachers did their bests to ensure academic development of each student through reviewing the content until all the students understood the content, solving tests after completing each topic, and answering students' questions which in turn increased the success rates in the UEE. In addition, $S1_9$, a 12th grader, noted that the teachers advised them to make a career choice which would make them happy not the one that make them earn more money. Similarly, $S2_2$ and $S2_5$ reported, the teachers expected them to be successful on the UEE. In contrast to these views, some of the 12th graders (notes from personal conversations with the 12th graders at Case 1) indicated that the teachers did not have high expectations from them; instead, they expected the students in the top classrooms to become successful in the UEE. Complementing student perceptions, the Geography teacher ($T2_1$) stated that the students spent most of their time at school and when they went home, they had to continue studying; therefore, he expected students only to get higher scores on the UEE. The Math teacher ($T2_2$) also noted that she wanted her students to study harder in order to be placed at good universities.

Beside exam-oriented expectations of teachers from students, the teachers expected students to become aware of the problems in the society, $T1_3$ uttered. She added that the education system forced students to focus only on the UEE and

neglected other aspects of life. Therefore, she aimed to provide students with different perspective to interpret the social world they were a part of. $S1_1$ avowed that teachers expected them to be respectful.

4.6.3 Expectations of students.

Given the expectations from students, it is important to depict student expectations of the school. As mentioned above, the main expectation from them was to get higher scores on the UEE and to be placed at good universities which overlapped with those of students. The students ($S1_2$, $S1_8$, $S2_2$, $S3_1$, $S3_2$, $S3_8$, $S4_1$, $S4_2$, $S5_4$, $S5_5$) reported that they expected the school to provide them with a quality education that assist them to be placed at good universities and to have a profession. Differently, a 12th grader, $S3_7$ criticized the system by voicing that: *"Benim beklentim hem kişisel hem akademik olarak daha iyi bir yere gelmek isterdim aslında insan olarak. Ama burda amacımız sadece iyi bir üniversiteye girmek." "My expectation is that I want to be in a better place both personally and academically as a human. However, our aim here is just to enter a good university."*.

Moreover, during the classroom observation of a counseling hour at Case 2, the students shared the results of Career Clusters Interest Survey administered by C2. The observation notes revealed that contrary to survey results that measured their interests and tendencies regarding the professions, the students mostly preferred the professions in which they could earn more money. Another finding was that their preferences of professions were mainly influenced by family members, particularly the parents. In this regard, comparing other private high schools with BHSs, C2 concluded that BHSs mainly aimed to prepare students for the UEE. She added that the students expected BHSs to accomplish such a mission. In this regard, P3 contended that even he wanted to implement different activities at the school, the students, particularly, the 12th graders objected him and expected more exam-oriented practices. Besides exam-oriented expectations of the students, a few participants exclaimed that students had also individual expectations as being respected and understood (C1); being motivated (C1); facilitating personal development ($T3_2$); socializing with teachers ($T3_4$).

4.6.4 Expectations of parents.

As the other stakeholders of the school, parents' expectations were reported. The sole expectation of most of the parents were related to the UEE. In this regard, the teachers ($T1_1$, $T1_2$, $T1_3$, $T2_1$, $T2_2$, $T3_3$, $T3_4$, $T3_5$, $T3_6$, $T3_7$, $T3_8$, $T4_2$, $T5_1$) depicted that parents expected them to prepare their children for the UEE. $T2_2$, for instance, asserted that most of the students enrolled at Case 2 were transferred from the top Anatolian High Schools in Ankara by their parents to be prepared for the UEE. She added that BHSs provided parents with the opportunity with dual education that their children did not waste time between school and *dershane*. $T1_3$ and $T3_7$ explicated that parents wanted the school to inculcate study habits as an exam-oriented practice. In this regard, $T3_3$ exclaimed that parents neglected students' needs and interests but focused on only the exam. Similarly, $T3_8$ alleged that they did not determine the role of BHSs instead the parents were the key decision-makers at those schools. He further explained that parents did not give importance to personal or emotional development of students but prioritized only the number of correct answers the students did in trial tests.

The school principals (P1, P2, P3, P4, P5) also noted that parents attributed them a role to function as a step to higher education. P4, for example, contended that they still had '*dershane reflexes*' in accordance with the expectations of the parents. The vice principal at Case 3 similarly uttered that parents perceived BHSs as *dershane* and expected them to focus on the UEE. In this regard, C1 enunciated that parents mostly evaluated student achievement based on Math scores on trial tests since Math was perceived as the key predictive course of the success in the UEE. He added that since parents paid for these schools, they had higher expectations which caused a pressure both on the student and the school. Accordingly, $T1_3$ and $T5_1$ avowed that parents had higher expectations regarding the success rates of their children in the UEE since they gave a significant amount of money from the family budget as the school fee. As complementary, the students ($S1_1$, $S1_3$, $S2_1$, $S2_2$, $S2_4$, $S2_5$, $S3_3$, $S3_7$, $S3_8$, $S4_3$, $S5_4$, $S5_6$) reported that their parents had exam-oriented expectations from the school. In this context, the students at Case 5 interpreted those expectations through economic lenses. To clarify, $S5_5$, whose father was a worker at

a furniture factory, voiced that his father advised him to study harder not to have low life standards but to stood on his feet. Similarly, $S5_6$ uttered that her father had difficulties to afford the school fee since he had bank loan to be paid and two other children who also continued to school.

Contrary to those exam-oriented expectations of parents, albeit small in number, some of the parents expected the school to educate their children as good individuals (C1); to build a personal identity ($T1_3$); to protect their children from bad habits and violence which were common at public high schools ($T1_3$); to maintain orderly school environment (C2); to deal with students' problems and to meet their needs ($T3_4$); to prioritize their child's needs ($T4_2$).

As a corollary, in accordance with the primary mission of BHSs, expectations of stakeholders were mainly shaped on the UEE. To illustrate, the school administration expected teachers to assist students during their preparation for the UEE. To meet these expectations, the teachers were supposed to accomplish many responsibilities such as teaching the content, solving tests, answering students' questions even during breaks or after school hours, developing test items for trial tests, and/or working on publications of the school. On the other hand, students were expected to complete their assignments and to follow their study schedules in order to be placed at the top universities in Turkey. Accordingly, the students expected the school administration and teachers to organize the schooling process in a way that students were provided with various opportunities and resources to study for the UEE such as extra test books, recitation hours, trial tests. Lastly, the parents, as other key determinants of the school mission, expected BHSs to train their child better than other schools so that they could go further in the '*race*'.

4.7 Responsibilities of Stakeholders

Responsibility refers to duties a person should accomplish in accordance with his/her position and it ensures accountability. Clearly defined responsibilities lead effective functioning of any institution, including schools. Therefore, the responsibilities of stakeholders at BHSs were another unit of the analysis (see Figure 25).

encouraging stds to express
themselves

working on publications of the
school

role modeling for stds

writing test items for trial tests

preparing students for the UEE

raising awareness

dealing with stds' academic and
personal problems

monitoring stds

personal development of stds

exam based roles

non-academic

relaxing stds

for stds

career counseling

curriculum-based roles

teacher responsibilities

responsibilities of school
counselor

for parents

motivating stds

for school

following the formal curriculum

arranging recitation hours

meeting std needs and interests

**RESPONSIBILITIES
OF THE
STAKEHOLDERS AT
BHSs**

following the counseling
framework provided by the
MoNE

organizing social activities

orchestration of effective school
environment

responsibilities of the school
principal

vice principal

communication with parents

orchestration of formal
procedures

std files

orcehstration of relations at
school

maestro of teachers

std responsibilities

official procedures

arranging recitation hours

orchestration of school budget

homework control

substitute teacher

Figure 25. Categories and codes under the theme of responsibilities of stakeholders.

4.7.1 Responsibilities of the school principals.

School principals were the primary stakeholders who were responsible for i) orchestration of effective school environment, ii) orchestration of formal procedures, iii) orchestration of relations at school, iv) maestro of teachers, v) orchestration of school budget.

Orchestration of effective school environment

To begin with *orchestration of effective school environment,* the school principal P1 explained his responsibilities at the school as:

I am a maestro. I always say that a good cook brings together the best ingredients in a beautiful setting and the staff who do their job well. He helps them work and supports them. Similarly, we bring our students, our environment and our good teachers together and coordinate them to ensure that the result is perfect.	*Orkestra şefiyim. Ben şimdi hep söylerim iyi bir aşçı şef şimdi güzel bir ortamda iyi malzemelerle işini iyi yapan personeli bir araya getirip onların çalışmasına yardımcı olur destek verir. Biz de öğrencilermizi ortamımızı ve iyi öğretmenlerimizi bir araya geitirip sonucun mükemmel olması için onları koordine ediyoruz.*

He added that different from school principals at public schools, he went to the school early in the morning before the students came to the school and never sat at his room during breaks; instead, walked through the school corridors to control the students and listened to students' needs. He also enunciated that he was the one who scheduled the school program, ensured students' safety, and even repaired the taps when needed in order to establish a safe school environment. Similarly, P2 reported that he had many duties to be accomplished since he was responsible for creating an effective school environment. In order to ensure it, he exclaimed, he scheduled the school program with teachers; arranged recitation hours and trial tests; controls educational resources used in the classes, and even made copies of trial tests. He further elucidated that he was also responsible for controlling student homework. Dwelling on similar points, P3 delineated that he was the key actor who was responsible for the effective functioning of the school. He used factory as a metaphor to explain how he managed the school as:

This place is like a factory. The raw material comes and we try to get a product from it. Students come here from state schools knowing almost nothing. We raise and prepare them for university by offering an effective school environment here. As the school principal, I am the manager of this factory. I make sure that every process works correctly and efficiently.	*Burası bir fabrika gibi. Ham madde geliyor ve biz ondan bir ürün elde etmeye çalışıyoruz. Öğrenciler buraya devlet okullarından neredeyse hiçbir şey bilmeden geliyor. Biz burada etkili bir okul ortamı sunarak onları yetiştiriyoruz üniversiteye hazırlıyoruz. Okul müdürü olarak ben bu fabrikanın müdürüyüm. Her bir sürecin verimli ve doğru ilerlediğinden emin oluyorum.*

He further asserted that he spent his time with students during breaks and controlled the classrooms. When necessary, he uttered, he warned the students to clean their classrooms and to throw their rubbish to the trash. Next, P4 contended that his main responsibility was to satisfy student needs to increase their achievement level by providing them an effective school environment. However, different than other school principals, he also exclaimed that he did not only care for academic needs of the students but also their social needs. For this reason, he exemplified, he played table tennis or volleyball with the students during breaks. Lastly, P5 defined his responsibilities from a family perspective. To explain, he reported that he was like the grandfather in a family whose decisions were important and who controlled the whole family with compassion because, he alleged, the only way of creating an effective school environment was creating such an atmosphere in which students were happy and felt safe, as well as comfortable.

Orchestration of formal procedures

The school principals at BHSs were responsible for the organization and accomplishment of formal procedures regulated by the MoNE. This responsibility was important since BHSs did not have such routines and duties while they were functioning as *dershane* such as *filling out the classroom notebook*, making yearly plans, using e-school system, keeping record of department meetings. In this regard, P1 asserted that he had the responsibility of accomplishing formal procedures and controlling whether other school staff also fulfilled those procedures. P2, likewise, alleged that his main responsibility was corresponding official letters and accomplishing official duties regulated by the ministry. He added that he had been teaching History before the transformation, then, after the transformation, the school

founder asked him to be the school principal since he knew all the procedures to be followed at a school thanks to being worked at public schools as the school principal for years. P3, on the other hand, complained about the blames put on BHSs because of the principals at BHSs who did not complete official procedures. He explained some of the official duties like writing letters to parents, organizing meetings and keeping records of them. He also monitored whether other school staff also accomplished their official duties. The school principal at Case 4 disclosed that if they did not have their father who had worked at public schools for years and was attuned to the official procedures of the MoNE, they would have difficulties in adapting those procedures. Likewise, P5 reported that he had been teaching English when he first started working at Case 5, then, after the transformation, since he had more than 20 years-experience at public schools, the school founder offered him to be the school principal. He exclaimed that he prepared most of the official documents and files after the transformation. As he also showed me, he kept the record of all the files that were required by the MoNE. Among those documents were exam dates, records of department meetings, records of social activities, yearly plans. He further uttered that teachers did not know anything about formal procedures; therefore, he had to help them while using e-school system, filling out the classroom notebook, preparing lesson plans, keeping record of students' performance homework.

Orchestration of relations at the school

Moreover, the school principals delineated that they were also responsible for orchestrating the relations at school. P1 reported that he managed the relations among the school, parents, and students while using equilateral triangle as a metaphor of to represent that relations. Similarly, P2 depicted that one of his responsibilities was controlling the relations at the school. He avowed that he tried to establish a healthy relationship among teachers, students, and parents while setting the boundaries. P3, on the other hand, emphasized that as the school principal, he had difficulties in managing the relations at school, particularly, the relations among teachers. He alleged that it was difficult to satisfy each of the partners at school; therefore, he always tried to reach a consensus while making decisions. Besides, he

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stated that he was also responsible for building a strong relationship with parents. Therefore, he sent letters to parents, called them, and organized parent meetings. Focusing family-like relations at the school, P4 asserted that all partners of the school -students, teachers, parents- had a close relationship among themselves. He underlined that although it had some disadvantages, advantages of building such a relationship at the school outweighed it. He added that he had responsible for maintaining that close relationship. P5 marked similar issues and exclaimed that managing relations at BHSs was more difficult than public schools since it was difficult to meet each of the stakeholders' needs.

<u>Maestro of teachers</u>

Furthermore, the school principals at BHSs were like maestro of the teachers. In this regard, P1 elucidated that he was responsible for ensuring that all of the teachers accomplished their responsibilities and contributed to success of the school. To achieve so, he exclaimed that he evaluated teacher performance based on the exam results and trial test scores of each classroom and warned the teachers whose classrooms showed a low performance in the exams. He added that he also administered surveys to students to get feedback about the teacher performance. He further expressed that he was also responsible for securing teacher rights at the school. Having worked as a teacher for years at public schools, P2 highlighted that he was like the chief of the teachers at the school: he guided, helped, and monitored them during the implementation of curriculum and accomplishing official procedures. He also reported that he had to meet the needs of teachers and consider their opinions while making decisions at the school. In this regard, P3 uttered that he had been working as a Physics teacher at Case 3 before the transformation decision of *dershanes* into BHSs; therefore, he was aware of teachers' needs and problems. As the school principal, he continued, he attempted to meet those needs and to solve those problems of the teachers. He noted that explicitly stated expectations from teachers contributed to prevention of any controversy, as well as effective functioning of the school was. P4, who taught Math at the same time, stressed that he did not attribute a superior role to himself as the principal rather he defined himself as a teacher. He explained that he had to provide accountability through advocating

teacher rights while ensuring each teacher's effective performance. Similarly, P5 depicted that he did not differentiated himself from teachers but since he had more experience at teaching, he guided the teachers: *"Ben onlara sadece öğretimle ilgili yardımcı olmuyorum. Benimle kişisel sorularını da paylaşırlar ve tavsiyede bulunmamı isterler."* *"I do not only help them with their teaching but they also share their individual problems and ask for advice.",* he added.

Orchestration of the school budget

Lastly, the school principals were responsible for orchestration of the school budget. P1 reported that as the school principal, he managed the school budget, almost 2.5 million TL in a year: teachers' salaries, school fee payments, bills. Further, P2 and P3 mentioned about incentives provided for the students by the government. They explained that they also arranged who would apply for incentives and made the necessary official correspondence. P3 added that as a recognized educational institution, their primary aim had never been making profit but not to have financial problems regarding payment of the teachers' and other staffs' salaries and other school expenses; therefore, he had to be careful while managing the school budget. P4, in this regard, voiced that:

Most of the private school owners were contractors who had money. They assign two school principals who knows how to run a school and they seek to make profit. We are not like them. I am a graduate of METU. And I am proud of it. We always prioritize education, providing students quality education. We have almost 180 students and 21 teachers at the school. Teacher-pupil ratio is quite high. The school would function with almost half of this number of teachers.	*Genelde özel okul sahiplerine bakın müteahhit parası olan biri. Başına da iki tane müdür koyuyorlar. Biz öyle değiliz. ODTÜ mezunuyum. Bunu gururla söylüyorum. Önce eğitimdir bizde her zaman. Şu an 21 öğretmeniz. 180 öğrenciye 21 öğretmen düşüyor. Müthiş bir rakam. Bunun yarısı ile okul döner aslında ama biz öyle düşünmüyoruz.*

He further exclaimed that he sometimes had difficulties in managing the school budget, particularly allocating money for teacher salaries but he tried to handle it as the school principal. On the other hand, P5 depicted that he was responsible for meeting student and teacher needs which required the use of school

budget such as buying equipment for classroom experiments, providing students with additional materials. He exclaimed that he conveyed those demands to the school founder and with his permission, he used money from the school budget.

4.7.2 Responsibilities of the vice principal.

The only case which had vice principals was Case 3. Beginning teachers were assigned as the vice principal to catalyze their adaptation to the processes at the school. In this regard, on each floor, there was a corner designed for the vice principals which included a table, a chair, a notice board, a computer, and a printer. They were responsible for i) informing parents about student absenteeism and homework, ii) keeping record of student files which included student absenteeism, homework, trial test scores, retention hours, iii) arranging recitation hours, iv) accomplishing official procedures such as recording student absenteeism on e-school system, controlling the classroom notebook, preparing yearly plans with teachers. One of the vice principals added that they also lectured as substitute teacher when a teacher did not come.

4.7.3 Responsibilities of the school counselor.

School counselors at BHSs had many responsibilities. In this study, they were categorized as responsibilities of *the school counselor for students, for parents, and for the school.*

4.7.3.1 Responsibilities of the school counselor for students.

The school counselors at BHSs were responsible for i) dealing with students' individual and academic problems, ii) monitoring students, and iii) career counseling.

<u>Dealing with students' individual and academic problems</u>

The main responsibility of the school counselors was *dealing with students' academic and personal problems*. In this regard, C1, a graduate of Psychological Counseling and Guidance Department who also held a masters' degree, reported that

he had individual counseling sessions with students in which he listened to students' problems and expectations. He elucidated that during those sessions, the 9th graders mostly shared personal problems derived from relations with their peers while the 10th graders talked about both personal problems and academic problems. The 11th and 12th graders, on the other hand, visited him to counsel about studying methods or to ask him prepare a study schedule for them. He added that he sometimes used surveys to determine student needs and interests so that he could guide them. He further contended that if necessary, he directed students to a psychiatrist. He also contended that as a practice of *dershane*, counseling hours at BHSs were misinterpreted. He clarified that counseling hours used to function as recitation hours. He also avowed that most of the teachers at BHSs acted as a counselor and tried to guide students, which was a one of the misfunctioning practices at BHSs.

Furthermore, there were two school counselors at Case 2 but only one of them, who was a graduate of Psychological Counseling and Guidance Department, gave consent for the interview. As she delineated, one of her responsibilities was dealing with students' individual and academic problems. She reported that she tried to raise awareness among students instead of giving advice to them. She further exclaimed that students mostly visited her to share their problems regarding their families, exam anxiety, low academic achievement. She underlined that when the problem was not within her area of expertise, she directed the students to an expert. As complementary, other participants (the school principal P2, T2$_2$, S2$_1$, S2$_3$, S2$_4$) uttered that the school counselor motivated the students, listened to their individual problems, and guided them during their academic studies. In this context, during the observation of a counseling hour at Case 2, it was noted that one of the students stated that he sometimes wanted to hurt someone. She told the student to visit her after the class.

Moreover, since the school counselors at Case 3 did not attend in the interviews, responsibilities of them were explained based on perceptions of other stakeholders at the school. For instance, the vice principal and T3$_7$ avowed that the school counselors paid attention to each individual student at the school. In addition, T3$_5$ explicated that the school counselors informed students about effective studying

strategies. One of the students, S3$_1$, exclaimed that the school counselor helped her to overcome her personal problems. Nevertheless, some of the students (S3$_7$, S3$_8$, and 11th graders during the personal conversations) complained about deficiencies regarding the counseling service of the school. They uttered that there were only two counselors for more than 300 students; therefore, the counselors were not available when they needed them.

At Case 4, the school counselor was a graduate of Psychological Counseling and Guidance Department. Since we could not arrange an appropriate time for the interview with her, responsibilities of the school counselor were interpreted through the lenses of other participants and the observation notes. The data revealed that the school counselor dealt with each of the students' individual and academic problems: she controlled the student homework, gave homework, listened to their problems. S4$_6$, in this regard, noted that the counselor mostly guided them about their personal problems. T4$_2$ and T4$_3$ reported that the students counseled them mostly about their academic problems; on the other hand, they talked to the school counselor about their personal problems.

Similar to other cases, the school counselor, who was a graduate of Psychological Counseling and Guidance Department, reported that she mostly helped the students about their personal problems. She explicated that the school was located at a low SES district and most of the students were coming from working families. Therefore, she added, their families did not pay individual attention to them that most of the parents were not aware of disorderly behaviors of their children. She further disclosed that she visited the classrooms and talked to the students to determine their needs. She exemplified that the students did not have the opportunity to socialize due to the safety problems in the neighborhood and economic reasons which caused a communication problem among students; thus, in some of the classrooms, she started implementing activities to improve communication skills of the students. Accordingly, she reported that since the 12th graders were studying for the UEE, they needed to be guided about studying strategies and how to cope with the exam anxiety; hence, she made presentations about effective studying strategies and overcoming anxiety at those classrooms. She added that she allocated the

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afternoons for individual counseling hours. Supporting her, all of the students ($S5_1$, $S5_2$, $S5_3$, $S5_4$, $S5_5$, and $S5_6$) alleged that the school counselor helped them with their individual and academic problems. They asserted that she listened to their personal problems, as well as academic problems.

<u>Monitoring students</u>

As the second responsibility, the counselors at BHSs *monitored the students*. To explain, they kept student files in which student absenteeism, exam results, trial test scores, study schedules were included. C1, in this regard, marked that he prepared study schedules for each student and controlled whether they followed that schedule or not. In addition, he stated that he monitored student progress at trial tests and guided the students in accordance with their test scores. Complementing him, the students ($S1_1$, $S1_3$, $S1_5$, $S1_6$, $S1_9$, $S1_{11}$) reported that the school counselor prepared them a study schedule for after school hours and controlled whether they solved the tests they were supposed to do during those hours.

Similarly, C2 stated that she was responsible for monitoring the students. She exemplified that she gave homework to students and controlled them. If the student did not complete his/her homework, she informed the parents. In addition, she exclaimed that she prepared a study schedule for each student and during those study hours, the students should have turned off their mobile phones. In order to control whether the students followed the schedule or not, she randomly called the students. If the student did not turn off her/his mobile phone or did not complete the number of tests s/he should have completed, she made them stay for detention and assigned them extra homework. The students ($S2_1$, $S2_2$, $S2_4$, $S2_5$), likewise, depicted that the school counselor prepared them a study schedule to be followed at home, and controlled whether they complied with the plan or not. They added that the counselors made phone calls to be sure that students followed the study schedule.

At Case 3, as the school principal delineated, the school counselors monitored students' studies by preparing study schedules for each student in accordance with the needs and available time of them. Accordingly, $S3_1$ asserted that

the school counselor prepared a study schedule for considering how many hours he could study, which courses he wanted to study more, when he could start studying at home. In addition, $T3_7$ emphasized that the school counselors were also responsible for informing teachers about student progress at trial tests. For this reason, she added, the school counselors provided them with a report which showed the number of correct and wrong responses of the student on each trial tests. Accordingly, $S3_3$ and $S3_4$ uttered that the school counselor assigned them with extra homework for each topic they showed low performance on the trial tests. $S3_7$ contended that the school counselors motivated them when they showed poor performance on the trial test.

Moreover, the school counselor at Case 4 had similar responsibilities as her colleagues at other cases. To clarify, as observed during the counseling hour, she controlled student homework, gave extra homework to those who did not complete their assignments, and recorded all of them to the student files. She also told the students that she would send a text message to the parents in order to inform them whether their child did the homework or not. In this regard, other participants ($T4_2$, $S4_1$, $S4_2$, $S4_3$, $S4_7$, $S4_8$) avowed that besides the homework teachers gave, the school counselor also assigned students with weekly extra homework and she controlled them.

Lastly, at Case 5, the school counselor asserted that among her responsibilities was monitoring students by taking the attendance at first hour of the school day and informing parents about student absenteeism. She added that in regards of controlling academic studies of the students, she prepared study schedule with students by considering their needs, as her colleagues at other cases. The students ($S5_1$, $S5_3$, $S5_4$, and $S5_6$) also avowed that they were provided a study schedule by the school counselors. Next, different than other cases, C5 did not give homework or control student homework.

Career counseling

As depicted above under previous themes, BHSs had a dual function: following the formal curriculum and preparing students for the UEE as *dershane*.

Therefore, the other responsibility of the school counselors was guiding students during their career choice. In this context, C1 remarked that particularly the 12th graders counseled him about professions and he guided the students considering their interests and personal abilities. Similarly, C2 reported that students asked her to inform them about career opportunities. She added that students tended to select the popular professions such as lawyer, doctor, engineering and neglected their personal abilities and interests. T3$_5$ and T3$_7$ uttered that the school counselor informed students about the professions and guided them in accordance with their abilities. Accordingly, the students at Case 4 (S4$_1$ and S4$_4$) denoted that the school counselor informed them about the universities and professions. Likewise, C5 stressed that during the counseling hours, she also informed students about professions and career opportunities. She added that particularly the 12th graders applied her about professions. In this regard, a 12th grader, S5$_6$ delineated that they changed their mind almost every day and could not decide at which department they should get education but the school counselor helped them to make the right decision.

4.7.3.2 Responsibilities of the school counselor for parents.

BHSs gave importance to parent-school association; therefore, one of the responsibilities of the school counselors was building a relationship between parents and the school. C1 reported that their association with parents mainly grounded on the student achievement and parents' expectations. He explicated that parents asked him to monitor their child's progress: whether s/he completed her homework, how s/he managed recitation hours, trial test scores. P2, on the other hand, alleged that the school counselors informed parents about student absenteeism and any discipline problem. In addition, T2$_2$ avowed that although they also communicated with parents as teachers, it was the school counselors' duty to contact with parents on a daily basis. C2 added that parents were more concerned with students' progress on trial tests that they did not ask their child's grades. She further exclaimed that she informed parents about disorderly behaviors of students and when necessary, asked the parents to take the student to a specialist. Next, as P3 reported, the school counselors were responsible for maintaining the school-parent association. He enunciated that the school counselors informed parents about trial test scores, student

absenteeism, retention hours. $S3_3$ and $S3_6$ marked that the school counselor controlled their homework and informed their parents about whether they completed the homework or not. Besides, they talked to parents in person about students' individual problems or needs. In this regard, $T3_1$ noted that when there was a discipline problem and if she could not overcome it, she referred the students to the school counselor and they called their parents.

4.7.3.3 Responsibilities of the school counselor for the school.

The responsibilities of the school counselor for the school was listed as i) arranging recitation hours (C1, C2, C5, $T1_1$, $T2_1$, $T2_2$, $T3_3$, $T3_5$, $T3_7$, $T4_2$, $S1_1$, $S1_6$, $S1_9$, $S1_{11}$, $S2_1$, $S2_3$, $S2_4$, $S3_3$, $S3_4$, $S3_6$, $S3_8$, $S4_4$, $S4_4$, $S4_5$, $S4_8$), ii) following the framework for school counseling and guidance provided by the MoNE (C2, C5), iii) organizing social activities ($T3_5$).

4.7.4 Teacher responsibilities.

Teachers were the key actors at BHSs; therefore, they had many responsibilities which can be categorized as *curriculum-based, exam-based, and non-academic responsibilities.*

4.7.4.1 Curriculum-based responsibilities of the teachers.

Under this category, curriculum-based responsibilities of the teachers at BHSs were depicted as meeting student needs and interests, following the formal curriculum, and motivating students.

<u>Meeting student needs and interests</u>

BHSs prioritized student needs and interests while designing teaching-learning processes. Therefore, among the leading curriculum-based responsibilities of teachers was responding the students' needs and interest in their classroom practices. For instance, $T1_3$ reported that when the students did not understand the topic, she utilized different strategies in her classes. C1, on the other hand, contended that the teachers could schedule extra classes for students when they did not

understand a topic. Likewise, $S1_2$ added that the teachers studied with them even after the school, if they wanted his/her to review the content. Other students ($S1_1$, $S1_3$, $S1_7$) also asserted that the teachers considered their needs while lecturing. Accordingly, $T3_1$ voiced that the school prioritized student needs and gave importance to student opinions. In order to do so, they reviewed the content until each of the student comprehended the content; solved many sample questions as much as possible; gave extra lectures during recitation hours when needed; and answered students questions even during breaks. She further delineated that in order to answer students' questions, they examined almost all of the test books in the market not to miss any question type that could be asked in the UEE. $T3_5$ and $T3_6$ also contended that their responsibility was to satisfy student needs through answering their questions during breaks and after school hours addition to classes and recitation hours or teaching the content by means of presenting different question types from various test books. $T3_7$, on the other hand, alleged that their responsibility changed based on the grade level of the students. She exemplified that the 9th graders needed guidance to inculcate study habits while the 12th graders expected the teachers to equip students with different question types to become successful in the UEE. In addition, the students at Case 3 ($S3_2$, $S3_3$, $S3_4$, $S3_6$) denoted that teachers paid individual attention to each student and tried to meet their needs through answering their questions, reviewing the content, scheduling recitation hours. Besides academic needs, $T4_1$ reported that they dealt with students' individual problems. She exclaimed that when she saw a student depressed, she talked to that student in person and tried to help her/him. In this regard, $T4_2$ underlined that particularly the 9th graders demanded individual attention. She continued that they tried to satisfy the students by building close relations with students, answering their questions even during breaks. The Visual Arts teacher, $T4_3$ added that she gave her phone number to some of the students who needed special attention to help them after the school. Analysis of the student interviews ($S4_2$, $S4_3$, $S4_5$, $S4_8$) yielded complementary results. They avowed that their needs were met by the teachers so that they felt comfortable while asking questions to their teachers or while asking teachers to review the content. Lastly, the teachers at Case 5 ($T5_1$, $T5_2$, and $T5_3$) specified meeting student needs and interests as their main responsibility. $T5_2$ remarked that as a strength of the school, they paid attention to each student contrary

to other schools who prioritized the needs and interests of only the top students. In this regard, $T5_3$ alleged that she made sure that each student comprehended the topic and showed progress on trial tests. When needed, she added, she allocated extra time for students who needed further study to make progress.

Implementing the formal curricula

BHSs implemented the formal curricula as other high schools; therefore, teachers prepared yearly plans and lesson plans based on the curriculum. In this regard, the teachers at Case 1 ($T1_1$, $T1_2$, and $T1_3$) reported that they designed their classes in accordance with the course objectives determined by the MoNE. The teachers at Case 2 ($T2_1$ and $T2_2$) similarly exclaimed that they taught the curriculum content in their classes. Nevertheless, as the Math teacher declared since they had more class hours at BHSS, they could make changes in the yearly plans and allocated more time for solving tests. $T3_2$ and $T3_4$, similarly, uttered that they had the flexibility to make changes in the yearly plans provided by the MoNE. In this regard, $T3_3$ disclosed that they followed the curriculum at all grade levels, except for the 12th graders. She explained that they prepared their yearly plans considering mainly the UEE at the 12th grade level. In contrast to her, $T3_6$ contended that as teachers, their first responsibility was to cover the curriculum at all grade levels; therefore, she examined the curriculum and textbooks provided by the MoNE in her free time to plan her lessons. Similarly, $T3_7$ and $T3_8$ emphasized that they examined the curriculum and textbooks and designed their instruction based on them. Bearing on similar notions, the teachers at Case 4 ($T4_1$, $T4_2$, and $T4_3$) depicted that among their responsibilities was implementing the curriculum in their classes. However, as $T4_3$ voiced, they were allowed to make changes in the scope or sequence of the content in accordance with the grade levels. Lastly, the teachers at Case 5 ($T5_1$, $T5_2$, $T5_3$) stressed that they planned their lessons in accordance with the content and skills emphasized in the formal curricula.

Next, analysis of the data unveiled that the teachers gave homework and controlled them as a curriculum-based responsibility. To clarify, they ($T3_1$, $T3_6$, $T3_7$, $T4_2$, and $T5_3$) reported that they gave homework, other than tests, after completing each unit specified in the curriculum. As complementary, during the classroom

observations (e.g. 11th grade Physics class at Case 2, 11th grade Visual Arts class at Case 4, 10th grade English class at Case 4), the teachers controlled the student homework they had given from text books provided by the MoNE.

Moreover, the participants elucidated that they had to assess student performance in their courses; hence, they prepared exams as regulated by the MoNE in accordance with the course objectives listed in the formal curricula. T1$_1$, in this context, uttered that although they implemented ready-made exams prepared by the exam-center of the institution, they could make changes in those exams in line with the course objectives they had covered so far. T2$_2$, on the other hand, reported that as Math teachers, they decided on the exam questions based on the course objectives. Similarly, T3$_2$ and T3$_3$ underlined that they had to follow the formal curriculum since they prepared the exams in accordance with the formal curriculum. The Physics teachers, T3$_4$ and T3$_5$, the Math teacher (T3$_6$), and the Head of Literacy teachers (T3$_8$) also alleged that they wrote exam questions in accordance with the course objectives specified in the formal curriculum.

Lastly, the data showed that teachers were responsible for organizing department meetings in which they planned yearly plans and lesson plans, decided on student homework, examined the curricula and text books, as well as additional resources (T1$_1$). T1$_1$ added that as Math teachers, they came together once in a month and recorded the decisions they took in those meetings. T1$_3$ added that they examined the textbooks and test books of the school and decided on which parts of those books to be used in the classes. She further exclaimed that they discussed how to integrate exam content into the curricular content. In addition, as T1$_1$, she reported that they had to keep the report of their department meetings. Both of the teachers also asserted that except for department meetings, they always talked among themselves during breaks or lunch hours about their classes, students, or any problem they faced. Focusing on the differences between department meetings at BHSs and public high schools, P2 alleged trial tests, examination system, topics to be emphasized in the classes were discussed in department meetings at BHSs; however, teachers at public schools organized perfunctory department meetings. The Math teacher (T2$_2$) delineated that they prepared the exams and wrote test items for

trial tests, as well as developed yearly plans and decided time schedule of the semester when they came together as Math teachers. She also contended that besides department meetings, they talked during breaks or lunch hours to inform each other about almost everything including the topics they covered so far, the tests they solved, discipline problems they met. Accordingly, $T3_1$ avowed that one of their responsibility was organizing department meetings on a monthly basis. In those meetings, she elucidated, they examined test books to be suggested for the students, wrote test items for the trial tests, worked on the publications of the school (text books and test books), planned the time schedule for implementing the formal curriculum, and prepared the exams. Similarly, $T3_2$ and $T3_3$ uttered that as Literacy teachers, they exchanged information on a daily basis; however, they also organized department meetings every week to discuss about trial tests, yearly plans, exams. They also noted that those meetings were important due to enabling them to proceed in line with the plans they prepared. The Physics teachers ($T3_4$ and $T3_5$) marked similar points that in department meetings, they prepared yearly plans, discussed how many class hours they would allocate for each topic, made changes in the scope and sequence of the units in the curriculum, prepared exams, wrote test items for the trial tests. The vice principal at Case 3 emphasized that each department kept the records of the meetings and presented them to the school administration. Dwelling on similar points, $T3_6$, $T3_7$, and $T3_8$ stressed that department meetings also provided them with the opportunity to exchange information and share experiences that lead professional development. In this regard, the Physics teacher at Case 4 ($T4_2$) stated that the other Physics teacher helped her to adapt the school system. She further enunciated that they together examined the Physics curricula and developed yearly plans in department meetings, prepared exams, designed activities. In addition, P5 depicted that teachers organized department meetings and wrote a report on the decisions they took on that meeting; then, he signed them as the school principal. $T5_1$ asserted that they had to follow the formal procedures during the department meetings as regulated by the MoNE and the school principal helped them to accomplish those procedures. She added that yearly plans and lesson plans were prepared in those meetings in accordance with the course objectives listed in the curricula. Besides, as $T5_2$ and $T5_3$ addressed, performance homework, projects, and exam dates were decided in department meetings.

Motivating students

Teachers at BHSs were also responsible for motivating the students to study and to encourage them for success. In this regard, $S1_3$ and $S1_8$ reported that the teachers motivated them to study when they were bored of studying. A 12th grader ($S1_{12}$) who came to Case 1 from a private high school alleged that the teachers at her previous school did not care whether they studied or not but at Case1, the teachers encouraged them to study even they did not want to study and motivated them by sharing their experiences at university. An 11th grader at Case 2 ($S2_2$) similarly noted that he loved the teachers since they always persuaded the students not to give up studying. Supporting him, $S2_3$ and $S2_4$ delineated that BHSs were different than other schools since their teachers were aware of the fact that the 12th graders would take the UEE and needed to be motivated. $S3_4$, on the other hand, marked that the teachers paid special attention to motivate each student to study. Accordingly, the Physics teacher at Case 3 ($T3_4$) asserted that she motivated the students to study by offering them some incentives such as going to cinema, going out for dinner. $T3_5$, likewise, depicted that a handball team was formed at the school to motivate the students. He explicated that the team coach told the students they would be expelled from the team if their grades decreased; therefore, the students studied harder than before. In addition, $S4_2$ uttered that although they were the 9th graders, the teachers provided them with different learning opportunities so that they felt impelled to study harder. Further, the Language and Literacy teacher at Case 5 ($T5_1$) avowed that she talked to the students during breaks or even after the school when they needed to be stimulated to study. Mentioning the History teacher of the school, an 11th grader ($S5_4$) contended that she always listened to their problems and tried to helped them while also convincing them to study harder in order to get higher education to have a better life in future.

4.7.4.2 Exam-based responsibilities of teachers.

BHSs were a type of private high school which also prepared students for the UEE. Therefore, the teachers at these schools had exam-based responsibilities which were preparing students for the UEE, working on publications of the school, and writing test items for trial tests.

Preparing students for the UEE

An eminent finding of the study was that preparing students for the UEE was the main responsibilities of the teachers at BHSs. In this regard, $T1_3$ reported that they followed the changes in the examination system and revised their yearly plans in accordance with those changes. She exemplified that she determined how many class hours to be allocated for each topic in line with the UEE by prioritizing the content from which more questions were asked in the UEE. She added that beginning from the 11th grade level, they taught bought the curricular content and the exam content. In this regard, P1 and C1 asserted that the teachers were responsible for making necessary revisions in their instructional plans in line with the changes in the examination system. C1 added that even the educational materials (test books, modules, text books) provided by the school were revised. Further, P1 uttered that in his classes he taught the students short-ways of solving the questions in the UEE since the UEE measured the ability of the examinee's answering more questions correctly in a shorter duration than others. Advocating teacher views, an 11th grader, $S1_3$, explicated that the teachers allocated some of their class hours to teach them the exam content. Likewise, $S1_2$ and $S1_4$ exclaimed that the teachers solved the questions that had been asked in previous years' UEE in their classes. On the other hand, a 12th grader, $S1_{10}$, compared his previous school – a public school) – with Case 1 and concluded that the teachers at his former school could not answer students' questions, but the teachers at Case 1 were always available to answer students' questions.

Similarly, the school principal at Case 2 asserted that the school's main mission was preparing students for the UEE; hence, the teachers were responsible for teaching students the exam content and ensuring that students were presented different question types as much as possible. $T2_1$ explicated that particularly at the 12th grade level, they prepared students for the UEE. Accordingly, $T2_2$ reported that in their classes, teachers underlined the question types that were more likely to be asked in the UEE. As complementary, it was observed that teachers solved many questions in their classes, including the test items that had been asked in the former UEEs. $S2_1$ and $S2_5$, on the other hand, marked that during the classes, the teachers

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highlighted the content from which more questions were asked in the UEE. Supporting him, C2 alleged that they had a meeting in which all the teachers, the school administration, and other school staff came together to discuss yearly plans, trial tests, recitation hours in line with recently introduced examination system. Besides, during the observation of a Math class, the teacher complained about continuous changes in the examination systems in Turkey. He argued that at the beginning of the school year, they made all the plans based on the former examination system but then, they had to revise all of them in accordance with the changes.

The system was not different at Case 3. To explain, the observations yielded that teachers solved many questions during their lectures to reinforce student learning. They also presented the questions that were asked in the former UEEs. In addition, they highlighted the concepts that were likely to be asked in the UEE and showed short-ways of answering questions. The interviews yielded identical results. For instance, $T3_2$ reported that she designed her classes in accordance with the content and question types that were prioritized in the UEE. Comparing her responsibilities at her previous work – a private high school – with those at Case 3, $T3_3$ argued that they had to study harder since they prepared students for the UEE besides following the formal curriculum. She exemplified that she solved test after completing each topic; gave test homework to students to make them accustomed to different question types. Similarly, other teachers ($T3_4$, $T3_5$, $T3_6$, $T3_7$, and $T3_8$) stated that grounded on the dual mission of BHSs, they had to design their instruction considering both the formal curriculum and the examination system. Next, the students ($S3_1$, $S3_3$, $S3_4$, $S3_5$) also depicted that the teachers employed exam-oriented practices in their classes. A 12th grader, $S3_6$, added that the teachers also taught them the questions asked in former UEEs so that they became familiar with the question types of the UEE.

The teachers at Case 4 had also the responsibility of preparing students for the UEE. In this regard, P4 reported that they integrated *dershane* practices into schooling at BHSs. Bearing on the dual mission of the school, the teachers ($T4_1$, $T4_2$, $T4_3$) avowed that one of their responsibility, was answering students' questions

during classes, breaks, lunch hours, and even after school hours. In addition, $T4_1$ argued that they transferred knowledge which was not specified in the curriculum but covered in the UEE. Accordingly, $T4_2$, who had worked as a substitute teacher at a public school before starting at Case 3, exclaimed that different than teachers at public schools, they were expected to include exam-oriented practices such as solving tests, showing students the pool of questions that were part of the UEE in previous years. Likewise, the students ($S4_2$, $S4_3$, $S4_4$, $S4_5$, $S4_7$) listed responding the students' questions even on WhatsApp among the responsibilities of the teachers. As complementary, the classroom observations (Geography class, Religious Culture and Moral Knowledge class, Physics class) revealed that the teachers solved questions, showed students the questions which had been asked in the UEE, and taught short-cut tricks to solve the problems.

Lastly, at Case 5, similar practices were observed. To explain, the teachers used some codes which were helpful for memorizing certain information. For instance, the Biology teacher used the code "*BAY FEHMİ*" to represent information about cellular structures (classroom observation notes, 12th grade Biology class). The Literacy teacher, likewise, drew attention to a concept which was likely to be asked in the UEE (classroom observation notes, 11th grade Literacy class). Further, the Chemistry teacher showed students the questions that were asked in former UEEs (classroom observations, 12th grade Chemistry class). Enhancing observation notes, the teachers ($T5_2$ and $T5_3$) and the students ($S5_1$, $S5_2$, $S5_3$, $S5_4$, $S5_5$, $S5_6$) indicated that teachers were responsible for preparing students for the UEE by means of solving tests in the classes, underlying the content that was important for the exam, and presenting the questions that were already asked in the previous UEE.

Working on publications of the school

BHSs provided their students with test books and textbooks addition to the textbooks given by the MoNE. These resources were prepared and/or edited by the teachers. To explain, Case 1 was one of the branches of an institutionalized school. As explained above, all the resources were provided to the branches from the center of the institution. Therefore, the teachers at Case 1 were only responsible for editing those resources when necessary. Different than Case 1, Case 2 used test books of a

publisher they contracted with. In this regard, P2 reported that at the beginning of each school year, teachers came together with their department and selected among the alternatives after examining each of the book. Then, the school board signed a contract with that publisher for that school year. However, when needed, the teachers could make changes on those books considering the student level or the content. Similar to Case 1, Case 3 was also one of the branches of a recognized educational institution. However, contrary to centralized system at Case 1, at Case 3, the teachers of the school prepared the textbooks and test books. To explain, mainly the experienced teachers worked on the publications of the school while beginning teachers helped them to edit the books or wrote test items to be controlled by the experienced teachers. In this regard, all of the teachers ($T3_1$, $T3_2$, $T3_4$, $T3_5$, $T3_6$, $T3_7$, $T3_8$) reported that one of their duties at the school was preparing and/or editing the publications of the school. Some of them ($T3_1$, $T3_5$, $T3_6$, $T3_7$) exclaimed that at first, they had difficulties in adapting this system since they had never prepared a textbook or test book before; nonetheless, they all admitted that working on publications of the school was useful in terms of professional development. On the other hand, as being one of the branches of an educational institution which had school countrywide, Case 4 and Case 5 were supplied textbooks, test books, and modules of the publications of the institution. Therefore, the teachers were not responsible for preparing textbooks or test books.

Writing test items for trial tests

The last exam-oriented responsibility of teachers at BHSs was writing test items for the trial tests. To begin, in Case 1, trial tests were supplied by the institution and administered in all of the branches of the institution in Turkey. However, the teachers were allowed to make revisions on some of those tests considering the topics covered and the student level. In contrast, the teachers at Case 2 prepared the trial test, although the school administered also other publications' trial tests. C2 asserted that each department wrote questions to be asked in the trial tests and a school staff, who had a small office on the 3rd floor, typed and edited them. Similarly, the teachers at Case 3 prepared trial tests, as the teachers ($T3_1$, $T3_3$, $T3_4$, $T3_7$, $T3_8$) voiced. $T3_1$ added that the school sometimes implemented a trial test of another

publication to enable the students to see different question types, and they examined each of the question and made revisions when necessary, before employing it. A similar procedure was followed at Case 4 and Case 5. To explain, the teachers were responsible for writing test items for the trial test. T4$_2$ avowed that in their department meetings, they also examined the questions they prepared and decided which questions to be included in the trial test. However, different than Case 4, only the experienced teachers at Case 5 prepared the trial tests.

4.7.4.3 Non-academic responsibilities of the teachers.

Besides aforementioned responsibilities, the teachers had some other duties which could be categorized as non-academic responsibilities. Among them, *encouraging students to express themselves* was the mostly cited one. To exemplify, the Visual Arts teacher at Case 1 asserted that he did not solely focus on the attainment of the course objectives but aimed to foster students' self-expression skills by designing activities such as making students to talk about any topic in front of their friends without using any gestures. Similarly, during the observation of a Philosophy class at Case 3, the teacher emboldened each of the student to express their opinion about the topic. Likewise, T3$_2$ and T3$_3$ reported that as Literacy teachers, they intended to provide students with learning opportunities in which they could express themselves. Grounded on the role of schools to stimulate personal development of students, T3$_7$ alleged that she supported students' personal development by enabling them to express themselves in the classes.

Moreover, it was depicted that the teachers were expected to *be a role model for the students.* To clarify, T1$_1$ voiced that despite teaching Math, she integrated some implicit messages into her classes through talking about country's agenda or sharing her experiences on a certain issue. Likewise, T3$_1$ explicated that in her classes, she talked to students about the importance of performing good behaviors in the society such as respecting elderly people, good manners. T3$_2$ also noted that she not only lectured in her classes; instead, ingrained good manner like not chewing a gum in a community, being a responsible person, using the Turkish language correctly. On the other hand, T3$_4$ asserted that they were expected to teach the students how to be a good citizen who embraced the values of the society.

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Bearing on similar notions, $T3_5$ noted that he spent time with students after the school as much as possible since the students at those ages tended to mirror their behaviors. Similarly, $T5_1$ exclaimed that one of their main responsibility was to be a role model for students. She added that most of the students came from working class families who worked for long hours; thus, could not deal with the education of their child; therefore, as teachers, they had such a mission.

Besides, the teachers ($T1_1$, $T1_2$, $T1_3$, and $T3_6$) alleged that they were also responsible for raising awareness among the students. For instance, $T1_1$ reported that:

I give importance to touch every aspect of life not only about Visual Arts or Plastic Arts. It can be religion, history, or other disciplines. But while doing so, I do not impose any of the idea rather advise them to review the main resources…There are families still believing that drawing a human face is a sin. Therefore, the students need to be emancipated from such thoughts. How? By raising awareness.	*Ben de öğrencilere uygulama yaptırırken, hayatın her alanı ile ilgili, yani sadece görsel sanatlar, ya da plastik sanatlar ile ilgili değil. Bunun içerisinde din olabilir, tarih olabilir ve benzeri şeyler olabilir. Ama öğrencilere ben bunu da empoze ederken hani dininizi tarihinize bakacaksınız, en doğru insanlardan öğreneceksiniz…İnsan sureti çizmenin günah olduğunu düşünen aileler de var. Dolayısıyla öğrencinin bu alandan biraz daha özgürleşmesi gerekiyor. Nasıl? Bilinçlenerek özgürleşir.*

Focusing on societal norms, the Math teacher ($T3_6$) underlined that she felt responsible for raising awareness among students toward their role in the society. She elucidated that she always told the students that they would be the future citizens who would form the society through the lights of Atatürk's principles and democratic values.

Next, the teachers ($T3_7$, $T4_3$) avowed that another responsibility of them was to contribute the personal development of the students through sharing their personal experiences; talking about books, movies, plays; creating a classroom atmosphere in which they felt free to express their opinions. Accordingly, the Philosophy teacher at Case 3, after observing her class, exclaimed that the education system made students always study hard for the UEE; therefore, she added, students were not provided with the opportunities that would lead their personal development. In order to

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compensate this deficiency of the education system, she tried to design her lectures on contemporary issues to facilitate a classroom discussion. In that way, she continued, students learned from each other and gained different perspectives while respecting even counter-views.

Finally, the Visual Arts teachers ($T1_1$ and $T4_3$) enunciated that they were responsible for *relaxing students.* $T1_1$ depicted that he aimed to design his classes as a break in which students could 'breathe' within all that 'rush'. Similarly, $T4_3$ delineated that although the students could go out to the garden during breaks, play volleyball or table tennis, they still needed to be clear their mind to reduce exam stress. Visual Arts course, she underlined, therefore, important in offering students a chance to get relax.

4.7.5 Responsibilities of the students.

Students at BHSs were mainly responsible for studying for the UEE. To clarify, a 12th grader ($S1_{13}$) enunciated that the school expected them to be placed at good universities; therefore, different than public schools, the content which was asked in the UEE was also taught at the school. Similarly, the 12th graders at Case 2 ($S2_3$ and $S2_4$) disclosed that their study habits had changed after enrolling in BHSs that they started studying systematically. They explained that they had to complete certain number of questions in a week to be successful in the UEE. $S2_4$ added that at public schools they had not feel the exam stress, but at Case 2, they were always reminded that they would take the UEE at the end of the year so that they studied harder.

Bearing on the dual mission of BHSs, $S2_3$ reported that he had to go to *dershane* when he was at public school and went home late in the evening; therefore, he could not study at home; yet, at Case 2, he continued, the school counselor prepared a study schedule for him and he was supposed to follow that schedule when he went home. The students at Case 3 ($S3_2$, $S3_3$, $S3_4$, $S3_5$, $S3_8$), similarly, asserted that they were responsible for being successful in the UEE and to be placed at the top universities in Turkey. In this regard, a 9th grader at Case 4 ($S4_2$) stated that his teachers expected them to study hard for the UEE even starting from the 9th grade.

Two of the students ($S4_3$ and $S4_4$), on the other hand, alleged that they were responsible also for getting higher marks from the exams so that they got higher weighted high school GPA -a point which was added to UEE scores of the students-. Embodied in the exam-oriented responsibilities of the students, $S4_5$ and $S4_6$ delineated that as 11th graders, they were responsible for solving tests, attending in the trial tests, and following the study schedule prepared by the school counselor. Finally, all of the students at Case 5 ($S5_1$, $S5_2$, $S5_3$, $S5_4$, $S5_5$, and $S5_6$) also depicted that they were responsible for studying hard for the UEE in order to be placed at a university. They all mentioned that the teachers expected them to show progress in the trial tests.

4.8 Drives Behind enrolling in Basic High Schools

Given a thorough depiction of schooling process at BHSs, students' drives behind enrolling in these schools was also disclosed based on the participant perceptions. The drives were categorized under following headings: quality-based drives, reference-based drives, exam-oriented drives, location of the school, *TEOG* score, and economic drives (see Figure 26).
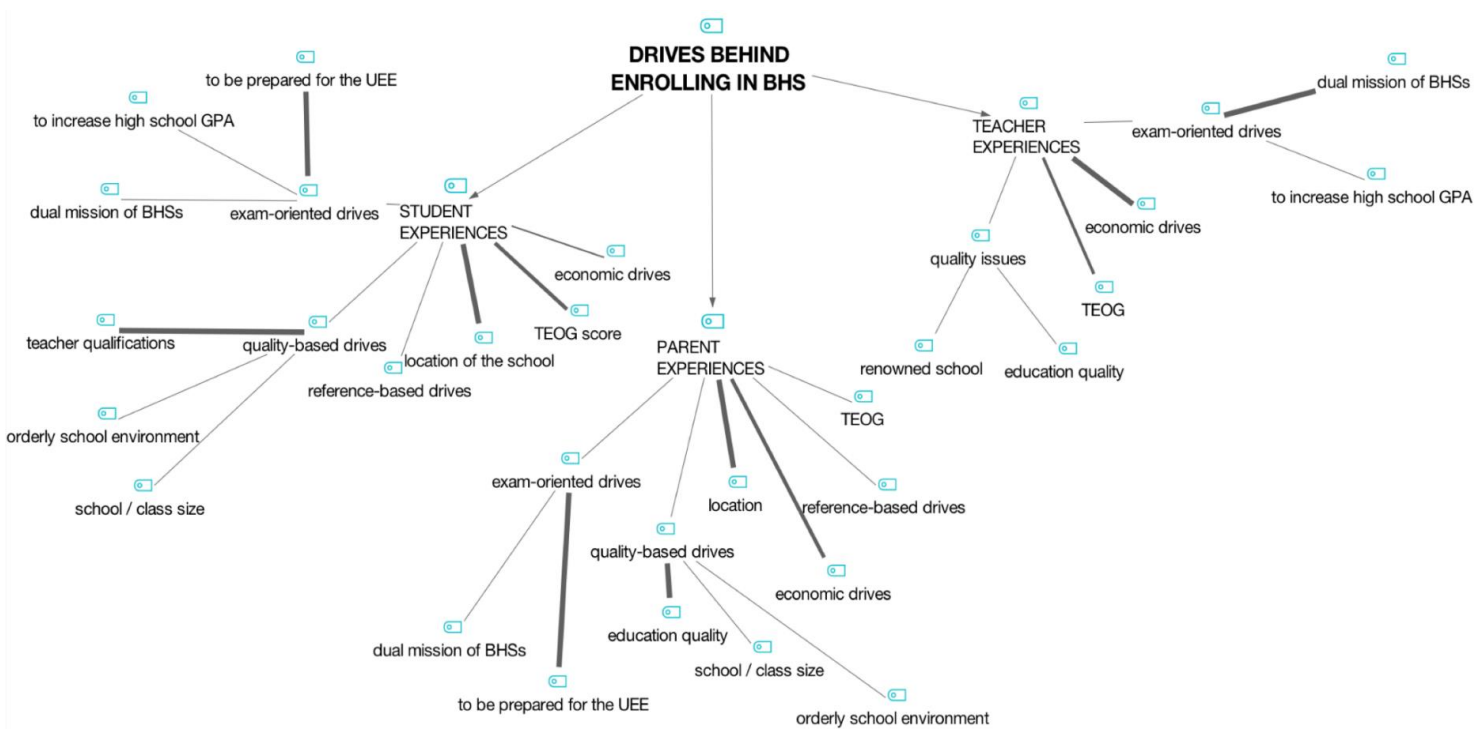
Figure 26. Categories and codes under the theme of drives behind enrolling in BHSs.

4.8.1 Quality-based drives.

The participants reported that the students preferred enrolling in BHSs since those schools offered a quality education. Most of the participants grounded this drive on the problems they experienced at their former school. For instance, $S2_5$ voiced that:

This is a private institution. Teachers cannot act as in public schools. There are some teachers who spend a whole lesson teaching nothing. They do not even answer when you ask them a question. The case is not like that here. We have qualified teachers. They improve themselves. Our classes are never in vain, they are covered duly.	*Burası özel sektör. Öğretmenler devlet okullarındaki yapamaz. Hiçbir şey anlatmadan öğretmeden dersi geçiren öğretmenler var. Soru sorduğunuzda cevaplayamıyorlar bile. Ama burada öyle değil. Öğretmenler çok kaliteli. Kendilerini geliştiriyorlar. Derslerimiz hiç boş geçmez dolu dolu işlenir.*

Similarly, $S5_2$ reported that teachers at public schools had job security; therefore, they did not mind whether students learned or not; however, at BHS, quality education must have been provided since people paid for those schools. Dwelling on this, during the classroom observations at Case 3, the Philosophy teacher was talking about the examination system. She told that putting the blame on public schools in order to explain unsuccess of students was not fair. In response, a 12th grader critically asked why there were a few students in state schools and avowed that the ones who had money studied. He pitied for the ones who did not have that money.

Moreover, the participants' definition of quality education was categorized under following headings: teacher quality, meeting students' needs and interests, orderly school environment, and school/classroom size.

Teacher quality

The students at Case 1 ($S1_2$, $S1_4$, $S1_5$, $S1_7$, $S1_9$, $S1_{10}$) reported that *teacher quality* at BHSs was much better than other schools. An interesting finding of this study was that students who were transferred from private high schools ($S1_3$, $S1_4$, $S1_9$, $S1_{11}$, $S1_{12}$, $S4_6$) also shared this view. In addition, $S2_2$, an 11th grader, declared that the teachers at his previous school, a public high school, even used violence

against students. Moreover, a 10th grader (S2$_1$) explained why she left her former school -a vocational high school. She argued that the teachers at the former school did not teach anything in the classes. She added that at Case 2, even one minute was valued. Similarly, two of the 12th graders (S2$_3$ and S2$_4$) asserted that they had been a student at renowned Anatolian High Schools in Ankara; however, even at those schools, the quality of education was a question of matter. S2$_3$ elucidated that they had an orderly school environment at Case 2 in order to promote the student success; however, at his former school, the teachers did not pay attention to the students. The students at Case 3 dwelled on similar notions. To illustrate, S3$_1$ and S3$_4$ admitted that teachers at their former schools sometimes did not lecture; instead, left them free but at Case 3, they added, they did not have even one minute free during the classes. S3$_2$ further exclaimed that the teachers at Case 3 had better teaching skills compared to his former school and paid attention to each students' needs. A noteworthy finding was depicted by a 12th grader who came to Case 3 from one of the top Anatolian High Schools in Ankara. As he claimed, at his former school, the teachers did not lecture and told the class to solve tests. '*…but she did not help us, we were like sheep left alone in the classroom!*' Supporting him, S3$_7$ avowed that while he was studying for the UEE, he realized that he was not taught some of the topics that should had been covered. Besides, S3$_8$ emphasized that he preferred enrolling in Case 3 because it had been a recognized educational institution in Ankara for years. Similarly, the teachers (T3$_6$ and T3$_8$) avowed that, Case 3 had been one of the most well-known *dershanes* before the transformation decision of *dershanes* into BHSs; for this reason, after the transformation, most of the students wanted to enroll at Case 3. Concomitantly, T3$_7$ exclaimed that working with qualified teachers made the school one of the most preferred BHSs in Ankara. Next, embodied in teacher quality, S4$_5$ and S4$_8$ alleged that they wanted to enroll in BHS since the teachers at their former schools had not evaluated their performance objectively. S4$_8$ illustrated that when they solved the problem by using a different method, the teachers did not accept that question as correct. In addition, T4$_3$ purported that students enrolled at BHSs due to the deficiencies at public schools, particularly problems in teacher quality. In this regard, the students at Case 5 (S5$_2$, S5$_3$, S5$_4$, and S5$_5$) contended that teachers at public schools were not afraid of losing their jobs; hence, they did not

mind whether students understood the content or not. However, at BHSs, teachers did their bests to ensure that each of the student comprehended the topic.

Further, parent interviews yielded identical findings. During the focus group interviews with the 12th graders' parents, a father (V1$_{12A}$) asserted that he sent his son to Case 4 due to deficiencies at public schools regarding the quality of education. A mother (V6$_{12A}$) explicated that the classes were all in vain in state high schools. Accordingly, another father (V4$_{12A}$) exclaimed that teachers at public schools did not lecture in the classes; rather, they talked about irrelevant issues or their private life; nevertheless, they asked difficult questions in the exams. 11th graders' parents also underlined similar points. For instance, a mother (V1$_{11B}$) asserted that the drives behind enrolling her daughter to a BHS mainly derived from deficiencies at public schools regarding the teacher quality. Focusing on a different aspect of education at BHSs, some of the parents (V1$_{12A}$, V3$_{12A}$, V1$_{12B}$, V2$_{12B}$,) argued that contrary to other schools, BHSs formed the classrooms homogenously based on the achievement level of the students which enabled the students to get education with their peers who had similar learning pace, and that was another reason for preferring BHSs. Bearing on a critical perspective, V1$_{12B}$ contended that some of the parents transferred their child to a BHS since they did not want their child to learn religion by means of Religious courses offered at public schools. He also marked that the other drive was about the student assessment. He explained that in order to increase high school GPA of the students, the students at BHSs were given higher marks in the exams.

Meeting student needs and interests

Second, the data unfolded that students (S2$_1$, S2$_3$, S2$_4$, S3$_3$, S3$_5$, S3$_6$, S3$_7$, S3$_8$, S4$_7$, S5$_4$, S5$_5$, S5$_6$) preferred BHSs since they believed that their academic and individual needs would met. They all contended that in contrast to their former schools, teachers, school counselors, and even the school administrators in their case dealt with the students' problems and tried to find a solution. Next, they noted that whenever they needed, teachers helped them and answered their questions. In this regard, a 10th grader at Case 2, S2$_1$, stated that:

> *I think this school has many advantages. We are more likely to get higher scores in the UEE than the students at other schools because we have better teachers who pay attention to our needs, answer our questions, review the content many times until each of us understand the concepts. In addition, the school administrators listen to our problems. For example, when we are not satisfied with a teacher, we submit a petition to be lectured by another teacher.*

> *Bence burası pek çok açıdan avantajlı. Burdan mezun olan öğrenci üniversiteyi kazanabilir ama diğer okullarda daha az. Öğretmenleri daha iyi. Bizim ihtyaçlarımızı dikkate alıyor, sorularımızı cevaplıyor, konuyu biz anlayana kadar tekar ediyor. Okul yönetimi de mesela çok iyi. Bir problemimiz olduğunda bizi dinliyor. Mesela bir öğretmen bize ders anlatamasa dilekçe veriyoruz istemediğimizi söylüyoruz öğretmen değişiyor.*

As complementary, during the focus group interviews with parents of the 12th graders, a mother ($V6_{12A}$) emphasized that in contrast to teachers at Case 4, teachers at public schools even did not remember the names of the students. Another mother ($V6_{12B}$) also reported that they preferred to send their child to a BHSs since teachers at BHSs paid individual attention to each student. Similarly, the parents ($V3_{10}$, $V1_{11B}$, $V2_{11B}$, $V3_{11B}$, $V5_{11B}$) depicted that they preferred sending their child to Case 4 in order their needs to be met by the teachers. They all highlighted family-like atmosphere at the school convinced them that their children would be treated by teachers who perceived students as brothers/sisters.

Orderly school environment

Third, the students ($S1_4$, $S2_1$, $S2_2$, $S2_3$, and $S5_2$) asserted that another drive behind their preference of BHSs was that those schools had an orderly school environment in which students were monitored and motivated to study. P2 and P3 avowed that parents preferred to send their child to BHSs since they wanted their child to get education at an orderly school environment. I addition, P3 criticized public schools for not creating a controlled school environment, and added that BHSs were superior in maintaining discipline. $T2_1$ and $T2_2$ also contended that the control system at the school was one of the persuasive reasons for enrolling at BHSs. Sharing her teaching experience at a vocational high school, the Biology teacher, $T3_1$, exclaimed that she met many discipline problems derived from both students and parents at that school. Therefore, she added, many of the parents transferred their child to BHSs which offered a disciplined school atmosphere. Bearing on

similar notions, T3$_5$ underlined that disciplined school atmosphere at BHSs led student success. The parents (V6$_{12A}$, V2$_{11B}$, V6$_{11B}$, and V2$_{10}$), likewise, depicted that compared to public schools, BHSs had a more disciplined school atmosphere. V6$_{11B}$ illustrated that they were informed about student absenteeism every day. In this regard, during the personal conversations, a 12th grader at Case 1 reported that there was discipline problem at public high schools. He exclaimed that they slept during the classes yet teachers did not warn them; nonetheless, he continued, in Case 1, they were under strict monitoring of their teachers. Underlying the hierarchic structure of public schools, S1$_{10}$ exclaimed that he had not felt comfortable even while asking questions to teachers. In contrast to those views which argued that BHSs had a more orderly school environment compared to public schools, S1$_{10}$ and S1$_{12}$ alleged BHSs provided students with a learning environment in which they felt free.

School/classroom size

Last, the participants reported that school/classroom size at BHSs was the other drive behind their enrollment at a BHS was the classroom size. For instance, S1$_4$ asserted that compared to other schools, the school size was smaller that there were only four classrooms at the 12th grade level which enabled the teachers to monitor each student. C2 similarly noted that at public schools, due to the larger school size, teachers could not pay individual attention to each student; thus, students preferred BHSs. Likewise, T3$_2$ explicated that parents preferred sending their child to BHSs since their child were treated better than other schools thanks to smaller class size. T3$_1$ depicted another advantage of smaller classroom size as stating that teachers managed the classrooms better than crowded classrooms which in turn enhanced student learning. The Physics teacher, T3$_5$, explained why students wanted to get education at BHSs by sharing his experience at public schools as:

When I worked at public schools as a substitute teacher, there were almost 40 students in my classes. I could learn their names at the end of the school year, not mentioning paying attention to each student. However, at this school, there are maximum 18 students in each of the classroom.

Ücretli öğretmenlik yaptığım dönemde 40 kişiydi sınıf. Bırakın bire bir ilgilinmeyi, öğrencilerin isimlerini öğrenene kadar sene sonu geldi mesela. Ama burda 18 kişiyi geçmiyor sınıf mevcudu.

The Math teacher, $T3_6$, dwelled on the similar notions and avowed that the students preferred BHSs to be paid individual attention. The students ($S1_1$, $S1_2$, $S1_3$, $S1_6$) complemented teacher interviews. They elucidated that thanks to the smaller classroom size i) when they did not understand the topic, they asked their questions to the teachers in the classes, ii) the teachers paid individual attention to each of them, iii) the teachers monitored their progress.

As their peers at other cases, the students at Case 4 ($S4_1$, $S4_4$) and at Case 5 ($S5_1$, $S5_3$, and $S5_6$) also enunciated that one of the drives behind enrolling in BHSs was small classroom sizes at BHSs. In this regard, P5 avowed that one of the main motives of the students to prefer BHSs was the smaller classroom size. He explicated thanks to smaller classroom size, teachers paid individual attention to each student. Lastly, the parents ($V5_{12A}$, $V7_{12A}$, $V3_{12B}$, $V5_{12B}$, $V2_{11B}$, $V7_{10}$) also listed smaller classroom size as one of the drives behind sending their child to BHSs.

4.8.2 Reference-based drives.

The participants disclosed that reference-based drives were also influential in students' enrolling in BHSs. Under this category suggestions of relatives/friends who is/was a student of the school/*dershane* and being a student of the school before the transformation are presented.

First, the participants revealed that they enrolled in BHSs considering the perceptions of their relatives or friends who was or had been a student at that school. For instance, the students at Case 1 ($S1_3$, $S1_8$) exclaimed that they changed their schools based on the suggestions of their relatives. Accordingly, a 10th grader ($S2_1$) exclaimed that one of her elderly sisters had been a student at Case 2, and she had been placed to a university the previous year; therefore, she wanted to transfer to Case 2 from her former school (a vocational high school). Similarly, $S2_2$ and $S2_3$ alleged that they preferred to enrolling in Case 2 based on their elderly siblings who had been a student of the school. $S3_3$ also noted that her sister, who was an undergraduate student at a higher education institution in Ankara, had been a student of the school when it was functioning as *dershane*. He explicated that he also wanted to work for the university exam, he preferred to get education at BHS instead of

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continuing at his former school, one of the well-known Anatolian High Schools in Ankara. Bearing on the exam-oriented mission of BHSs, $S3_8$ -who had been a student at one of the recognized Anatolian High Schools in Ankara- emphasized that his cousin was a student in Case 3 before the transformation and he placed to one of the top universities; therefore, he transferred to Case 3. Other students ($S3_1$, $S3_2$, $S3_6$, $S3_7$) also classified suggestions of relatives as the main drive behind enrolling in Case 3. As their friends in other cases, $S4_1$, $S4_2$, and $S4_4$ at Case 4 and $S5_1$ and $S5_2$ at Case 5 reported that they enrolled in that school based on the positive experiences of their friends or relatives who had been a student of the school. A noteworthy finding of this study was that those relatives or friends who suggested the students to enroll in BHS grounded their argument on the success of BHSs in preparing students for the UEE. Further, during the focus group interviews, the parents (a brother of an 11th grader, a father of a 12th grader, a father of a 12th grader, a mother of a 12th grader) also avowed that they sent their children to Case 4 considering the advices of the relatives.

Second, some of the students alleged that they preferred to change their schools based on their experiences when those schools functioned as *dershane* before the transformation. To explain, $S1_2$, $S1_7$, $S2_4$, and $S4_3$ uttered that they were a student in that institution before the transformation while studying for *TEOG*. On the other hand, $S2_5$, $S3_5$, and $S4_4$ asserted that they continued to *dershane* before the transformation decision of *dershanes* to BHSs to support their exam preparation.

4.8.3 Exam-oriented drives.

The findings revealed that the main drive behind students' preference of BHSs was the exam-oriented mission of BHSs. In this regard, $S1_3$ reported that she wanted to be transferred from her former school -a private high school- to be prepared for the UEE. Similarly, $S1_8$ avowed that he came to Case 1 from an Anatolian High School to be prepared for the UEE. $S1_9$ also claimed that despite their parents who wanted her to graduate from her former school; she wanted to enroll in a BHS to study for the UEE. She added that her previous school was the most recognized private high school in Ankara which provided its graduates with a certain social and cultural capital but since the education system required getting

higher scores in the UEE to be placed at the top universities, she had to leave behind the opportunities that school offered. Accordingly, during the personal conversations, two of the 12th graders contended that the key reason for enrolling in a BHS was to study harder for the UEE when compared to their studies at public schools. Focusing on a different aspect of the examination system in Turkey, $S2_1$ uttered that she had been a student at a vocational high school and wanted to get education at the Department of Psychology; however, the education system did not permit such a transition; therefore, she decided to enroll in a BHS. Other students ($S2_4$, $S2_5$, $S3_1$, $S3_4$, $S3_5$, $S3_6$, $S3_7$, $S3_8$, $S4_6$, $S4_7$, $S5_1$, and $S5_3$) also unfolded that they registered at BHSs since the hub of education at those schools was preparation for the UEE. In this regard, $S4_8$ and $V8_{10}$ elucidated that the courses as Visual Arts, Music, Physical Education and Sports were not offered at BHSs not to waste time; instead, they spent their whole time studying for the UEE. As complementary, the parents ($V2_{10}$, $V3_{10}$, $V4_{10}$, $V5_{10}$, $V1_{11A}$, $V2_{11A}$, $V3_{11A}$, $V2_{11B}$, $V2_{12A}$, $V3_{12A}$, $V4_{12A}$, $V6_{12A}$, $V1_{12B}$) disclosed that they sent their children to BHSs in order to support their preparation for the UEE. Their argument was that BHSs provided them with many opportunities such as recitation hours, trial tests, solving tests in the classes in order to prepare students for the UEE. In this context, $V3_{10}$ contended that they prioritized the 11th and 12th graders but neglected other graders.

Next, inherited in exam-oriented drives, the students ($S1_9$, $S2_3$, $S2_4$, $S3_1$, $S3_5$, and $S3_6$) alleged that another drive behind enrolling in BHS was dual system at BHSs. To explain, these schools functioned as other schools while preparing students for the UEE through recitation hours, administering trial tests, providing additional textbooks and test books prepared in accordance with the UEE. Therefore, the students did not anymore have to go to a 'cram' after school. $S2_4$, a12th grader, noted that she had been tired of '*shuttling between school and dershane'*, then, she added, she spent whole day at one institution and not wasted time on '*roads'*. The History teacher at Case 1 also contended that most of the parents sent their child to BHS thanks to dual education BHSs offered. She further depicted that the school environment, including the classrooms, was designed to meet the students' both school and *dershane* needs. Likewise, the parents reported that deficiencies at public schools in preparing students for the UEE canalized them to BHSs. In this regard,

V1$_{11A}$ alleged that she would have to send her daughter to a cram in order to support her child's preparation for the UEE since public schools did not provide an exam-oriented education; however, thanks to BHSs, she did not have to search for alternatives for her daughter. Similarly, V1$_{12A}$ exclaimed that after closing of *dershanes*, private tutoring centers had emerged but the system at those institutions were different than *dershanes*; therefore, BHSs were the best alternative to choose for his child. Another parent, V3$_{11B}$, underlined that going to both *dershane* and school was tiring for students; thus, she preferred to send her child to a BHS. Similarly, a father, V2$_{11B}$, voiced that two of his daughters went to *dershane* and they had even had their meal on the subway while going to *dershane* after school. Other parents (V5$_{10}$, V1$_{11B}$, V3$_{12B}$) also emphasized that thanks to the dual structure at BHSs, their children did not waste time while going to school and *dershane*.

Lastly, the students (S1$_4$, S1$_{10}$, S1$_{12}$, S2$_2$, S2$_3$, S3$_1$, S3$_3$, S3$_7$) reported that the other reason for preferring BHSs was to increase the high school GPA. They delineated that compared to other schools, getting higher marks was easier at BHSs. Likewise, some of the parents (V3$_{10}$, V2$_{11A}$, V5$_{11A}$, V1$_{11B}$, V1$_{12A}$) marked that teachers increased students' grades. In this regard, the Visual Arts teacher (T4$_3$) opposed that view and avowed that students, as well as parents, thought that since they paid for the school, teachers should have given higher marks in the exams. However, she asserted, even the school administration supported them to objectively evaluate the student performance. Similarly, during the personal conversation with the Philosophy teacher at Case 3, the teacher complained about the burden on BHSs in regards of giving higher marks in the exams. He added that despite the expectations of parents and students, he had never given an extra point while reading the exam papers.

4.8.4 Location of the school.

The students were asked why they enrolled in BHSs. The students classified location as another drive. They (S1$_1$, S1$_3$, S1$_5$, S1$_6$, S1$_7$, S2$_5$, S4$_3$, S5$_1$, S5$_2$) uttered that the school was close to their home or easy to transport. They also disputed that thanks to living near the school, they did not waste time to transport to school. In addition, as S1$_2$, S1$_{10}$, and S2$_5$ disclosed the location of the school provided them

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with the opportunity to socialize during lunch hours or after school hours. Interviews with the parents yielded supportive findings. They ($V1_{10}$, $V3_{10}$, $V4_{10}$, $V4_{11B}$, $V1_{12A}$, $V4_{12A}$, $V5_{12A}$) underlined that instead of sending their child to an Anatolian High School far from the home, they preferred to enroll their child to a BHS. They exclaimed that in that way, children did not lose time after the school to come home and got less tired when they came home.

4.8.5 *TEOG.*

Another motive behind enrolling at BHSs was the scores students had taken from *TEOG*. This reason was particularly stated by the 9th and 10th graders. The students ($S1_1$, $S1_2$, $S1_4$, $S3_2$, $S4_1$, $S4_3$, $S4_4$, $S5_1$, $S5_3$) reported that they got low scores from *TEOG* and were placed to *"low-quality schools"* by the MoNE; therefore, they wanted to transfer to BHS. The teachers ($T2_1$ and $T3_7$) similarly asserted that the students who got lower scores from *TEOG* mostly enrolled in BHSs. On the other hand, the parents of the 10th graders alleged that they preferred to send their child to a BHS since their children got lower *TEOG* scores. $V1_{10}$ explicated the drive behind registering at a BHS by stating that his child did not get a high score to be placed at a renowned Anatolian High School; thus, he did not want his child to get education at public schools. Among the alternatives, he added, BHS was the most appropriate for them.

4.8.6 Economic drives.

As the participants declared, the last, not least, reason behind students' preferences of BHSs was economic-driven. The History teacher at Case 1, $T1_3$, explained this reason as followed:

They think of their financial status a little bit. For instance, a boy studies in Gölbaşı Anatolian High School. They will afford the fee for the shuttle and the food. On the other hand, if he comes here, his house will be just down a street. He can go home, he does not get exhausted in traffic. When he arrives home, he just spends half an hour instead of one hour to rest. Then, he immediately starts studying. The parents actually think about all these. When a student goes to the state school and the dershane, the expense doubles. In fact, these schools provide both of them.	*Birazcık da maddi düşünüyorlar baktığınız zaman, çocuk atıyorum Gölbaşı Anadolu'ya gidiyor. Çocuğa servis parası verecek, yemek parası verecek. E buraya geldiği zaman çocuk bir sokak aşağıda. Evine gidebilir, ekstra yollarda, o trafikte helak olmuyor. Eve gider bir saat dinleneceğine yarım saat dinlenir. Hemen ders başına oturur. Bunları da çok düşünüyor veliler aslında. Mesela hem devlet okuluna gidiyor, hem de dershaneye gidiyor. İki katına çıkıyor para, aslında burada hepsini bir arada karşılıyor veli.*

Likewise, the Head of Literacy teachers at Case 3, $T3_8$, exclaimed that after closing of *dershanes*, parents had to pay for private tutoring for their child, which would cost more than a school fee of a BHS; hence, BHSs were founded to compensate deficiencies derived from lack of *dershanes*. The students ($S1_1$, $S1_4$, $S3_7$, $S4_5$) also argued that they preferred enrolling at BHSs since it was more cost-effective when compared to paying both for school and private tutoring. To clear up, a 9th grader depicted that he got a lower score from *TEOG* and was placed to a low-quality school. His parents, he continued, did not want him to get education at that school; therefore, they searched for private high schools. Among the private high schools, BHS was affordable for them so he enrolled in Case 1. Similarly, $S3_7$ explicated that in order to study harder for the UEE, he had wanted to change his former school, and among the alternatives, BHSs were more budget-friendly for his family; therefore, he enrolled in Case 3. On the other hand, parents also reported that economic-drives were also influential in registering their child at a BHS. To illustrate, $V3_{11A}$ contended that due to deficiencies at public schools and overprize of private high schools, they preferred to send their child to a BHS. In addition, $V1_{10}$, $V1_{12A}$ and $V2_{12B}$ alleged that instead of paying for school expenses and private tutoring centers, sending a child to a BHS was more budget-friendly.

4.9 Summary of the Findings

Under this heading, summary of the findings was presented.

4.9.1 Transformation of Dershanes to BHSs.

The findings showed that transformation of *dershanes* to BHSs was a top-down policy change. *Dershane* owners and teachers who work at *dershane* were not included in the decision-making process. The institutions were not adequately informed by the policy-makers. Further, after the transformation decision of *dershanes* into BHSs, these schools were not supported by the MoNE during the adaptation process. In addition, the policy decision that regulated the closing of *dershanes* intended to eliminate educational inequalities in the society. Nevertheless, incentives of the government provided for the students and for the transformed schools were claimed to widen the inequality gap. Further, due to the top-down policy change, *dershanes* could not make necessary arrangements in their physical infrastructure. Most of them continued their activities in apartments or commercial buildings until the end of 2018-2019 education year. With regards to teacher recruitment, on the other hand, the teachers and the school principals contended that after the transformation decision of *dershanes* into BHSs, most of the *dershane* teachers continued to work in the same institution. In this regard, while a few numbers of teachers were satisfied with the working conditions at BHSs, most of them exclaimed that their responsibilities were multiplied after the transformation.

The findings revealed that legal, economic, and political drives constituted a base for the transformation decision of *dershane*s into BHSs.

The findings also yielded that BHSs differed from *dershane*s with regards to student knowledge and attitudes, aim of education, and responsibilities and working conditions of teachers. To clarify, first, students attended in *dershane*s after school to support their academic development or to study for the UEE; however, after the transformation, students were taught both curricular and exam content at BHSs; therefore, they worked harder and showed more respect to their teachers. the second difference was on the aim of education. To explain, *dershane*s basically aimed to

prepare students for high-stakes tests, while BHSs focus on students' academic development, as well as their preparation for the UEE. Lastly, BHSs differed from *dershane*s with regards to teacher responsibilities, also. To clarify, the teachers at BHSs were added the responsibility of curriculum implementation while they used to focus on the exam preparation while working at *dershane*.

4.9.2 Mission of BHSs.

The findings revealed that as a private school, BHSs aim to make profit.

BHSs had also non-academic missions as educating good citizens, ensuring personal development of students, and building an orderly school environment.

Further, they aimed to contribute students' academic development through building a knowledge base, developing a control mechanism for students, inculcating study habits, and ensuring quality education.

The hub of education, tough, was exam-oriented. Students were prepared for the exam, motivated to work hard for the exam, and guided during their career choice.

Bearing on these aims, it was claimed that BHSs had a dual structure. To explain, they functioned as both school and *dershane*.

4.9.3 School Facilities at BHS.

Outdoor facilities at BHSs were limited to the school garden. In the present study, only Case 1 and Case 4 had a garden. The garden at Case 1 was very small; for this reason, students did not go out during breaks. Case 4, on the other hand, had a large garden in which there were a volleyball court ad basketball court.

With regards to physical infrastructure, it was noted that each of the cases had a security guard at the entrance of the building. They all had Atatürk's corner, information desk, guests' hall, and canteen.

The findings unveiled that academic facilities were not used or misused. To clarify, the schools had a laboratory but they were either empty or used as for other

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purposes. This finding was applied to the libraries and visual Arts/Music room. In contrast, each of the cases had a study hall in which students studied individually or in-groups during the recitation hours.

The classroom sizes ranged between 12 and 20 which were relatively smaller than classroom size at public schools. Small classroom size, the participants, avowed, enabled teachers to focus on each of the students' learning.

Due to the deficits in the physical infrastructure at BHSs, students had difficulties to socialize. The school canteen and school corridors were the main spaces where students socialized during breaks.

4.9.4 Schooling Process at BHSs.

The classes in each of the case started almost at 8 A.M. and continued at least until 5 P.M. Different than other schools, BHSs were allowed to implement an additional 10 hours. Therefore, after the formal classes ended, the students stayed at school to work for the exam.

An orderly school environment was advocated in each of the cases by setting certain school rules which regulated student misbehavior; enabled teachers to monitor students, ensured student progress; regulated school routines,

The findings disclosed the role of extracurricular activities in BHSs. It was stated that extracurricular activities were implemented within student clubs, at least on paper. Further, due to insufficiencies at school buildings, ceremonies were not organized for special days, except for the Case 4. Besides, social activities were listed as going to a picnic, visiting Anıtkabir, and visiting the universities career days.

Another aspect of schooling emerged as curriculum implementation. The participants explicated following issues under this category: courses, content, flow of the classes, classroom management, educational materials, homework, and student assessment. To begin with the courses, it was delineated that elective courses were not offered, in practice, yet, were shoed as completed in the official documents. For

instance, only Case 1, Case 4, and Case 5 offered Visual Arts course as the compulsory elective course. Second, the content which was specified in the formal curricula were taught in the classes. However, the content was sequenced and presented with an emphasis on the UEE. Besides, the content which was not specified in the curricula but asked in the exam was also covered by the teachers. Third, with regards to flow of the classes, the data displayed that the pace of the instruction was quite fast. Teachers did not spend too much time on the beginning activities. only a few of the teachers implemented warming up activities. While transferring knowledge, they adopted a teacher-centered approach and employed mainly direct instruction method in their instruction. During the classes, after introducing or reviewing the content, teachers solved tests and presented the questions asked in the previous years' UEE. As the beginning of the class, on the other hand, there was not a clear closure; rather, the classes ended with the school ring. During the instruction, teachers utilized some of the classroom management strategies. They paid individual attention to each of the student, checked student homework, answer students' questions, and asked questions to students. Next, during the instruction, the participants asserted that teachers used the textbooks and test books of their school, and/or other publication companies, but not the textbooks provided by the MoNE. However, the teachers noted that those textbooks guided them while preparing lesson plans. Moreover, homework was another aspect of curriculum implementation. Students were assigned daily and weekly homework. Homework was given and checked by the teachers, school counselors, and even the school principals. Tests were assigned as the homework. Students were expected to complete a certain number of test questions on a daily basis. Parents were informed if the students did not complete his/her homework on time. The last, not least, component of the curriculum implementation raised as the student assessment. The findings yielded that the exams were prepared and administered as regulated by the MoNE. Different question types were included in the exams to measure attainment the course objectives. In addition, students were assigned a project homework and a performance homework. Further, active Lastly participation of the students was also among the ingredients of student assessment., some of the participants alleged that students were given higher grades in BHSs.

As a corollary, two critical findings with regards two curriculum implementation are that first, even the implementing the curricula, the focus was on the UEE; second, the way the curriculum was implemented differed in accordance with the grade levels that the core of the curriculum implementation at the 12th grade level was the UEE.

One of the most critical components of the schooling process in BHSs was the recitation hours in which students were prepared for the UEE. During those hours, the students either individually or in groups solved tests, studied with a teacher one-to-one, or reviewed the content.

Lastly, trial tests were administered to facilitate students' studies for the UEE. These tests operated as a feedback mechanism on student progress. They also aimed to assist students to deal with exam stress and manage time during the exam.

Given the summary of the findings with regards to schooling process at BHSs, it is important to report a critical finding on this category. The curricular and exam-oriented practices including the content of exams, teaching methods used to deliver the content, the content of trial tests, the aim of recitation hours changed in accordance with the grade level. In other words, the grades 9 through 11 were mainly trained as in other schools while the center of education was the exam preparation at the 12th grade level.

4.9.5 Relations among Stakeholders at BHSs.

Analysis of the qualitative data revealed that there was a close relationship between the teachers and the school principals. The principals helped the teachers to accomplish many of the school practices. The teachers explicated that the school principals secured their employee rights, and stood behind the teacher if a problem occurred between a teacher and a student. However, it is important to note that some of the participants denoted that since BHSs are private high schools, most of their activities were strictly monitored by the school principals which restricted teachers' practices, and forced the teachers to satisfy the needs of students.

The students reported that they had a close relationship with the school principal. The principals knew names of each student, monitored their progress, built rapport with the parents. Besides, the principals met most of the student needs and listened to the students' academic and personal problems. Despite the close relationship between the students and the school principals, the school principals set and applied certain school rules to maintain an orderly school environment. while doing so, disorderly student behaviors were punished.

School counselors at BHSs guided students during their preparation for the UEE through preparing study schedule for the students, informing students about the career options, motivating them to study, and monitoring their progress. Further, they also built a close relationship with students so that students felt comfortable while sharing their personal problems. Next, the school counselors organized social activities.

The relationship between the school counselor and the teachers were positioned on students. The teachers applied to the counselors when they met a disorderly student behavior and needed help about motivating the students.

The school counselors were attributed an administrative role; therefore, they were in close contact with the school principals. They took attendance, kept records of student absenteeism, grades, and trial test scores, informed parents about student absenteeism and progress.

Thanks to small school size, students develop close relationships with their peers. They spent time with their friends during breaks and lunch. Most of the students went out for lunch to socialize with their friends. Nonetheless, since they spent most of their time at the school, any time was left to organize activities after the school.

There was a close relationship between the teachers and the students. Most of the participants defined the teacher-student relationship as friends, motherhood, sisterhood/brotherhood. In other words, the teachers not only dealt with students' academic problems but also personal problems as their mothers, sisters/brothers. They spent time with the students out of the school, also. Moreover, they met

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academic needs of the students by giving homework, monitoring their progress, being available anytime the students needed. In this context, a critical finding was that the teachers answered the students' questions during the breaks and lunch time. The students were allowed to ask their questions via WhatsApp after the school, even at night, also.

The teachers delineated that the number of teachers was relatively less than other schools which enabled teachers to develop close relations among themselves. They reported that even during breaks they could discuss a problem they met in their classes or exchanged information among themselves to increase the efficiency of the classroom practices, as well as exam preparation activities. Department meetings also enabled them to discuss lesson plans, exams, recitation hours. In addition to academic partnership among the teachers, they developed a rapport among themselves: they went out lunch together, organized activities out of the school, met with their families.

4.9.6 Expectations of the Stakeholders.

The school principal expected teachers to implement the curriculum, increase student achievement on the UEE, accomplish the paper work required by the MoNE. Besides, they expected teachers to satisfy needs of the students, the parents as well.

With regards to expectations from students, the data unclosed that the main expectation from the students was to get high scores in the UEE. They were also expected to attain the curricular objectives; complete their homework, and follow their study schedule. A remarkable finding was that expectations from students was shaped based on the achievement level of the student. To explain, homogenous classrooms were formed based on the trial test scores of the students. The students claimed that the school principals and teachers set high expectation only in the top classrooms and prioritized the top students' needs.

The students expected the school to facilitate their academic development through providing a quality education and contribute their exam preparation. They also wanted the school to guide them during their career choices.

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As their children, the parents had exam-focused expectations. They wanted the school to train children in line with the exam system so that their children could be placed at one of the top universities.

4.9.7 Responsibilities of the Stakeholders.

The school principals were responsible for creating an effective school environment, accomplishing the formal procedures, managing the relations among the stakeholders, guiding teachers, and managing the school budget.

The teachers had mainly three responsibilities: curriculum-based, exam-based, and non-academic. Curriculum-based responsibilities included motivating students to study, following the formal curriculum, meeting student needs and interests. Exam-oriented responsibilities, on the other hand, were listed as preparing students for the UEE, writing test items for trial tests, and working on publications of the school. Lastly, non-academic responsibilities were specified as encouraging students to express themselves, role modeling for students, raising awareness among students, facilitating personal development of students, and relaxing students.

The school counselors, on the other hand, were responsible for dealing with students' academic and personal problems, monitoring student progress, and guiding them during their career choices. They were also responsible for communicating with parents by means of phone calls, visits, meetings. Besides, they had to follow the counseling framework provided by the MoNE, organize social activities, and arrange recitation hours.

Only the Case 3 had vice principals who were beginning teachers. The participants noted that this position enabled the new comers to adapt to the system in the school. The responsibilities of the vice principals were listed as checking the students' homework, accomplishing the paper work, arranging recitation hours, recording student files, communicating with parents, and substituting a class when necessary.

4.9.8 Drives behind Enrolling at BHSs.

The findings disclosed that students preferred BHSs mainly for exam-oriented drives. Another drive was grounded on the quality problems at public schools. Further, they alleged that they preferred these school based on the advices and/or experiences of their relatives/friends. The other drives were listed as location of the school, *TEOG* score, and economic drives. The mostly repeated argument was that the students did not waste time with going to school and then a private tutoring center. They denoted that BHSs were the best alternative to graduate from high school while studying for the UEE.

CHAPTER V

DISCUSSION AND IMPLICATIONS

This chapter presents discussion of the findings and implications of the study.

5.1 Discussion of the Findings

The purpose of this study was to understand the schooling process at Basic High Schools (BHSs) through a qualitative study. In this chapter, the findings are discussed under the following headings: 1) transformation of *dershane*s to Basic High Schools: creating another form of shadow education, 2) business, school, or, *dershane*, 3) apartment schools, 4) embodiment of *dershane* in Basic High Schools, 5) relations among the stakeholders at Basic High Schools, and 6) student transfer from other schools to Basic High Schools.

5.1.1 Transformation of *dershane*s to Basic High Schools: Creating another form of shadow education.

Growing number of students who complete high schools and compete to enter a higher education institution has led proliferation of fee-based out-of-school training institutions in both developing and developed countries such as Japan, China, Korea, Taiwan, Russia, Singapore, Turkey, United States, United Kingdom, and Canada (Baker, Akiba, LeTendre, & Wiseman, 2001; Dang, & Rogers, 2008). The literature is rich in providing evidence on the impact of shadow education institutions on student achievement. However, contradictory findings exist in the literature: some studies show small or no impact at all impact of participating in 'cram schools' (Byun, & Park, 2011; Dang, 2007); while, others display the positive impact of shadow education on student achievement (Buchmann, Condron, & Roscigno, 2010; Dang, 2007; Kuan, 2011; Tansel, & Bircan, 2005).

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These shadow education institutions (Bray, 1999) sell hope and convince their customers (parents and students), particularly low-achievers (Baker, Akiba, LeTendre, & Wiseman, 2001), to get relatively higher scores in the UEE than their peers (Baker, Akiba, LeTendre, & Wiseman, 2001; Gök, 2005; Lee, & Shouse, 2011). In this regard, the economic and social implications of shadow education in relation to student achievement in high-stakes tests are an area of study in the field of education (e.g. Baker, Akiba, LeTendre, & Wiseman, 2001; Byun, & Park, 2011; Dang, & Rogers, 2008). For instance, in their study, Loyalka and Zakharov (2016) examined the causality between involving in shadow education and high school student achievement. The authors argued that high achievers were more likely to benefit college preparation courses than their low-achiever peers. According to the authors, the reasons are twofold. First, low-achievers attend in low-quality shadow education programs; second, they spend almost entirely out of school time to participate in shadow education and less in other out-of-school studies. This perpetuates inequality in college access, they concluded.

In Turkey spending on private tutoring of households was more than 1.4 percent of GDP which was almost equal to the country's spending on public education (Tansel, & Bircan, 2006). Problems in Turkish education system such as crowded classrooms, problems regarding teacher quality at public schools, and differences between what is taught at schools and what is asked in the exams have led students to participate in *dershane*s (Arabacı, & Namlı, 2014; Gök, 2005). Besides, students attend to *dershane*s to be prepared for high-stakes tests by means of test techniques based on memorization. Therefore, students who cannot/do not participate in cram schools fall behind in the exam race and this instigates educational inequalities (Bozbayındır, & Kara, 2017; Gök, 2005; Saltık, 2015).

5.1.1.1 Top-down policy change.

*Dershane*s, a type of shadow education institution or 'cram schools' (Kuan, 2015), were the main alternative for complementing public education to be prepared for high-stakes tests, particularly at the secondary school level. They continued their activities as parallel education institutions (Baloğlu, 1995) and substituted for public schools due to the deficiencies at public schools in preparing students for the

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national exams (Dolgunsöz, 2016). Most recently, as published in the Official Gazette on the 14th of March, 2014 a policy-decision was made by the government to close down all *dershane*s which intended to eliminate parallel education and educational inequalities in the society. Those institutions were transformed into a new type of private high school named *Temel Lise* (Basic High School). According to the list published by the General Directorate of Private Education Institutions, in the first year of the transformation decision of *dershane*s into BHSs, among almost 4000 *dershane*s, 1222 were transformed into BHSs while others were closed. However, even after the law was entered into the force, hot debates remained on the agenda (e.g. Akıner, Akbulutgiller, & Erkan, 2014; Garipağaoğlu, 2016; Önder, 2018; Saltık, 2015). In this context, the participants of the present study revealed that the transformation of *dershane*s was a top-down policy decision. During the personal conversations, the Head of Philosophy teachers critically uttered that: "*Eğitimi eline tebeşir almamış, öğrencilerle aynı havayı solumamış, eğitimci kimliği bile olmayan politikacıların eline oyuncak ettik.*" "*Politicians who have never touched a chalk; have never shared the same environment with the students; even do not have educational identity have made education a toy.*"

The participants also exclaimed that a short period of time was given to *dershane*s to complete the transformation process. This finding overlaps with the perceptions of *dershane* administrators on the transformation decision of *dershane*s into BHSs as reported by Şanlı (2015). The author noted that the administrators claimed that they were not adequately informed about how the transformation would be completed, and they were excluded from the decision-making process. These results should be interpreted in caution at the policy level because top-down policies inhibit other stakeholders to adopt those policy decisions which restrain the effective implementation of those decisions. Furthermore, for a decisive policy decision, all of the stakeholders should be included in the decision-making process and the public should be informed about potential problems and solutions of them (Garipağaoğlu, 2016).

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5.1.1.2 Physical arrangements.

After the transformation decision of *dershane*s into BHSs, BHSs could not make necessary physical arrangements in their institutions due to the sudden policy change. The participants underlined that physical conditions at BHSs were not appropriate for the school activities. For this reason, most of the academic and social spaces; i.e. laboratory, indoor sports hall, and library, only officially existed. In addition, some of the *dershane*s are placed in the commercial buildings in the city center, and they do not have a school garden; therefore, students could not go out during breaks as they were *locked up in a cage.* Similarly, in a qualitative study which explored the perceptions of the school administrators on the transformation of *dershane*s, the participants marked that physical conditions of *dershane*s was not appropriate for schooling (Boydak-Özan, Polat, Gündüzalp, &Yaraş, 2015). Supporting this finding, Şeker, Süngü, and Çamlıyer (2015) argued that changing the signboards of *dershane*s did not transform them into schools; rather, led proliferation of apartment schools which inhibited psychological and psychomotor development of students. In other words, the students who got education at BHSs would have physical, social, and psychological damages for the sake of political interests.

Embodied in these notions, it can be concluded that BHSs did not have most of the facilities that a school possess to provide quality education even at minimum level. In this regard, at the end of 2018-2019 school year, BHSs that have served at apartments or commercial buildings were closed down; however, the question "What will happen to that lost generation who got education at those unhealthy school environments?" remains unanswered. On the other hand, BHSs, most of which meet only the minimum standards to become a school, continue their activities as Private High Schools or Private Anatolian High Schools. This raises the question "Does having a small garden outside of the building and labeling classrooms as Library, Laboratory, or Visual Arts Room to present only in the official papers will make these concrete structures a school building?"

5.1.1.3 Remedy or harm? Reproduction of educational inequalities.

Another important issue delineated by the participants of the present study was that *dershane* fees were lower than BHS fees. In other words, low SES parents could send their child to *dershane* while only upper-middle or upper-class families can afford BHS fee. Bearing on this, it can be concluded that the transformation decision of *dershane*s into BHSs did not reach its intended goal which was eliminating educational inequalities derived from *dershane*s. In this regard, many of the scholars concluded that unless high-stakes tests are not used for tracking students, the demand for *dershane*s will not end (e.g. Boydak-Özan, Polat, Gündüzalp, &Yaraş, 2015; Tansel, 2013). Putting the blame on the system, owners of *dershane*s also contended that *dershane*s are not the cause of educational inequalities in the society rather, they are the consequence of inequalities derived from differences between schools in terms of curriculum implementation, resources, and other quality indicators. In this regard, Yelken and Büyükcan (2015) contended that interpreting the transformation decision of *dershane*s into BHSs through the lenses of political debates or power conflicts masks the real drive behind the decision: privatizing education by employing a new financial model. Bearing on the scholarly literature, along with findings of the present study, it can be concluded that closing down *dershane*s and transforming them into a new type of high schools was not a remedy for the educational inequalities; rather, it has resulted in a new form of educational inequality. While most of the public schools suffer from inadequate resources, funding BHSs through incentives given to students at those schools is the projection of the new form of inequality in Turkish education system.

5.1.1.4 Behind the scenes.

A salient finding of the present study directs our attention to political debates about the transformation decision of *dershane*s into BHSs. For instance, one of the principals in the present study claimed that the main reason behind the transformation decision of *dershane*s into BHSs was the conflict between the ruling party and a terrorist organization. This conflict was also discussed in the scholarly literature (e.g. Akıner, Akbulutgiller, & Erkan, 2014; Macit, 2014; Taşkın, 2016; Yılmaz, 2016). Köylü (2018), for instance, examined the relationship between

religion and politics by explaining the case of July the 15th. The author provided a through depiction of how the terrorist organization positioned itself in the society by leaning on the religious discourse. He asserts that closing of *dershane*s was critical to eliminate the terrorist organization's activities by means of education.

5.1.1.5 Teachers or slaves? Working conditions of teachers at BHSs.

According to the National Education Statistics (NES) published by the MoNE (2018), 21,482 teachers worked at BHSs. Analysis of the qualitative data yielded that problems with regards to the working conditions of teachers at *dershane*s remained as a controversial issue at BHSs. To clarify, most of the teachers and even the school principals in this study admitted that teachers earned low salaries despite long working hours; did not have most of the employee rights which their colleagues at public schools have; had to satisfy the needs of parents, students, and the school board while implementing the formal curricula. Yılmaz and Altınkurt (2011) reported identical findings in their qualitative research study in which they examined the perceptions of novice teachers who were working at *dershane*. The interviews revealed that despite low salaries, teachers had to work hard in difficult working conditions. They used metaphors such as '*ant home, slavery, horse race*' to explain their working condition. Similarly, in her thesis, Yel (2014) examined the working conditions of *dershane* teachers through the lenses of neoliberalism. She concluded that those teachers did not have job security; worked for long hours; had low salaries, and lacked social security and employee rights. These problems are a consequence of neoliberal economic policies which find also a place in the field of education. In other words, due to the privatization of education, teachers cannot find a job in public schools and are left choiceless but working at private education institutions for very low wages.

Next, the competitive examination system in Turkey forces those institutions; thus, teachers, to offer extra classes and materials which help their customers outrace in the exams and this attributed more responsibilities on teachers. In this regard, the findings revealed that responsibilities of the teachers at BHSs differed from their colleagues at other schools. To clarify, they had to follow the formal curricula while preparing students for the UEE, at the same time. Their

school-based responsibilities were assessing student progress, ensuring attainment of the course objectives, organizing department meetings, giving homework, reviewing previous content, using textbooks provided by the MoNE in the class, and preparing yearly plans. Also, albeit nested in the exam-based responsibilities, distributing tests, solving different types of questions, giving homework (mostly tests) in the classes and motivating students to study were among the school-based responsibilities of the teachers. On the other hand, exam-based responsibilities included running the recitation hours, writing test items for trial tests, preparing publications of the school (textbooks, test books, modules), monitoring student progress on trial tests, and answering students' questions (in the class, during breaks, and even after school hours via WhatsApp). Similar findings were reached in the literature with regards to responsibilities of *dershane* teachers (Baran, & Altun, 2014; Coşkun, & Gündoğdu, 2014). In this regard, the MoNE (2009) defined *dershane* teachers' responsibilities as:

- do the necessary arrangements to increase the student achievement, and the quality of education
- monitor student absenteeism, fill the classroom book
- participate in the committee meetings and their department meetings
- plan their classes before entering the classroom
- facilitate student learning; guide students; become a role model for students
- get knowledge about the *dershane* regulations
- write a report on the content they covered, activities they accomplished, problems faced during the instruction, and solutions for those problems and give the report to the Head Teacher of their departments.

The findings of this study unveiled that the teachers at BHSs still had similar responsibilities. Therefore, this study is important as it reveals that after the transformation of *dershane*s to BHSs little has changed with regards to the working conditions and responsibilities of teachers. Whether it will be different in the new form of those schools is a critical issue to be investigated by scholars in education.

5.1.2 Business, school, or *dershane*?

This study intended to explain the aim of schooling at BHSs. The findings showed that BHSs have two main aims: making a profit and blending curriculum implementation and exam preparation in their schooling process.

5.1.2.1 Commercialized schools.

The participants underlined that as private schools, BHSs aim to make profit by increasing student admissions while decreasing expenses alleged for educational materials and staff costs. They also assure their customers to offer additional practices to increase student achievement on the UEE. In this context, in her thesis, Yel (2014) defined *dershane*s as the commercial institutions which operate in the competitive market by serving education. Likewise, Garipağaoğlu (2016) reported that *dershane*s were institutions which prioritized making profit rather than educating students. In this regard, Yelken and Büyükcan (2015) underlined that transformation decision of *dershane*s into BHSs was an economic decision taken at the policy level to leave education to the hands of the private sector. The authors also noted that a new financial model was introduced into the privatization practices of the government by giving incentives to the students who continued to BHSs. Yıldırım, Aktaş, and Polat (2014) drew our attention to the potential drawbacks of this policy decision. They asserted that not only the schools which were transformed from *dershane*s but also other private schools might face economic impasse due to the increasing number of private schools after the transformation decision of *dershane*s into BHSs. From a critical perspective, Apple (2007) criticizes privatization practices in education. He contends that public schools were condemned fiercely to extoll the role of private schools which offer a product that is not offered in public schools. In this way, he adds, schools become commercialized institutions. The case of BHSs imbricated with his arguments. These schools promised their customers to prepare them for the UEE while public schools were under severe criticisms in regards to school quality indicators.

5.1.2.2 Duality of education.

The findings of this study revealed that implementing the formal curricula and preparing students for the UEE by means of recitation hours and administration of trial tests attributed a dual role to BHSs: school and *dershane*. Analysis of the qualitative data disclosed that *dershane* practices were not limited to recitation hours and trial tests rather integrated into the classroom practices. Accordingly, in her master thesis Saltık (2015) interviewed 21 *dershane* administrators and reported that more than half of the managers stated that they would continue to prepare students for the UEE. Likewise, Aksoy (2016) depicted that among 10 students, seven of them asserted that most of the educational practices aimed at preparing them for the UEE at BHSs.

Another significant finding of this study, in this regard, was that the 11th and 12th graders were trained mainly for the exam while mainly the formal curricula were followed at the 9th and 10th grade levels to build a knowledge base for the exam preparation. Further, elective courses were not offered in practice. Besides, academic facilities such as laboratories and libraries existed only on the signs on the rooms. In this regard, Büyükcan and Biçer (2016) highlight that more than 1000 *dershane*s were transformed to BHSs by law while acting as *dershane*s in practice. For this reason, many of the students transferred to BHSs from public schools or other types of private schools to prepare for the UEE. According to the NES published by the MoNE (2015), before the transformation decision of *dershane*s into BHSs, there were 1,603 private schools at the secondary school level and 240,171 students were enrolled at those schools. These numbers increased up to 2,606 and 450,725 in 2017 (NES, 2018). On the other hand, almost four million students enrolled at 7,457 public high schools in 2014 yet the number of students decreased to 3,733,968 albeit the number of public high schools increased to 8,791. These statistics support the arguments that students transferred from public schools to BHSs.

Given the duality of education at BHSs, it can be concluded that the transformation of *dershane*s into schools created a new form of schooling in which students did not have to go to school and then *dershane*, anymore. An article published by the Education Reform Initiative (*ERG*) (Uzun Hikaye: Ne Okul Ne

Dershane, 2018) depicted similar arguments. It was reported that although the formal curricula were implemented at BHSs, the primary aim of education was to prepare students for the UEE. This finding was underlined also in a report published by *EĞİTİMSEN* (2015). In the report, it was claimed that the dual mission of BHSs made these schools a golden opportunity for parents and students. Besides, BHSs will operate as Private Anatolian High Schools by the 2019-2020 school year. However, when one examines the missions of these new schools, their websites, or parent informative booklets, s/he can see that they still promise their customers to implement exam-oriented practices which makes us question whether the policy decision of closing down has achieved its intended goal -achieving educational equality-. It seems that parents and students are convinced about the failure of public schools in preparing students for the UEE to legitimize this new form of high schools.

Bearing on the aforementioned missions of BHSs, most of the participants admitted that the central focus of the education at BHSs was to prepare students for the UEE. In other words, the aim of education at *dershane*s was reproduced at BHSs. Supporting this, Büyükbaş (1997) revealed that *dershane*s did not aim to meet the Basic Aims of National Education determined by the MoNE nor to train good citizens who would actively contribute production. Moreover, most recently, the MoNE published the Education Vision 2023 (Education Vision 2023, 2018). In this document, the aim of education is depicted with an emphasis on the 21st century skills: creativity, communication, group working, and critical thinking. In addition, the product-oriented education approach which degrades success to achievement in the high-stake tests is criticized. It was further delineated that:

> *Teaching by memorization is over. Knowledge is not a packaged product, ready to be served, but a living product. Repetition and memorization lead to a dull education system that is blind to the human-centered paradigm. Moreover, such a blind outlook on school and education lacks value and excludes culture.* (p. 22)

Moreover, it is claimed that "*Educational measures will be taken to reduce the achievement gap between schools.*" and "*The physical and social facilities of schools in poor condition will be expanded.*" (p. 38).

Given the Aim of National Education and Education Vision of the MoNE, it can be concluded that BHSs do not fit into the aim of schooling as defined by the MoNE; rather, students are trained as racehorses.

5.1.3 Apartment schools.

There is a growing body of literature on School Effectiveness Research (SER) (e.g. Çobanoğlu, & Badavan, 2017; Helvacı, & Aydoğan, 2011; Mortimore, 1991; Sammons, Hillman, & Mortimore, 1995; Scheerens, 1992). Reynolds and Crecmers (1990) contended that due to the efforts of the societies in regards to ensuring education quality and educational equity, SER has become a central interest of the scholars. Prolific contributors of the field reveal the relationship between school facilities and student success (e.g. Edmonds, 1979; Reynolds, & Creemers, 1990; Scheerens, 1992); effective leadership (e.g. Gray, 1990; Stringfield, & Teddlie, 1987); curriculum planning and development (Cotton, 1995); education infrastructure (Uline, & Tschannen-Moran, 2007).

Embodied in the purpose of this study, school facilities in BHSs was also included as the unit of analysis. The qualitative data showed that none of the cases had a real school infrastructure. To clarify, the first case was a four-floored apartment which had a very small garden frontside and backside of the building. The second one was located in a commercial building on a boulevard at the very center of Ankara. The third one was also on a boulevard at the very center of Ankara, yet has its building. The fourth case, on the other hand, had a school building which has a garden and a playground. Lastly, the fifth case operated in a three-floored building around which there were small-scale companies. As it is seen, except for the fourth case, the students in other cases did not have even the chance to go out and play or just get some fresh air during breaks. In another study which examined perceptions of school managers on the transformation of *dershane*s into BHSs, it was disclosed that most of the *dershane*s did not have facilities to provide a quality education (Boydak-Özan, Polat, Gündüzalp, & Yaraş, 2015). An interesting finding of the present study is that only a few students complained about not having a garden; on the contrary, they claimed that they preferred these schools on purpose to be prepared for the UEE. Similarly, Aksoy (2016) reported that only half of the students

in his study perceived not having a garden or a place to do sports as a deficiency of BHSs.

Furthermore, none of the cases of this study had a laboratory in use. They were either transformed into classrooms or are idle places, albeit they appeared in the official papers as they properly functioned. Similarly, the library and art room at these schools are misused. Malfunction of these academic facilities inhibits students to develop certain academic and psychomotor skills. Supporting this finding, Boydak-Özan, Polat, Gündüzalp, and Yaraş (2015) allege that BHSs lacked certain school facilities that prevent students' social development and their engagement in different social activities at school.

Moreover, as displayed in the NES (2018), average classroom size at BHSs was 14.62 (212,227 students and 14,545 classrooms) while it was 25.08 at public high schools (1,533,087 students and 61,132 classrooms). Contrary to deficiencies in the physical infrastructure of BHSs, smaller classroom size in these schools provided students with several opportunities. The participants avowed that this enabled teachers to interact with every single student during classes. Also, teachers could monitor student progress better. More importantly, the participants reported small classroom size as one of the main drives behind enrolling in BHSs. This finding was advocated by Aksoy (2016). The author reported that most of the participants in his study exclaimed that the classroom size was less than public schools which allowed teachers to pay individual attention to each of the students. Likewise, in his comparative study of public schools and private schools, Ilgar (2014) disclosed that due to the smaller size at private schools, teachers were more comfortable with classroom management and controlling student homework.

As a corollary, these findings make us think about two critical issues. First, students at those schools cannot go out, find a place to socialize, do sports, read a book but are trained to be successful in answering multiple-choice questions by applying irrational test techniques which will eventually end up a generation who graduated from high school without developing certain academic skills such as critical thinking and problem-solving. Second, by the end of 2018-2019 school year, BHSs that meet the private high school standards set by the MoNE are transformed

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to Private Anatolian High Schools; however, most of those schools meet only the minimum criteria which are issued in the Circular for Private Education Institutions. Even worse is that most of the school facilities such as laboratory, library, Arts room will continue to exist only in the official documents. In other words, apartment-looking schools will continue their function in Turkish education system rising the question "If the aim of schooling is not developing a whole-person, what is it then?".

5.1.4 Embodiment of *dershane*s in BHSs.

The place and role of BHSs have been a controversial issue not only in the scholarly literature but also public agenda. According to the NES (2018), there were 2989 private schools and 972 of them were BHSs. In other words, almost half of the students who were enrolled in private high schools got education at BHSs ($n = 212,227$, $N = 450,725$). In addition, as Önder (2018) reported, almost all of the students who were enrolled at BHSs were the 12th graders. 11th graders followed them while the total number of 9th and 10th graders constituted only a quartile. She also presented that 196 of 255 students transferred from Anatolian High Schools, more than half of which was at the 12th grade level (58%). Likewise, in the present study, the number of the 12th graders in each case was more than the 11th graders. Besides, only one or two classrooms were aligned for the 9th and 10th graders. The drive behind BHSs' being preferred by mostly the 12th graders is attributed to these schools' performance on the UEE. To clarify, as declared in the statistics published by the MoNE (NES, 2017), the success rate of BHSs in placing students to an undergraduate program was 51.87% in 2016 while it was 54.41% at Science High Schools which accepts only the top students based on *TEOG* scores. An interesting finding noted in the same report was that Anatolian High Schools fell behind BHSs with 41.41% success rate. Besides, according to the statistics provided by the MoNE, 35 BHSs were listed among the top 100 high schools in Ankara with regards to students' scores on the UEE (2016 LYS'ye göre Ankara'nın En Başarılı 100 Lisesi, 2017). These statistics direct our attention to these nova-like schools. Grounded on this notion, the focal point of the present study was to understand the schooling process at BHSs. Following sub-categories were discussed under this category: school schedule, school rules, extracurricular activities, and curriculum delivery.

5.1.4.1 School schedule.

School schedule at BHSs was different from other high school types. Different than other schools which were allowed to implement 35 hours in a week, 35 hours, BHSs were allowed to implement additional 10 hours to prepare students for the UEE (see Appendix B for the weekly schedule at BHSs). In this study, classes started early in the morning at about 8 am and continued until at least 5 pm. The participants alleged that school schedule allowed them to study for the exam under the supervision of the teachers after the formal classes ended. This finding was depicted in another study which examined BHSs within the scope of quality education (Aksoy, 2016). The author asserted that students and parents preferred BHSs since additional classes were offered. According to Güçlü (2015), this explains student transfer from Anatolian High Schools, particularly at the 11th and 12th grade levels. From a critical perspective, in his personal website Canerik (2016) highlight that authorizing private schools to implement a different program is a threat for national, secular, and scientific education (para. 1). Besides, as some of the participants in the present study enunciated that long school hours prevented students to engage in out-of-school activities. Similar findings were explicated in the scholarly literature which highlighted that students spent most of their time at *dershane*s and this precluded their social development and building healthy family relations (e.g. Bacanlı, & Dombaycı, 2013; *TED*, 2010).

5.1.4.2 School rules.

Another important aspect of the effective schools is the orderly school environment which is necessary to prevent problem behaviors (Gottfredson, & Gottfredson, 2001; Stullken, 1953; Wilson, Gottfredson, & Najaka, 2001). It is a social process to coordinate individuals in school (Thornberg, 2008) to build a successful school (e.g. Weber,1971; Edmonds,1979). Therefore, the literature is rich in studies that examine discipline at schools (Brown, & Beckett, 2006; Haroun, & O'Hanlon, 1997, Scarlet, 1989), particularly the difference between public and private schools (Arslan, Satıcı, & Kuru, 2007; İpek, 1999). In this study, as a critical ingredient of an orderly school environment school rules were examined. Analysis of the interviews and observations yielded that albeit sharing common rules, cases of

the present study had also their unique school rules. To explain, all of the cases had strict rules to regulate student absenteeism that students had to be at the school on time; could not leave the school day long, and had a very limited number of days for absenteeism. Besides, parents were informed about student absenteeism via text message or phone calls. In this regard, according to the participants, controlling for student absenteeism was a strength of BHSs. They grounded their argument on the comparison of BHSs and public schools claiming that student absenteeism was not monitored at public schools. Supporting this finding, Coleman (1981) disputed that compared to public schools, student absenteeism was less problematic at private schools.

As a second important school rule, students were not allowed to use mobile phones in the school. They left their phones before the classes started and took back only during lunch hours and after the classes ended. Although some of the students complained about this rule claiming that they needed their mobile phones to refresh themselves during breaks since they could not go out, most of the students, as their parents, argued that this rule enabled students to keep focused during the day.

Derived from deficits in the physical infrastructure in BHSs, another rule coordinated breaks and lunch hours. Case 1 and Case 4 had a garden so that students could go out during breaks; yet, students in other cases were not allowed to go out during breaks since they did not have a school garden. However, this rule caused a discipline problem: students who could not go out during breaks stayed at the school corridors -which are quite narrow- made noise and ran. Some of the teachers, in this regard, alleged that students needed to play, spend time with their friends, or get some fresh air during the breaks. Not allowing them to go out; therefore, brought student disruptive behaviors along, they contended.

Moreover, students in all cases could go out for lunch only if their parent gave consent. All of the cases had a canteen and served daily home-made food; however, the interviews and observations revealed that most of the students went out for lunch since they did not want to be locked in a building whole day. In other words, addition to the aforementioned problems, deficiencies with regards to the physical infrastructure of those schools make students choiceless but eating fast food

that is unhealthy and expensive. Besides, some of the participants asserted that since the school did not have a cafeteria, they went out to socialize with their friends during lunch hours. Similarly, in their salient study Uline, Tschannan-Moran, and Welsey (2009) dispute that spaces such as library, cafeteria, and entryways facilitate social development of students.

Furthermore, continuous monitoring of student progress is one of the features of the effective schools (e.g. Edmonds, 1979; Sammons, Hillman, & Mortimore, 1995; Scheerens, 2004). It empowers teachers to prevent disorderly student behavior (Thompson, & Webber, 2010). As an aspect of effective schools, in BHSs, student assignments and student progress were strictly controlled not only by teachers, but also by school counselors, school principals, and even founder of the schools. Further, parents were regularly informed about their child's progress. If a student did not complete the assignment, s/he was assigned more homework or after-school detention was used as a punishment strategy. In this context, an interesting finding was that the students did not complain about those punishments; on the contrary, they were pleased to be strictly controlled by the school staff. They argued that one of the key drives behind enrolling in BHSs was the student monitoring system at these schools. They clarified that in contrast to public schools which are not concerned with student progress, BHSs paid attention to each student. The explicated reasons were twofold. First, as private high schools, they had to ensure progress in order to satisfy their customers. Second, establishing student progress; thus, their success in the UEE, returned those schools as more student admission for the coming years.

Furthermore, there were some forbidden behaviors at BHSs such as smoking, wearing make-up, acting non-respectively, and not wearing the school uniform (only for Case 3). These were labeled as 'etiquette rules' to legitimize controlling student behavior (Thornberg, 2008, p. 40). These rules 'restricted' student misbehavior (Haroun, & O'Hanlon, 1997, p. 239). Nevertheless, most of the students in this multiple-case study were comfortable about having such rules since the orderly school environment facilitated their learning.

Lastly, a salient finding of the present study was that despite the rules mentioned above, most of the students avowed that they felt comfortable in their school. They delineated that they had a close relationship with their teachers, school principal, school counselor, and other school staff. Bearing on the democratic relations at BHSs, most of the students in five of the cases underlined that compared to public schools, BHSs valued students and their needs; hence, they knew that those rules were set for their own good so that they obeyed those rules. In this context, Önder (2018) reported that one of the drives behind students' preference of BHSs is the school climate in which students are not forced to shave; cut their hair; attend in classes. In a study which examined student and teacher perceptions of school discipline reported identical findings (Haroun, & O'Hanlon,1997). The authors alleged that particularly 15-19 years old students contended that positive relationship between teachers and students was an important aspect of school discipline. In his study that focused on organizational culture at public and private schools, İpek (1999) revealed similar findings.

5.1.4.3 Extracurricular activities.

Extracurricular activities have a central place in the field of education (e.g. Cash, 2009; McNeal, 1995; Whitley, 2017). Most of the studies on extracurricular activities focus on the relationship between student participation in extracurricular activities and student achievement (e.g. Reeves, 2008); student drop-outs (Mahoney, & Cairns, 1997; McNeal, 1995; Reeves, 2008); non-academic skills including self-worth, social self-concept, general self-worth (e.g. Blomfield & Barber, 2009; Mahoney, 2000; Mahoney, Cairns, & Farmer, 2003). In her master thesis, Saltık (2015) draws our attention to the fact that BHSs might neglect school activities including student club activities and other extracurricular activities in order to maintain their exam-oriented systems. Similarly, Boydak-Özan, Polat, Gündüzalp, and Yaraş (2015) examined the perceptions of school principals on the transformation of *dershane*s to BHSs. The authors reported that BHSs lacked many facilities to implement social activities. For this reason, the place of extracurricular activities in BHSs was included as the unit of analysis. The findings revealed that due to insufficiencies in the school infrastructure, extracurricular activities in BHSs

were implemented only within the student clubs. More importantly, student clubs were limited to the ones that did not require the use of an extra space such as Travel Club and Chess Club. A critical finding was that most of those activities were officially recorded as completed albeit they were not, particularly at the 12th grade level.

Moreover, extracurricular activities are beneficial in developing students' active citizenship perceptions (Keser, Akar, & Yıldırım, 2011). Therefore, the celebration of special days/festivals/holidays was examined within the scope of extracurricular activities. It was disclosed that celebration of special days/festivals/holidays was limited to visiting Anıtkabir on the 10th of November, presenting student works (drawings and writings) on the school board, or teachers' speech in the school. Different than other schools, Case 4 had a garden which allowed a thorough celebration of those days. Student chorus, plays, and speeches were among the activities organized in those days. Based on the participant perceptions, it can be claimed that deficits in regards to school building also restricted the organization of various activities to celebrate those days. This finding was also unmasked in an article that critically examined BHSs (Canerik, 2016). The author uses the metaphor 'education shopping mall' to represent BHSs and voices the question "*Will national holidays be celebrated in commercial buildings or in front of cafes?*" (para. 12). Built on this critical notion, it can be concluded that social and cultural aspects of education were neglected at BHSs leaving an open room for the critical question "What is the purpose of education at BHSs?".

5.1.4.4 Curriculum delivery.

The term curriculum has rooted in the early studies of Bobbitt (1918) and Tyler (1949) who defined curriculum from a more product-oriented perspective. However, it has evolved to a more holistic and critical understanding of curriculum within the few last decades (Apple, 2004; Giroux, Penna, & Pinar, 1981; Pinar, Reynolds, Slattery, & Taubman, 2008; Wiggan, 2011). Scholars holding this perspective mark that the way the curriculum is implemented matters as much as the curriculum itself. They also assert that curriculum is a mean of equalizing educational opportunities at schools. Bearing on the critical perspectives, this study

aimed to open a room in the scholarly literature by examining curriculum implementation at BHSs. These schools delivered the formal curriculum along with employing exam-oriented practices in their schooling process. The critical issue in this dual approach is embodied in the fact that students who get an education at BHSs have an advantage of participating in exam-oriented practices compared to their peers at other schools. Under this topic, courses, content, teaching methods, and student assessment are discussed.

Courses

One of the remarkable findings of this study is that as in other high schools, compulsory courses (Turkish Language and Literature, Religious Culture and Moral Knowledge, History, Mathematics, Physics, Chemistry, Biology, Philosophy, Foreign Language, Visual Arts/Music, Health Knowledge and Traffic Culture, Revolution History and Kemalism) were offered in BHSs. Besides, addition to weekly 35 hours in which the formal curricula are taught, BHSs were allowed to implement an additional 10 class hours per week different than other schools.

Besides, different than other high schools, BHSs did not offer elective courses in practice. The class hours allocated for elective courses were arranged as recitation hours in which students solved tests or completed their homework. In this context, the participants delineated that instead of wasting time with elective courses, they spent more time on exam preparation. Similarly, in her master thesis Yılmaz (2017) examined the effect of high-stakes tests on the school culture and exclaimed that elective courses were not implemented in BHSs. These findings contradict with both international (Beauchamp, 1982; Darby, 2006; Ferrer-Caja, & Weiss, 2002) and national literature (e.g. Demir, & Ok, 1996; Durmuşçelebi, & Mertoğlu, 2018; Eyidoan, Odabaşı, & Kılıçer, 2011; Karagözoğlu, 2015; Öztürk, & Yılmaz, 2011) which emphasize the importance of elective courses to satisfy student needs and interests, to facilitate students' academic, personal and social development. In this regard, it is important to critically evaluate the role and place of BHSs in our education system. Not offering elective courses in BHSs for the sake of preparing students for the UEE does not match with the aims of schooling in the 21st century;

on the contrary, it fits into the factory model of schooling in which students cannot discover their interests and abilities but learn only what is compulsory.

Content

Early research on *dershane*s reported that *dershane*s contributed students' achievement in the UEE (Baloğlu, 1995; Baştürk, & Doğan, 2011) since they taught the content not specified in the formal curricula but asked in the exam (Baloğlu, 1995; Biçer, 2008; Bozbayındır, & Kara, 2017). In this regard, Büyükbaş (1997) allege that teaching practices of *dershane*s mainly depended on the national exams. In other words, students were not taught a new content in *dershane*s; instead, curricular content was reviewed with an emphasis on the exam. Likewise, *dershane* teachers avowed that they taught the curricular content in their classes; yet, determined the time allocated for each topic considering the UEE (Baran, & Altun, 2014). Consistent with the existing research, findings of the present study unveiled that as a continuum of *dershane* system, exam content was taught at BHSs. To clarify, the interviews and observations demonstrated that teachers made revisions in their yearly plans in accordance with the exam content. For instance, they allocated more time to teach a content from which more questions are asked in the UEE. A striking finding of this study, in this regard, was that while the 9th and 10th graders were predominantly taught the curricular content, teachers relied on the exam content at the 11th and 12th grade levels. Besides, the 12th graders were taught the content which was not listed in the formal curricula. In his study on the transformation of *dershane*s to private schools, Şanlı (2015) presented similar findings. He noted that in *dershane*s, the 12th graders were mainly taught the exam content while teachers supported students' curricular learning at other grade levels.

Bearing on this finding, apparently, BHSs provided a certain advantage to the students in the UEE. From a critical perspective, on the other hand, students were taught instrumental knowledge which does not stimulate critical thinking and facilitate emancipatory learning rather attributes a submissive role to students while legitimizing inequalities by means of success-or-failure approach of in education (Freire, 2005; Habermas, 1971). In addition, teaching students the content that is only useful for getting higher scores in the national exams is a way of legitimizing

inequalities in the society. To clarify, the State control the knowledge taught at schools in order to secure class differences in the society in favor of the powerful (Apple, 2012).

Teaching methods and techniques

The teaching methods teachers used to deliver the curricula was also examined. They were categorized as direct instruction, exam-oriented practices, and student-centered practices. Classroom observations and interviews yielded that teachers adapted mainly a teacher-centered approach in their instruction in which lecturing was the main teaching method. Students were passive transmitters of the content taught by the teachers. Teachers used the classroom board to present and the students took notes. In addition, teacher-student interaction was limited as the teachers used questioning in most of their class hours. Here, it is important to note that those questions were mostly at remembering level which mostly required defining, identifying, memorizing, and illustrating particular information (Anderson, & Krathwohl, 2016). Moreover, while lecturing, some of the teachers used visuals and real-life examples in their classes. In addition, few of the teachers stated the connection of the content with other subject-matters. Moreover, albeit utilized by a few teachers in the study, student-centered practices were employed at BHSs. Those practices included preparing posters, playing games, student presentations, organizing class discussions, competitions. The remarkable finding, in this regard, was that those activities implemented at the 9th and 10th grade levels since the hub of education at the 11th and 12th grade was the UEE. Lastly, as exam-oriented practices, teachers made revisions in their lesson plans, solved sample questions, solved the questions asked in the previous years' university exam, and prioritized the content which was highlighted in the UEE. Accordingly, the students were taught short, yet not reasonable, ways of answering test questions. These practices were disclosed in the prior research conducted on *dershane*s (e.g. Baran, & Altun, 2014; Baştürk, & Doğan, 2010; Boydak-Özan, Polat, Gündüzalp, & Yaraş, 2015).

The reasons behind relying mainly on teacher-centered approach with an emphasis on the UEE are twofold. First, despite the small classroom size, classroom designs did not allow teachers to implement different activities. In other words, size

of the classrooms mostly met the minimum criteria as specified in the regulations, while the classroom size was at maximum level; therefore, there was a limited space that allows teacher and student mobility in the classroom. In addition, except for a few classrooms in each of the case, most of the classrooms were traditionally designed in rows which makes the implementation of student-centered activities such as group works difficult. Second, the dual mission of BHSs obliged teachers to teach the curricular content with an emphasis on exam-content which left teachers a limited time for classroom practices other than lecturing. The grim reality is that, as admitted by some of the teachers, even they intended to organize different activities in their classes, students, parents, and even school administration would oppose it. These findings support the prior research on BHSs (e.g. Aksoy, 2016; Arabacı, & Namlı, 2014; Önder, 2018; Saltık, 2015; Yılmaz, 2017). Bearing on the dual mission of BHSs, it can be claimed that BHSs were chained to their *dershane* practices (Baştürk, & Doğan, 2010; Baran, & Altun, 2014; Boydak-Özan, Polat, Gündüzalp, & Yaraş, 2015; Şirin, 2000; Temelli, Kurt, & Köse, 2010) which does not match with the aims of national education (Turan, & Alaz, 2007).

Student assessment

As a major component of curriculum implementation, student assessment was also included as the unit of analysis. The findings revealed that student progress was assessed mainly employing exams and trial tests in accordance with the dual mission of BHSs. First, in order to assess student learning on the curriculum, exams were administered as stated in the Regulation on Secondary Education Institution; however, as in other classroom practices, there was a difference between grade levels. To explain, the 9th and 10th graders were administered exams which included different types of questions (open-ended, true-false, multiple-choice questions, fill in the blank) while the 12th graders were mainly asked multiple-choice questions. Second, as a reflection of exam-oriented mission at BHSs, trial tests were administered. Trial tests intended to assess student progress on exam-content and to make students familiar with the UEE while providing a substantial amount of questions that were likely to be asked in the UEE. The difference between the grade levels was observed also in the implementation of trial tests. To clarify, the 12th

graders took the test at least twice a month while 9th and 10th graders attended in those sessions once a month. Besides, while trial tests for the12th graders included questions similar to the ones that were asked in the previous years' UEE, they functioned as diagnostic tests at the other graders. Further, along with exams and trial tests, the 9th and 10th grade students were assigned homework, performance homework, and projects. In-class participation and oral exams were also integrated as a mean of assessing their progress. In this context, it can be claimed that exam-oriented assessment methods were used to monitor student progress so that students became familiar with solving tests which provides a certain advantage to the students at BHS against their peers at other school types.

The findings on grading at BHSs add to the existing literature (e.g. Boydak-Özan, Polat, Gündüzalp, & Yaraş, 2015; Güçlü, 2015; Şeker, 2018). A striking finding of this study, in this regard, was about grading at BHSs. The findings revealed that the students were given higher grades. Or, answers of some of the questions were given to the students during the exams. The participants uttered that high school GPA is influential in the calculation of students' UEE scores; therefore, many of the students transferred from public schools to BHSs to get higher grades. Önder (2018) reported similar perceptions. The chief reason for such a transfer is that students and parents think that since they pay for the school, they have the right to demand higher grades. This is another way of reproducing educational inequalities as a consequence of neoliberal policies in education. Further, inequalities in the society are legitimized by such practices while students at public schools were destined to failure in this competitive education system.

Recitation hours and trial tests

One of the most coercive *dershane* practices of BHSs is the recitation hours which were run in three different ways. First, after the curricular hours ended, students sat in their classrooms or study halls and solved tests. Teachers visited those classrooms and answered students' questions. Second, recitation hours were implemented within the school hour. To explain, more class hours were allocated for each of the course and those additional classes were operated as recitation hours. In those hours, students either solved tests from their test books or were distributed

tests to complete during one class hour. Third, students either individually or in groups studied with a teacher to review content or to ask their questions. This practice was utilized also in *dershane*s, and now in Private Study Centers (e.g. Baran, & Altun, 2014; Bozbayındır, & Kara; Coşkun, & Gündoğdu, 2014; Nartgün, & Dilekçi; Şirin, 2000; Yel, 2017). Accordingly, the participants of the present study specified recitation hours as one of the most influential drives behind enrolling in BHSs. This substantiates previous findings in the literature (e.g. Arabacı, & Namlı, 2014; Boydak-Özan, Polat, Gündüzalp, & Yaraş, 2015; Önder, 2018).

Trial tests are the other exam-focused practice of BHSs which were used to be administered in *dershane*s (see Aksoy, 2016; Bacanlı, & Dombaycı, 2013; Morgil, Yılmaz, & Geban, 2001). They mainly intended to teach students to manage time (because the ones who solve the questions in a shorter time is accepted as more successful in the UEE); to monitor student progress, and to track students while forming the classrooms. This finding explains another form of educational inequality derived from the existence of BHSs and *stratifying practices of transmission* (Bernstein, 2003, p. 201) at BHSs. To explain, based on the trial test scores, classrooms were formed. Students in top-classrooms were taught by more experienced teachers and priority was given to them while organizing practice hours, and counseling services.

Given the opportunities BHSs provided o their 'customers', it can be concluded that exam-focused practices at these schools are likely to contribute students' preparation for the UEE. In other words, students whose families could afford school fee benefitted educational practices BHSs offered which indeed lead to increased UEE score. What about students in public schools remains as a critical issue. If *dershane*s were closed down to eliminate educational inequalities in the society, how can we explain exam-focused activities at BHSs? Besides, training, not educating, students to get higher scores in the UEE by utilizing teaching strategies such as solving test, memorization, and teaching short ways of answering test questions do not match either with the aims specified in the National Education Basic Law or the 21st century skills. Also, skills such as critical thinking, problem-solving, and creativity were not emphasized in those schools; rather, the students

were taught to obey the rules, internalize surveillance, and to act as one of the gears in the society rather than transforming it which overlaps with the functionalist view of education.

5.1.5 Relations among stakeholders at BHSs.

Different than other schools, as the participants declared, there was a close relationship among the stakeholders. The students depicted that they felt comfortable while building relations with their friends, teachers, and even the school administrators. They hugged their teachers and teachers called them "sweety", "honey". They asserted that teachers were like sisters/brothers/mothers to them who listened to their problems, monitored their progress, socialized with them. Inherent in close relations between teachers and students, most of the participants listed close relations at school as one of the leading factors for choosing BHSs. The literature, in this regard, includes studies conducted in *dershane*s (e.g. Baran, & Altun, 2014; Coşkun, & Gündoğdu, 2014; Özmen, 2005; Şirin, 2000). In their report on private tutoring expenditures in Turkey, Tansel and Bircan (2004) allege that compared to formal schools, *dershane*s provided a close teacher-student relation. In his thesis, Aksoy (2016) unveiled that most of the students and parents mentioned the close relationship between teachers and students at BHSs. Likewise, Temelli, Kurt, and Köse (2010) contended that one of the drives behind going to a *dershane* was specified as the close relationship between teachers and students. In contrast, bearing on neoliberal policies in education, Yıldız (2008) exclaim that privatization of education positioned teacher in such a place where they were perceived as *"craftsman" who works hard to sell their product and to appeal to customers*. She adds that this caused disappear of respect and mutual understanding between teacher and students (p. 30). In the present study, contradictory findings emerged, in this regard. Supportive views asserted that students thought that they were given a free hand since they paid for the school. They also added that due to the lack of many school facilities (garden, sports hall, recreation areas), teachers tolerated disruptive student behaviors so that they did not have problems with students. Opposing views grounded their argument on the exam-oriented mission of BHSs. To explain, they asserted that since the students at BHSs were motivated to study and were aware of

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the critical importance of the UEE, they did not perform disruptive behaviors rather were respectful. Therefore, teachers built positive relations with students.

Next, the data disputed that the school counselors had a catalysator role in the organization and maintenance of the relations at BHSs. They guided students during their preparation for the UEE; informed students about career options; monitored student progress and informed parents; organized social activities; organized teachers' recitation hours; collaborated with teachers to create an effective school environment. These roles of the school counselors were also discussed in the scholarly literature (e.g. Kuzgun, 2002; Seven, & Engin, 2012). It is noteworthy to report that the relationship between school counselors and students, as well as teachers, was built on exam-oriented occasions. For instance, students visited the school counselor mostly to ask him/her to prepare a study schedule for after school hours. However, despite the majority of the students who were satisfied with the school counseling service, some of the students complained about inefficient counseling service grounding their arguments on the inadequate number of counselors at school, school counselors who were not graduate of Psychological Counseling and Guidance Department. Similar findings were demonstrated in Şirin's study (2000) in which he aimed to depict the role of *dershane*s in our education system.

Further, teachers consulted the school counselors about motivation methods. In this regard, Aksoy (2016) reported that most of the students were satisfied with the counseling service at BHSs. The critical issue in this regard is that the role of the school counselor to ensure students' not only academic but social and personal development of was almost neglected; instead, degraded to exam-focused activities. The other conspicuous finding was that the school counselors were perceived as the administrative staff who organize recitation hours, take the attendance, communicate with parents, and keep records of official documents. This role of the school counselor was a heritage of *dershane* system which makes us question the role of BHSs. Whether these roles will change in the new form of BHSs is a foggy area of study in the field of education.

Moreover, the participants avowed that student-school-family tripod was well established. Parents involved in their child's education through daily parent calls to inform them about the child's absenteeism, and parent letters to inform parents about student progress and ongoing processes at school, and parent meetings organized at least twice a school year. Perceiving these practices as parental involvement, the participants contended that involving parents in their child's education increased both the motivation and achievement of students. Epstein (1995), a prolific contributor to family involvement in schools, lists the advantages as improvement in the school climate, decreased drop-out rates, collaboration among parents, and supporting teachers' practices. Similarly, Hara and Burke (1998) underlined that parental involvement is one of the major factors that lead to increased student achievement.

Embodied in the competitive education system in Turkey, Buyruk (2014) connoted that the competition is not just among students in the national exams; rather, teachers were included in the race. In other words, teachers whose students got higher scores in the national exams are accepted as successful which inhibit teachers from collaborating with their colleagues. My findings on the relationship among teachers contradict with this argument. For instance, beginning teachers were guided by the experienced ones. Or, in addition to department meetings, teachers in the same department exchanged information during breaks and lunch hours. Besides, due to the relatively small number of teachers at BHSs, teachers from different departments also had a close relationship: they had lunch together at school; went out for lunch, organized meetings out of school.

Further, the relationship between the school principal and teachers influences the quality of education and academic achievement (McEwan, 2003). Therefore, it is important to understand the principal-teacher relationship at a school. In this multiple-case study, the data unveiled that the school principals guided teachers (mostly during the accomplishment of official procedures), protected teachers' rights, and defended them against students or parents, when necessary. In contrast, some of the participants declared that since BHSs were private high schools, teachers were attributed a more submissive role: They had to obey the rules

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set by the principals; work hard to appeal to the school principal so that they could keep their jobs. This dilemma was articulated in a study which examined the influence of school climate on teacher autonomy (Çolak, & Altınkurt, 2017). The authors elucidate that compared to teachers who worked at public schools, private school teachers perceived their school principal more supportive and less restrictive. In addition, they declared that they had more flexibility over the curriculum. However, they also avowed that their principals were more imperious. The authors explained the difference between private schools and public schools on principal-teacher relation by articulating that teachers at private schools do not have job security; therefore, they may need to make changes in the implementation of curriculum to increase their performance so that school principals supported their customer-friendly activities. On the other hand, in order to make profit, the principals had to manage the school based on the needs of the students. For this reason, they might give commands to teachers to force them act accordingly.

5.1.6 Student transfer from other schools to BHSs.

Findings of the study unmasked the drives behind enrolling in BHSs which were categorized under six themes: i) quality-based drives, ii) reference-based drives, iii) exam-oriented drives, iv) location of the school, v) *TEOG* score, vi) economic drives.

5.1.6.1 Quality-based drives.

The data yielded that participants, particularly students and parents, perceived BHSs more qualified than public schools. they grounded their arguments on teacher quality, the fulfillment of student needs, orderly school environment, and school/classroom size. These findings overlap with the studies that examined the drives behind students' enrollment in *dershane*s. For instance, Dolgunsöz (2016) noted that the participants in his study agreed on the inadequacies at public schools. Saltık (2015) listed those inadequacies as physical conditions, crowded classrooms, number of teachers per students, problems faced during the delivery of the curriculum. In order to compensate for the lameness, students and parents fell back

on *dershane*s (Akyüz, 1989; Arabacı, & Namlı, 2014; Baran, & Altun, 2014; Tansel, 2013; *TED*, 2010).

5.1.6.2 Reference-based drives.

The participants listed reference-based drives as one of the factors affected student enrollment at BHSs. In this regard, students preferred BHSs considering the advice of their friends/families/relatives. Most of them based their arguments on the success of BHSs in the UEE. Prior research on factors affecting student admission at *dershane*s yields similar results (Baran, & Altun, 2014; Şirin, 2000). Önder (2018) examined the drives that directed students to BHSs. Among them, friends' enrollment in BHSs was listed by one out of four students. Likewise, Yılmaz (2017) indicated that students were affected by their friends while transferring from public schools to other schools.

5.1.6.3 Exam-oriented drives.

Among the motives behind students' preference of BHSs, the most influential one emerged as exam-oriented drives. Most of the students preferred BHSs to be prepared for the UEE and to be placed at the top universities after graduation. Aksoy (2016) and the report published by *EĞITIMSEN* (2015) also disclosed that BHSs were preferred due to their exam-oriented practices within their schooling process. These findings were reported in the scholarly literature that examined *dershane*s (Baran, & Altun, 2014; Şanlı, 2015; Şirin, 2015; *TED*, 2010). Therefore, it can be deduced that BHSs were not perceived as other school types; rather, accepted as the continuum of *dershane*s. In other words, the transformation of *dershane*s did not reach its intended goal; rather, molted. From a critical perspective, on the other hand, transformation decision of *dershane*s to BHSs did not eliminate educational inequalities; rather, widened it because thanks to exam-oriented practices implemented in BHSs, students who enrolled in these schools would have an advantage over their peers in other schools with regards to preparation for the UEE.

5.1.6.4 Location of the school.

The findings showed that the location of the school was another reason for choosing BHSs over public schools. To clarify, the participants uttered that instead of going to a school far from home, they saved time with going to BHS close to home. In addition, some of the students asserted that since their school was located in the city center, transportation to the school was easy; thus, they did not have to spend time anymore to go to a school by school bus. Aksoy (2016) depicted similar findings that students preferred BHSs not to waste time with going to a *dershane* after school hours ended. Garipağaoğlu (2016), in this regard, contended that students perceived schools as useless; therefore, they did not want to lose time going to other school types. Likewise, Arabacı and Namlı (2014) examined the perceptions of principals, teachers, and students on the transformation of *dershane*s. The authors marked that some of the participants emphasized that students overwhelmed due to the heavy schedule at *dershane*s. As a corollary, BHSs provided students with the opportunity of earning a high school diploma while being prepared for the UEE in the same institution so that they had more time after school compared to the time they went to school and then *dershane*.

5.1.6.5 TEOG score.

Analysis of the qualitative data showed that *TEOG* score was another factor that directed students, particularly the 9th and 10th graders, to enroll at a BHS. To explain, students who got a lower score in *TEOG* were either placed to low-quality schools or a high school in their neighborhood as regulated by the MoNE (MoNE, 2019). Therefore, students who did not want to get education at low-quality schools which are also far from their home or at high schools in their neighborhood -mostly vocational high schools or imam hatips- registered in BHSs. Likewise, in her master thesis, Yürek (2017) noted that particularly the 9th graders reported getting a low *TEOG* score as one the drives behind enrolling at a BHS. From a critical perspective, it can be argued that students of low-class and middle-class families were destined to get education at 'unqualified high schools' Most probably, those students did not attend any out-of-school fee-based program; therefore, they got lower scores in

TEOG meaning that instead of eliminating inequalities in education, BHSs proliferated to reproduce those inequalities.

5.1.6.6 Economic-drives.

The last, not least, factor that influenced students' and parents' preference of BHSs was economic-drives. The participants articulated that instead of paying for both school and *dershane*, BHSs enabled them to pay for one. However, some of the participants purported that BHSs widened educational inequalities in the society. They argued that *dershane* fees were affordable even for low-class families; yet, BHS fee was at least three times more than *dershane* fee which made them available for only upper-middle class and upper-class families. Besides, some of the students, particularly low SES families' child(ren), thought that the school fee was overburden on their families; for this reason, they felt under pressure. Similar to my findings, Kim and Lee (2001) alleged that private tutoring is depended on families' economic status. Studies are supporting this argument in Turkey in the context of *dershane*s (Baran, & Altun, 2014; Büyükbaş, 1997; Şirin, 2000; Tansel, 2013, Yıldız, 2008). On the other hand, as depicted in the *ERG* (2018) report, parents preferred BHSs since BHS fees were less than other private schools. Likewise, Önder (2018) contended that BHSs were an alternative for parents who could not pay for private tutoring sent their child to BHSs. In contrast to this argument, *EĞITIMSEN* (2015) demonstrated that BHS fees were much more than *dershane* fees; therefore, families had financial difficulties in sending their children to BHSs.

5.2 Conclusions

Given the discussion of the findings, it can be concluded that BHSs can hardly be defined as schools due to several reasons. First and foremost, the aim of schooling in BHSs did not match with the aim of education as stated by the Ministry of National Education in the Education Vision 2023 (2018) "…*to raise science-loving, skilled, and ethical individuals who take an interest in culture and are willing to use present and future skills for the well-being of humanity*." (p. 7) or Basic Aims of National Education.

Second, in accordance with the aim of schooling in BHSs, students were taught mainly the exam content and expected to learn short-ways of answering multiple-choice questions based on root memorization techniques. These students, therefore, graduated from high schools without learning certain knowledge and developing certain skills which would enable them to develop the 21st century skills such as creativity, critical thinking skills, and problem-solving skills, which are advocated in the current curricula.

Third, personal, psychological, and social development of students were neglected in BHSs. Put it simply, many of the schooling activities were not implemented; i.e., social activities were mostly limited to attending in universities' first-meeting organizations; student clubs were not in operation, elective courses were not offered. In addition, there was not an indoor sports hall in any of the cases, in practice. This inhibits students' not only physical development but also psychological well-being. Likewise, Visual Arts or Music courses were presented only in the official papers. This caused a lost generation who graduated from high school without involving in any kind of sports or arts activity which would contribute their development as a whole.

Last, not least, given the academic and social school facilities in BHSs, it can be concluded that BHSs lacked many of the school facilities such as laboratory library, garden, cafeteria. The pathways did not allow student mobility and socialization. The classroom designs, on the other hand, restricted the instructional practices of the teachers.

5.3 Implications for Practice

Implications for improving schools which are transformed from BHSs are presented below.

1. *Dershanes* have always been a contested issue in our education system. Quality problems at public schools directed students who seek to get a higher score in the university entrance examination (UEE) to enroll in *dershanes*. Nevertheless, these shadow education institutions had always

been under severe criticisms due to the educational inequalities they caused. Grounded on this argument, in 2014, a policy decision was made to transform *dershanes* into a new type of high school named Basic High School (BHS) (14th of March, 2014, amendment in the Law No 5580). Since these schools were private schools, middle-class and upper-class families could afford the school fee while students of lower-class families were destined to get education in public schools. Bearing on this notion, the state, as the guarantor of educational equality in the society, should make policies which offer permanent solutions to eliminate educational inequalities in the society by ensuring quality education at all school types.

2. The findings of the present study revealed that the core mission of BHSs was providing a dual education: implementing the formal curricula and preparing students for the UEE. This understanding of schooling neglected social, psychological, and even physical development of students. Most recently, as stated in the policy decision that regulated transformation of *dershane*s to BHSs (14th of March 2014, amendment in the Law 5580), by the 2019-2020 education year, BHSs were transformed into Private High Schools/Private Anatolian High Schools. The aim of education at transformed schools should be revised considering the Basic Law of National Education and the knowledge and skills required in the Information Age.

3. The participants of the present study revealed that exam-oriented practices dominated the schooling process at BHSs which resulted in ignorance of other aspects of schooling such as elective courses and student clubs in practice. By the 2019-2020 education year, BHSs were transformed into Private High Schools/Private Anatolian High Schools (14th of March, 2014, amendment in Law No 5580). In order not to persuade such an understanding of schooling, the MoNE should scrupulously monitor the schooling practices at transformed schools.

4. After the policy decision which regulated the transformation of *dershane*s to BHSs (14th of March, 2014, amendment in Law No 5580), only a few of them moved to a new building which met the standards

regulated by the MoNE (dated the 6th of January 2016 and authority number 162102) while others continued their activities in apartments or commercial buildings which did not have even basic school facilities such as library, laboratory, sports hall. These schools had to move to a new school building to meet those standards until the beginning of the 2019-2020 school year in order to transform into Private High Schools/Private Anatolian High Schools. However, those standards should be revised in accordance with the needs and interests of the students as well as school quality indicators in order to increase quality at the transformed schools.

5. BHSs were private high schools that were transformed from *dershane*s (Official Gazette dated 14th of March and numbered 28941); therefore, curriculum implementation was an issue open to doubt. These schools continued their activities until the end of 2018-2019 education year. By the 2019-2020 education year, the ones that accomplished the standards in their buildings transformed into Private High Schools/Private Anatolian High Schools. However, improvement in the school facilities might not necessarily guarantee effective implementation of the curriculum. Therefore, the transformed private schools should be supported by the MoNE with regards to curriculum implementation. When necessary, in-service training should be given to the teachers who work at these schools.

6. The findings yielded that having a school founder who have an identity in the field of education would be familiar with the needs and interests of the students; thus, better organize schooling process. In this regard, policy-makers should consider this finding while supervising the owners of private schools.

7. Another salient finding of this study was that the teachers at BHSs had responsibility overload with no incentives. The MoNE should regulate and control the teachers' working conditions and employee rights at transformed Private High Schools/Private Anatolian High Schools.

5.4 Implications for Further Research

This study is the first comprehensive study that examined the schooling process at BHSs. Implications for further research are listed below.

1. Schooling process at BHSs is presented in this research. However, BHSs have been transformed into Private High Schools at the end of the 2018-2019 school year. A similar study can be conducted at the transformed schools to enrich our understanding of this new model of schools in Turkish education system.

2. In this study, school principals, teachers, students, and parents were interviewed as the key stakeholders to portray schooling process at BHSs. Graduates of BHSs can be interviewed in order to understand outcomes of schooling process at those schools. A longititudinal study can be conducted to examine the gradautes' experiences throughout their undergraduate studies.

3. A comparative study can be conducted at selected public schools, private schools, and the schools which have transformed from BHSs for a more comprehensive depiction of schooling in Turkish education system.

4. At the end of the 2018-2019 school year, the BHSs which did not meet the standards regulated by the MoNE have been closed down. Examination of the closed schools in order to depict what happened to those institutions, the school staff who worked at BHSs, and the students who got education at BHSs is critical to understand whether the policy decision reached its intended goal. Further research can be conducted on those institutions.

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APPENDICES

A. POLICY DECISION FOR TRANSFORMATION DECISION OF *DERSHANE*S TO BASIC HIGH SCHOOLS

14 Mart 2014 CUMA　　　Resmî Gazete　　　Sayı : 28941
KANUN

MİLLÎ EĞİTİM TEMEL KANUNU İLE BAZI KANUN VE KANUN HÜKMÜNDE
KARARNAMELERDE DEĞİŞİKLİK YAPILMASINA DAİR KANUN
Kanun No. 6528　　　　　　　　　　　　　　　　Kabul Tarihi: 1/3/2014
MADDE 1 – 8/4/1929 tarihli ve 1416 sayılı Ecnebi Memleketlere Gönderilecek Talebe Hakkında
Kanunun 2 nci maddesinin birinci fıkrasında yer alan "müsabaka" ibaresi "yazılı ve sözlü sınav"
şeklinde değiştirilmiştir.
MADDE 2 – 1416 sayılı Kanunun 3 üncü maddesi aşağıdaki şekilde değiştirilmiştir.
"MADDE 3 – Bu Kanun kapsamında yurt dışına gönderilecek öğrencilerin seçimi yazılı ve sözlü
sınavla olur. Yazılı sınav Millî Eğitim Bakanlığınca veya düzenlenecek protokolle Ölçme, Seçme ve
Yerleştirme Merkezi tarafından yapılır. Millî Eğitim Bakanlığınca, Akademik Personel ve Lisansüstü
Eğitimi Giriş Sınavı yazılı sınav yerine kullanılabilir.
Öğrencilerin seçiminde yazılı sınav ve sözlü sınav ile mezuniyet not ortalaması Bakanlıkça
belirlenecek ağırlıklarla dikkate alınır.
Sözlü sınava çağrılan adaylar;
a) Genel alan bilgisi konularına ilişkin bilgi düzeyi,
b) Bir konuyu kavrayıp özetleme, ifade kabiliyeti ve muhakeme gücü,
c) İletişim becerileri, öz güveni ve ikna kabiliyeti,
ç) Bilimsel ve teknolojik gelişmelere açıklığı,
d) Akademik çalışmalara yatkınlığı,
yönlerinden Bakanlıkça oluşturulacak komisyon tarafından değerlendirilir. Adaylar, komisyon
tarafından (a) ila (d) bentlerinde belirtilen özelliklerin her biri için yirmişer puan üzerinden
değerlendirilir ve verilen puanlar ayrı ayrı tutanağa geçirilir. Bunun dışında sözlü sınav ile ilgili
herhangi bir kayıt sistemi kullanılmaz. Sözlü sınav soru ve cevaplarının önceden hazırlanması zorunlu
değildir.
Sözlü sınav komisyonu; Bakanlık personeli, öğretim elemanları ve Bakanlıkça uygun görülen ilgili
kurum personeli arasından Bakanlıkça seçilen bir başkan ve iki asıl üyeden oluşur. Bakanlık, aynı
usulle asıl üye sayısı kadar yedek üye belirler. Asıl üyelerin bulunmadığı durumlarda yedek üyeler
komisyonda görev yapar. Bakanlık, gerekli durumlarda uygun görülen yerlerde birden fazla komisyon
ve bütün komisyonlar için ortak yedek üye listesi oluşturabilir. Yurt dışına gönderilecek öğrencilerin
seçimi, başvuru şartları ile sınavlara ilişkin diğer usul ve esaslar Bakanlık tarafından yönetmelikle
düzenlenir."
MADDE 3 – 1416 sayılı Kanunun 21 inci maddesi aşağıdaki şekilde değiştirilmiştir.
"MADDE 21 – Bu Kanun uyarınca mecburi hizmet karşılığı yurt dışına gönderilenler öğrenimlerini
başarıyla tamamladıktan sonra mecburi hizmet yükümlülüklerini ifa etmek üzere, adlarına
gönderildikleri kurumların ilgili kadrolarına atanır.
Millî Eğitim Bakanlığı adına bu Kanun kapsamında yurt dışına gönderilenlerden gönderildikleri
ülkede doktora öğrenimlerini tamamladıktan sonra mecburi hizmet yükümlülüklerini ifa etmek üzere
yurda dönenler Millî Eğitim Uzmanı kadrolarına atanır.
Bu kişilerin yurt dışında lisansüstü eğitim amacıyla geçirdikleri sürelerin tamamı memuriyette geçmiş
sayılarak, bu sürelerin her yılı bir kademe ilerlemesine ve her üç yılı bir derece yükselmesine esas

olacak şekilde değerlendirilir ve 657 sayılı Kanunun 68 inci maddesinin (B) fıkrasında öngörülen çalışma sürelerinin hesabında da dikkate alınır.

Kamu kurum ve kuruluşlarınca staj amacıyla yabancı ülkelere gönderilecek memurlar hakkında bu Kanun hükümleri uygulanmaz."

MADDE 4 – 1416 sayılı Kanuna aşağıdaki geçici madde eklenmiştir.

"GEÇİCİ MADDE 3 – 21 inci madde hükümlerinden, yurt dışına eğitim amacıyla gönderilenlerden öğrenimlerini tamamlayıp mecburi hizmet yükümlülüklerini ifa etmeye başlayanlar (bu yükümlülüklerini bitirenler dâhil) ile hâlen yurt dışında eğitimlerine devam edenler de yararlandırılır. Bu Kanunla değiştirilen 3 üncü madde hükümleri, yurt dışına gönderilecek öğrencilerin seçimine yönelik olarak 2013 yılında gerçekleştirilen sınavlar hakkında da uygulanır."

MADDE 5 – 14/6/1973 tarihli ve 1739 sayılı Millî Eğitim Temel Kanununun 43 üncü maddesine dördüncü fıkrasından sonra gelmek üzere aşağıdaki fıkralar eklenmiş ve dördüncü fıkrasının ikinci cümlesi ile mevcut yedinci ve sekizinci fıkraları yürürlükten kaldırılmıştır.

"Aday öğretmenliğe atanabilmek için; 14/7/1965 tarihli ve 657 sayılı Devlet Memurları Kanununun 48 inci maddesinde sayılan şartlara ek olarak, yönetmelikle belirlenen yükseköğretim kurumlarından mezun olma ve Bakanlıkça ve Ölçme, Seçme ve Yerleştirme Merkezi tarafından yapılacak sınavlarda başarılı olma şartları aranır.

Aday öğretmenler, en az bir yıl fiilen çalışmak ve performans değerlendirmesine göre başarılı olmak şartlarını sağlamak kaydıyla, yapılacak yazılı ve sözlü sınava girmeye hak kazanırlar. Uygulanacak olan sözlü sınavda aday öğretmenler;

a) Bir konuyu kavrayıp özetleme, ifade kabiliyeti ve muhakeme gücü,

b) İletişim becerileri, öz güveni ve ikna kabiliyeti,

c) Bilimsel ve teknolojik gelişmelere açıklığı,

d) Topluluk önünde temsil yeteneği ve eğitimcilik nitelikleri,

yönlerinden Bakanlıkça oluşturulacak komisyon tarafından değerlendirilir.

Sınavda başarılı olanlar öğretmen olarak atanır. Sınavda başarılı olamayan aday öğretmenler il içinde veya dışında başka bir okulda görevlendirilerek bir yılın sonunda altıncı fıkrada belirtilen değerlendirmeye tekrar tabi tutulurlar.

Aday öğretmenlik süresi sonunda sınava girmeye hak kazanamayanlar ile üst üste iki defa sınavda başarılı olamayanlar aday öğretmen unvanını kaybeder ve memuriyetle ilişiği kesilir.

Ancak aday öğretmenliğe başlamadan önce 14/7/1965 tarihli ve 657 sayılı Devlet Memurları Kanununa göre aday memurluğu kaldırılarak asli memurluğa atanmış olanlar hakkında sekizinci fıkra hükümleri uygulanmaz. Bu kişiler Bakanlıkta kazanılmış hak aylık derecelerine uygun memur kadrolarına atanırlar.

Sınav komisyonu üyeleri; Bakanlık personeli, diğer kamu kurum ve kuruluşlarında çalışan personel ile öğretim elemanları arasından seçilir. Bakanlık gerekli gördüğünde illerde veya merkezde birden fazla komisyon oluşturabilir. Performans değerlendirmesinde dikkate alınacak meslekî ölçütler, sınav konuları, komisyon üyelerinin seçimi, görevleri, çalışma usul ve esasları ile sınava ilişkin diğer hususlar yönetmelikle düzenlenir.

Bu maddenin uygulanmasına ilişkin olarak 14/7/1965 tarihli ve 657 sayılı Devlet Memurları Kanununun aday memurluk ile ilgili hükümleri saklıdır."

MADDE 6 – 1739 sayılı Kanuna aşağıdaki geçici madde eklenmiştir.

"GEÇİCİ MADDE 4 – Bu maddenin yayımı tarihinden önce, uzman öğretmenlik ve başöğretmenlik unvanlarını mahkeme kararıyla elde edenlerin, mahkeme kararının aleyhlerine kesinleşmesi hâlinde bu kişilere unvanlarının iptal edildiği tarihten önce yapılan ödemeler geri alınmaz.

43 üncü maddeye bu Kanunla eklenen beşinci, altıncı ve yedinci fıkra hükümleri, bu Kanunun yayımı tarihinden sonra aday öğretmen olarak göreve başlayanlar hakkında uygulanır."

MADDE 7 – 4/11/1981 tarihli ve 2547 sayılı Yükseköğretim Kanununun 53 üncü maddesinin (b) fıkrası aşağıdaki şekilde değiştirilmiştir.

"b. Öğretim elemanları, memur ve diğer personele uygulanabilecek disiplin cezaları uyarma, kınama, yönetim görevinden ayırma, aylıktan kesme, kademe ilerlemesinin durdurulması, üniversite öğretim mesleğinden çıkarma ve kamu görevinden çıkarma cezalarıdır. Hangi fiillere hangi disiplin cezasının uygulanacağı, bu bentte sayılan kişilerin disiplin işlemleri ve disiplin amirlerinin yetkileri, Devlet memurlarına uygulanan usul ve esaslar da göz önüne alınmak suretiyle Yükseköğretim Kurulunca düzenlenir."

MADDE 8 – 29/6/2001 tarihli ve 4706 sayılı Hazineye Ait Taşınmaz Malların Değerlendirilmesi ve Katma Değer Vergisi Kanununda Değişiklik Yapılması Hakkında Kanuna aşağıdaki geçici madde eklenmiştir.

"GEÇİCİ MADDE 16 – Bu maddenin yürürlüğe girdiği tarih itibarıyla 8/2/2007 tarihli ve 5580 sayılı Özel Öğretim Kurumları Kanununa göre en az üç yıl süreyle aynı gerçek kişi veya tüzel kişiler için çoğunluk hissesi itibarıyla aynı ortaklar tarafından işletilen ve aynı il sınırları dâhilinde faaliyetini sürdüren ve 5580 sayılı Kanunun geçici 5 inci maddesine göre dönüşüm programına dâhil olmak suretiyle 1/9/2015 tarihine kadar özel okula dönüşüm taahhüdünde bulunan dershanelerden Millî Eğitim Bakanlığına müracaat edenler lehine, adı geçen Kanun maddesinin uygulanmasına ilişkin olarak söz konusu Bakanlık aleyhine varsa açılan davalardan tüm yargılama giderleri üstlenilerek kayıtsız ve şartsız feragat edilmesi hâlinde, Hazine taşınmazları üzerinde eğitim tesisi yapılması amacıyla ilk yıl için yatırım konusu taşınmazın emlak vergisine esas asgari metrekare birim değerinin binde beşi tutarındaki bedel üzerinden, 8/9/1983 tarihli ve 2886 sayılı Devlet İhale Kanununun 51 inci maddesinin birinci fıkrasının (g) bendine göre pazarlık usulüne göre yirmi beş yıla kadar bağımsız ve sürekli nitelikte irtifak hakkı tesis edilebilir.

Ancak, bunlar tarafından daha sonra herhangi bir şekilde 5580 sayılı Kanunun geçici 5 inci maddesinin uygulanmasına ilişkin dava açılması hâlinde irtifak hakkı tesisi işlemi iptal edilir. Bu durumda, ilgililer tarafından herhangi bir hak veya tazminat talebinde bulunulamaz ve taşınmazın üzerindeki yapı ve tesisler sağlam ve işler vaziyette Hazineye intikal eder.

Birinci fıkrada belirtilen koşulları taşıyan birden fazla istekli olması hâlinde birinci fıkradaki bedelin dışında bu istekliler arasında bir defaya mahsus alınacak katılım payı üzerinden artırma ihalesi yapılır. İhale sonucunda en yüksek katılım payını teklif eden yatırımcı lehine irtifak hakkı tesis edilebilir. Bu Kanunun ek 2 nci maddesinde düzenlenen hasılat payı, bu madde kapsamında tesis edilecek irtifak haklarından alınmaz.

Aynı taşınmaz için birden fazla irtifak hakkı tesis talebi olması hâlinde, 5580 sayılı Kanunun geçici 5 inci maddesine göre dönüşüm programına alınan dershanelerden gelen irtifak hakkı talepleri öncelikle değerlendirilir.

Aynı ilde ve bir başka dershanenin şubesi niteliğinde olmaksızın faaliyet gösteren birden çok dershanenin kurucusunun bir araya gelerek kurdukları şirket tüzel kişiliklerince aynı taşınmaz için müracaat edilmesi durumunda bunların başvuruları öncelikli olarak değerlendirilir. Bu koşulları taşıyan birden fazla talebin gelmesi hâlinde üçüncü fıkra hükümleri uygulanır.

Mülkiyeti Hazineye ait ve Millî Eğitim Bakanlığına tahsisli taşınmazlar üzerindeki okul binalarının tamamı veya bir kısmı ile bu binaların eklenti ve bütünleyici parçaları, eğitim ve öğretim faaliyetlerinde kullanılmak üzere, ilk yıl için 29/7/1970 tarihli ve 1319 sayılı Emlak Vergisi Kanununun 29 uncu ve 31 inci maddelerine istinaden yayımlanan Emlak Vergisine Matrah Olacak Vergi Değerlerinin Takdirine İlişkin Tüzük hükümlerine göre hesaplanan emlak vergisine esas asgari metrekare birim değerinin yüzde biri tutarındaki bedel üzerinden 2886 sayılı Kanunun 51 inci maddesinin birinci fıkrasının (g) bendine göre, pazarlık usulüyle, on yıla kadar yukarıda belirtilen şartlarda Millî Eğitim Bakanlığınca kiraya verilebilir.

Bu madde kapsamındaki Millî Eğitim Bakanlığına bağlı okul ve eğitim kurumlarında bulunan ve ilgili mevzuat hükümleri çerçevesinde kiralanan kantin, salon, açık alan ve benzeri yerlere ilişkin kira sözleşmeleri, Millî Eğitim Bakanlığınca belirlenen eğitim-öğretim dönemi sonu itibarıyla, fesih tarihinden önceki dönemlere ilişkin bedeller tahsil edilmek suretiyle ve tazminat alınmaksızın feshedilir. Bu durumda, okul-aile birliği ve işleticiler tarafından herhangi bir hak ve tazminat talebinde bulunulamaz.

Mülkiyeti 10/12/2013 tarihli ve 5018 sayılı Kamu Malî Yönetimi ve Kontrol Kanununun eki (II) sayılı cetvelde yer alan kamu idareleri ile mahallî idarelere ait olan taşınmazlar da Millî Eğitim Bakanlığının talebi üzerine bu madde kapsamında değerlendirilebilir. Ancak Millî Savunma Bakanlığına tahsisli olarak Akaryakıt İkmal ve NATO POL Tesisleri İşletmesi Başkanlığınca kullanılan taşınmazlar ile Savunma Sanayii Müsteşarlığı mülkiyetindeki taşınmazlar için Millî Savunma Bakanlığının uygun görüşü aranır.

Bu maddenin uygulanmasına ilişkin usul ve esaslar ile bu maddede öngörülen irtifak hakkı ve kiralamadan 5580 sayılı Kanunun geçici 5 inci maddesi kapsamındaki hangi kişilerin, hangi şartlarla yararlandırılacağı Millî Eğitim Bakanlığı ve Bakanlıkça müştereken hazırlanan yönetmelikle belirlenir."

MADDE 9 – 8/2/2007 tarihli ve 5580 sayılı Özel Öğretim Kurumları Kanununun 2 nci maddesinin birinci fıkrasının (c), (g) ve (j) bentleri aşağıdaki şekilde değiştirilmiş ve aynı fıkranın (b) bendinde yer alan "dershaneleri," ibaresi ile (f) bendi yürürlükten kaldırılmıştır.

"c) Okul: Özel eğitim, okul öncesi, ilkokul, ortaokul ve ortaöğretim ile Bakanlıkça dönüşüm programına alınan kurumlardan 2018-2019 eğitim-öğretim yılının sonuna kadar faaliyetleri devam eden ortaöğretim özel okulları,"

"g) Çeşitli kurslar: Ortaöğretime veya yükseköğretime giriş sınavlarına hazırlık niteliğinde olmamak kaydıyla, kişilerin sosyal, sanatsal, sportif, kültürel ve mesleki alanlarda bilgi, beceri, dil, yetenek ve deneyimlerini geliştirmek, isteklerine göre serbest zamanlarını değerlendirmek amacıyla faaliyet gösteren özel öğretim kurumlarını,"

"j) Öğrenci etüt eğitim merkezi: On iki yaş ve altındaki öğrencilerin, derslerine çalışmalarına, ödev ve projelerini yapmalarına yardımcı olmak; ilgi, istek ve yetenekleri doğrultusunda sosyal, sanatsal, sportif ve kültürel faaliyetler yürütmek üzere kurulan özel öğretim kurumlarını,"

MADDE 10 – 5580 sayılı Kanunun 3 üncü maddesinin beşinci fıkrası aşağıdaki şekilde değiştirilmiş ve maddeye aşağıdaki fıkra eklenmiştir.

"Bu Kanun kapsamındaki ilkokul, ortaokul, lise ve özel eğitim okulları için 1 Eylül tarihinden sonra verilen kurum açma izinleri, ertesi eğitim-öğretim yılından itibaren geçerlidir."

"Her ne ad altında olursa olsun, eğitim ve öğretim sunmak amacıyla yürütülen faaliyetler Bakanlığın izin ve denetimine tabidir. Bu faaliyetleri yürütenler, özel öğretim kurumları için bu Kanunda öngörülen kurallara uymakla yükümlüdür."

MADDE 11 – 5580 sayılı Kanunun 12 nci maddesinin beşinci fıkrası aşağıdaki şekilde değiştirilmiştir.

"Söz konusu eğitim öğretim hizmetini sunan veya yararlananların, gerçek dışı beyanda bulunmak suretiyle fazladan ödemeye sebebiyet vermeleri durumunda bu tutarların, ödemenin yapıldığı tarihten itibaren 21/7/1953 tarihli ve 6183 sayılı Amme Alacaklarının Tahsil Usulü Hakkında Kanunun 51 inci maddesine göre hesaplanacak gecikme zammı ile birlikte bir ay içinde ödenmesi, yapılacak tebligatla sebebiyet verenlerden istenir. Bu süre içinde ödenmemesi hâlinde bu tutarlar, anılan Kanun hükümlerine göre Maliye Bakanlığına bağlı vergi daireleri tarafından takip ve tahsil edilir. Bu fiillerin tekrarı hâlinde, ayrıca kurum açma izinleri iptal edilir."

MADDE 12 – 5580 sayılı Kanuna aşağıdaki ek madde eklenmiştir.

"EK MADDE 1 – Bu maddenin yayımı tarihi itibarıyla, ilgili mevzuat uyarınca faaliyet gösteren dershaneler ile öğrenci etüt eğitim merkezleri iş yerlerinde eğitim personeli olarak çalışmakta olan ve herhangi bir sosyal güvenlik kurumundan emeklilik, yaşlılık veya malullük aylığı almaya hak kazanmamış olanlardan, bu iş yerleri üzerinden sigorta primi ödenmiş çalışma süresi 1/1/2014 tarihi itibarıyla en az altı yıl olup 14/7/1965 tarihli ve 657 sayılı Devlet Memurları Kanununun 48 inci maddesinde öngörülen genel şartlar ile öğretmen kadrosuna atanabilmek için aranan özel şartları taşıyanlar 1/7/2015-1/8/2015 tarihleri arasında başvurmaları hâlinde, Kamu Personel Seçme Sınavına girme şartı aranmaksızın Bakanlıkça belirlenecek usul ve esaslar çerçevesinde yapılacak sözlü sınavda başarılı olmaları kaydıyla, kadro ve ihtiyaçlar dikkate alınmak suretiyle belirlenen hizmet bölge ve hizmet alanlarında istihdam edilmek ve sağlık özrü hariç dört yıl süreyle başka bir yere atanmamak üzere, öğretmen unvanlı memur kadrolarına atanabilirler. Bu fıkraya göre Bakanlıkta istihdam edilenler, ayrıldıkları özel öğretim kurumundan kıdem ve ihbar tazminatı talep edemez.

Bu Kanun kapsamında örgün eğitim yapan özel ilkokul, özel ortaokul ve özel liselerde öğrenim gören Türkiye Cumhuriyeti vatandaşı öğrenciler için, resmî okullarda öğrenim gören bir öğrencinin okul türüne göre her kademede okulun öğrenim süresini aşmamak üzere, eğitim ve öğretim desteği verilebilir. Bu fıkra kapsamındaki eğitim ve öğretim desteğinden özel okul öncesi eğitim kurumlarından eğitim alanlar da, 48-66 ay arasında olmak şartıyla en fazla bir eğitim-öğretim yılı süresince yararlandırılabilir.

Eğitim ve öğretim desteği, Bakanlıkça eğitim kademelerine göre her bir derslik için belirlenen asgari öğrenci sayısının üzerinde ve her hâlükârda derslik başına belirlenen azami öğrenci sayısını geçmemek üzere verilebilir. Eğitim ve öğretim desteği verilecek toplam öğrenci sayısı her yıl Maliye Bakanlığı ve Bakanlıkça müştereken belirlenir.

Eğitim ve öğretim desteği; yörenin kalkınmada öncelik derecesi ve gelişmişlik durumu, öğrencinin ailesinin gelir düzeyi, eğitim bölgesinin öğrenci sayısı, desteklenen öğrenci ve öğrencinin gideceği okulun başarı seviyeleri ile öncelikli öğrenciler gibi ölçütler ayrı ayrı veya birlikte dikkate alınarak verilebilir.

Söz konusu eğitim öğretim hizmetini sunan veya yararlananların, gerçek dışı beyanda bulunmak suretiyle fazladan ödemeye sebebiyet vermeleri durumunda bu tutarların, ödemenin yapıldığı tarihten itibaren 6183 sayılı Kanunun 51 inci maddesine göre hesaplanacak gecikme zammı ile birlikte bir ay içinde ödenmesi, yapılacak tebligatla sebebiyet verenlerden istenir. Bu süre içinde ödenmemesi hâlinde bu tutarlar, anılan Kanun hükümlerine göre Maliye Bakanlığına bağlı vergi daireleri tarafından takip ve tahsil edilir. Bu fiillerin tekrarı hâlinde, ayrıca kurum açma izinleri iptal edilir. Dönüşüm programı kapsamındaki kurumları, aynı amaç ve niteliklerinin korunması şartıyla devralanlar, bu madde hükümlerinden Bakanlığın izni ile yararlandırılabilir.

Dönüşüm sürecinin bitiminde dönüşme talebinde bulundukları örgün eğitim kurumunun haiz olması gereken şartları karşılayamayanların kurum açma izinleri iptal edilerek faaliyetlerine son verilir. Bu durumdaki kurumlardan, teşvik uygulamaları kapsamında yararlandıkları eğitim ve öğretim desteği, istisna, muafiyet ve haklar ile diğer teşviklerin parasal tutarının, ilgili teşvikten yararlandırılma tarihinden itibaren 6183 sayılı Kanunun 51 inci maddesine göre hesaplanacak gecikme zammı ile birlikte bir ay içinde ödenmesi yapılacak tebligatla ilgililerden istenir. Bu süre içinde ödenmemesi hâlinde bu tutarlar anılan Kanun hükümlerine göre Maliye Bakanlığına bağlı vergi daireleri tarafından takip ve tahsil edilir.

Bu madde kapsamında Bakanlıkta istihdam edileceklerde aranacak şartlar, eğitim ve öğretim desteğinin verilmesine ilişkin ölçütler, desteğin verileceği eğitim kurumu türleri, eğitim kademeleri ve kurumlar itibarıyla verilecek destek tutarları, eğitim ve öğretim desteğinin kontrol ve denetimi ile bu maddenin uygulanmasına ilişkin diğer usul ve esaslar Maliye Bakanlığı ve Bakanlıkça müştereken hazırlanan yönetmelikle belirlenir.”

MADDE 13 – 5580 sayılı Kanuna aşağıdaki geçici madde eklenmiştir.

“GEÇİCİ MADDE 5 – Bu maddenin yayımı tarihinde faal olan dershaneler ile bu Kanunla yapılan düzenlemelere göre gerekli dönüşümü tamamlamayan öğrenci etüt eğitim merkezlerinin eğitim öğretim faaliyetleri 1/9/2015 tarihine kadar devam edebilir.

Bakanlık, bunlardan 1/9/2015 tarihine kadar başvuranları, belirlenecek esaslara göre uygun görülmesi hâlinde öğretim kurumlarına dönüşüm programına alır. Dönüşüm programına alınan kurumların, 2018-2019 eğitim öğretim yılının bitimine kadar mevzuatta öngörülen şartları karşılamaları kaydıyla dönüşebilecekleri okul ve diğer kurum türleri ile dönüşüm esas ve usulleri Bakanlıkça çıkarılan yönetmelikle düzenlenir.”

MADDE 14 – 5580 sayılı Kanunun 8 inci maddesinin dördüncü fıkrasının ikinci cümlesi ile 9 uncu maddesinin ikinci fıkrası yürürlükten kaldırılmıştır.

MADDE 15 – 25/8/2011 tarihli ve 652 sayılı Millî Eğitim Bakanlığının Teşkilat ve Görevleri Hakkında Kanun Hükmünde Kararnamenin 6 ncı maddesinin birinci fıkrasına (ğ) bendinden sonra gelmek üzere aşağıdaki (h) ve (ı) bentleri eklenmiş, diğer bentler buna göre teselsül ettirilmiş ve mevcut (m) ve (n) bentleri (o) ve (ö) bentleri olmak üzere aşağıdaki şekilde değiştirilmiştir.

“h) Ölçme, Değerlendirme ve Sınav Hizmetleri Genel Müdürlüğü.

ı) Yükseköğretim ve Yurt Dışı Eğitim Genel Müdürlüğü.”

“o) Bilgi İşlem Dairesi Başkanlığı.

ö) İnşaat ve Emlak Dairesi Başkanlığı.”

MADDE 16 – 652 sayılı Kanun Hükmünde Kararnameye 15 inci maddesinden sonra gelmek üzere aşağıdaki 15/A ve 15/B maddeleri eklenmiştir.

“Ölçme, Değerlendirme ve Sınav Hizmetleri Genel Müdürlüğü

MADDE 15/A – (1) Ölçme, Değerlendirme ve Sınav Hizmetleri Genel Müdürlüğünün görevleri şunlardır:

a) Merkezî sistemle yürütülen resmî ve özel yerleştirme, bitirme, karşılaştırma sınavlarını planlamak, uygulamak ve değerlendirmek

b) Kamu kurum ve kuruluşları ile özel hukuk tüzel kişileri tarafından talep edilen mesleğe giriş, yeterlik, görevde yükselme ve benzeri sınav hizmetlerini yürütmek

c) Sınavlara ilişkin değerlendirme ve sonuç belgelerinin düzenlenmesi ile itirazların incelenmesi işlemlerini yürütmek

ç) Genel Müdürlük tarafından yapılan sınavlarda sorulacak soruları hazırlamak veya hazırlatmak, denetlemek ve güvenli bir şekilde saklanması için gerekli tedbirleri almak

d) Ölçme ve değerlendirme teknikleri üzerine araştırmalar yapmak veya yaptırmak

e) Gerekli durumlarda oluşturulacak başvuru merkezleri ve sınav koordinatörlüklerinin koordinasyonunu sağlamak, sınavlarda görev alacak personeli belirlemek ve bu kişilere gerekli hizmet içi eğitimi vermek

f) Genel Müdürlükçe yürütülen sınav, ölçme, değerlendirme, yerleştirme ve diğer hizmet bedellerini belirlemek, tahsil etmek ve döner sermaye hesabında tutmak

g) Yapılan sınavların sonuçlarını değerlendirmek suretiyle eğitim politikalarının oluşturulması ve geliştirilmesi amacıyla ilgili hizmet birimlerine veri desteği sağlamak

ğ) Bakan tarafından verilen benzeri görevleri yapmak

Yükseköğretim ve Yurt Dışı Eğitim Genel Müdürlüğü

MADDE 15/B – (1) Yükseköğretim ve Yurt Dışı Eğitim Genel Müdürlüğünün görevleri şunlardır:

a) Yükseköğretim politikasının, strateji ve amaçlarının belirlenmesi, geliştirilmesi ve etkili bir şekilde yürütülmesi için gerekli tedbirlerin alınmasında ilgili kurum ve kuruluşlarla iş birliği yapmak

b) Yükseköğretime giriş sistemine ilişkin usul ve esasların belirlenmesinde ilgili birim, kurum ve kuruluşlarla iş birliği yapmak

c) 2547 sayılı Yükseköğretim Kanunu ile Bakanlığa verilmiş olan görev ve sorumlulukları yerine getirmek

ç) 8/4/1929 tarihli ve 1416 sayılı Ecnebi Memleketlere Gönderilecek Talebe Hakkında Kanun hükümlerine göre yurt dışına yükseköğrenim görmek amacıyla gönderileceklerin sayısı, eğitim alanları, gönderileceklerde aranacak nitelikler, yurt dışındaki öğrenim çalışmaları ve istihdamlarının sağlanması ile ilgili işleri yürütmek ve koordinasyonu sağlamak

d) Yurt dışında bulunan vatandaşlarımızın eğitim ve öğretim hizmetlerini yürütmek, yurda dönüşlerinde eğitim sistemimize uyumlarını sağlamak amacıyla gerekli tedbirleri almak

e) Bakanlığın yurt dışındaki okul ve kurumlarının eğitim ve öğretim programlarını, ders kitaplarını, eğitim araç ve gereçlerini hazırlamak veya hazırlatmak, Talim ve Terbiye Kurulunun görüşüne sunmak

f) Bakan tarafından verilen benzeri görevleri yapmak"

MADDE 17 – 652 sayılı Kanun Hükmünde Kararnamenin 17 nci maddesi aşağıdaki şekilde değiştirilmiştir.

"MADDE 17 – (1) Rehberlik ve Denetim Başkanlığının görevleri şunlardır:

a) Bakanlığın görev alanına giren konularda Bakanlık personeline, Bakanlık okul ve kurumlarına, özel öğretim kurumlarına ve gerçek ve tüzel kişilere rehberlik etmek

b) Bakanlığın görev alanına giren konularda faaliyet gösteren kamu kurum ve kuruluşları, gerçek ve tüzel kişiler ile gönüllü kuruluşlara, faaliyetlerinde yol gösterecek plan ve programlar oluşturmak ve rehberlik etmek

c) Bakanlık tarafından veya Bakanlığın denetiminde sunulan hizmetlerin kontrol ve denetimini ilgili birimlerle iş birliği içinde yapmak, süreç ve sonuçlarını mevzuata, önceden belirlenmiş amaç ve hedeflere, performans ölçütlerine ve kalite standartlarına göre analiz etmek, karşılaştırmak ve ölçmek, kanıtlara dayalı olarak değerlendirmek, elde edilen sonuçları rapor hâline getirerek ilgili birimlere ve kişilere iletmek

ç) Bakanlık teşkilatı ve personeli ile Bakanlığın denetimi altındaki her türlü kuruluşun faaliyet ve işlemlerine ilişkin olarak, usulsüzlükleri önleyici, eğitici ve rehberlik yaklaşımını ön plana çıkaran bir anlayışla, Bakanlığın görev ve yetkileri çerçevesinde denetim, inceleme ve soruşturma iş ve işlemlerini Maarif Müfettişleri aracılığıyla yapmak

d) Her derece ve türdeki örgün ve yaygın eğitim kurumları ile il ve ilçe millî eğitim müdürlüklerinin rehberlik, işbaşında yetiştirme, denetim, değerlendirme, inceleme, araştırma ve soruşturma hizmetlerini Maarif Müfettişleri aracılığıyla yürütmek

e) Bakan tarafından verilen benzeri görevleri yapmak

(2) Denetime tabi olan gerçek ve tüzel kişiler, gizli dahi olsa bütün belge, defter ve bilgileri talep edildiği takdirde ibraz etmek, para ve para hükmündeki evrakı ve ayniyatı ilk talep hâlinde göstermek, sayılmasına ve incelenmesine yardımcı olmakla mükelleftir. Maarif Müfettişleri, görevleri sırasında kamu kurum ve kuruluşları ve kamuya yararlı dernekler ile gerçek ve tüzel kişilerden gerekli yardım, bilgi, evrak, kayıt ve belgeleri istemeye yetkili olup kanuni engel bulunmadıkça bu talebin yerine getirilmesi zorunludur.

(3) Başkanlığa verilen görevlerin yerine getirilmesi amacıyla illerde il millî eğitim müdürlükleri bünyesinde Maarif Müfettişleri Başkanlığı oluşturulur.

(4) Maarif Müfettişleri Başkanlıklarının görev, yetki ve sorumlulukları, Maarif Müfettişlerinin görev, yetki ve sorumluluklarına ilişkin usul ve esaslar ile diğer hususlar yönetmelikle düzenlenir."

MADDE 18 – 652 sayılı Kanun Hükmünde Kararnamenin 22 nci maddesinin başlığı "Bilgi İşlem Dairesi Başkanlığı" şeklinde, birinci fıkrasının birinci cümlesi ve aynı fıkranın (c) bendi aşağıdaki şekilde değiştirilmiştir.

"Bilgi İşlem Dairesi Başkanlığının görevleri şunlardır:"

"c) Bakanlığın internet sayfaları, elektronik imza ve elektronik belge uygulamaları ile bilişim sistemleri (MEBBİS) ve e-okul uygulamalarını yürütmek, geliştirmek ve bunlara ilişkin teknik çalışmaları yapmak."

MADDE 19 – 652 sayılı Kanun Hükmünde Kararnamenin 23 üncü maddesinin başlığı "İnşaat ve Emlak Dairesi Başkanlığı" şeklinde ve birinci fıkrasının birinci cümlesi aşağıdaki şekilde değiştirilmiştir.

"İnşaat ve Emlak Dairesi Başkanlığının görevleri şunlardır:"

MADDE 20 – 652 sayılı Kanun Hükmünde Kararnamenin 28 inci maddesinin birinci fıkrasında yer alan "karar" ibaresi "inceleme", altıncı fıkrasının (a) bendinde yer alan "uygulama kararlarını Bakan onayına sunmak" ibaresi "uygulamaya ilişkin görüşlerini Bakana sunmak", aynı fıkranın (b) bendinde

yer alan "nihaî şeklini vererek Bakanın onayına sunmak" ibaresi "sonucunu Bakana sunmak" şeklinde, ikinci fıkrasının (a) bendi ile üçüncü ve dördüncü fıkraları aşağıdaki şekilde değiştirilmiştir.

"a) Öğretim üyeleri,"

"(3) Kurulda görüşülen konularla ilgili olarak Bakan onayı ile görevlendirilen ilgili birim amiri veya amirleri Kurul toplantısına katılır ve oy kullanırlar.

(4) Kurul görüş ve inceleme sonuçlarını Bakana sunar."

MADDE 21 – 652 sayılı Kanun Hükmünde Kararnamenin 31 inci maddesine aşağıdaki fıkralar eklenmiştir.

"(2) Yurt dışı teşkilatı kadrolarına sürekli görevle atanabilmek için atanılan tarih itibarıyla en az bir yıldır fiilen Bakanlık merkez veya taşra teşkilatında ya da üniversitelerde çalışıyor olmak ve görevlendirmenin yapılacağı ülkenin resmî dilini veya Almanca, Fransızca ya da İngilizce dillerinden birini bilmek şarttır.

(3) Ancak, ikinci fıkrada belirtilen dillerin resmî dil olarak konuşulduğu ülkelerde, Yükseköğretim Kurulunca denkliği kabul edilen lisans, yüksek lisans veya doktora eğitimini tamamlayanlar; resmî dili Türkçe ve lehçesi olan ülkelere görevlendirilecekler ile Bakanlıkta daire başkanı ve üzeri görevlerde fiilen bulunmuş olanların yurt dışı teşkilatında sürekli görevle atanmalarında hizmet süresi ve yabancı dil şartı aranmaz.

(4) Yurt dışı sürekli görev süresi üç yıldır. Bu süre hizmetin gerektirdiği hâllerde Bakanın onayıyla bir katına kadar uzatılabilir. Daha önce yurt dışı sürekli göreve atananlar, yurt içi göreve dönmelerinin üzerinden en az iki yıl geçmeden yeniden atanamazlar. Yurt dışı teşkilatı kadrolarına sürekli görevle atanacaklarda aranacak yabancı dil seviyesi, personelin atanması, eğitimi, yeniden atanması, görevden alınması ile diğer hususlar Bakanlıkça hazırlanan yönetmelikle düzenlenir.

(5) Türkiye'deki veya Yükseköğretim Kurulu tarafından denkliği kabul edilen yurt dışındaki üniversitelerin eğitim fakültelerinin ilgili bölümlerinden lisans düzeyinde eğitimini başarıyla bitirenlerden ilgili ülke vatandaşlığına sahip olanlarla süresiz oturma ve çalışma izni bulunanlar, Bakanlıkça mahallînden sözleşmeli statüde öğretmen olarak istihdam edilebilir. Bunlara, ilgili ülkede sürekli görevle bulunan ve 9 uncu derecenin 1 inci kademesinden aylık alan bekâr meslek memuruna ödenmekte olan yurt dışı aylığının yüzde seksenini geçmemek üzere Maliye Bakanlığı tarafından tespit edilecek tutarda ödeme yapılır. Bu kapsamda istihdam edilecek personelin sayısı, nitelikleri, seçim usul ve esasları, görev yerleri ve süreleri, izinleri, görevlerinin sona erdirilmesi ve verilecek iş sonu tazminatı ile bu fıkranın uygulanmasına ilişkin diğer usul ve esaslar, Maliye Bakanlığı ve Bakanlıkça müştereken belirlenir."

MADDE 22 – 652 sayılı Kanun Hükmünde Kararnamenin 37 nci maddesinin üçüncü fıkrasının Anayasa Mahkemesince iptal edilen üçüncü cümlesi "Bakanlıkça belirlenen özür gruplarına bağlı yer değiştirmeler ise yarıyıl ve/veya yaz tatillerinde yapılır." şeklinde yeniden düzenlenmiş, yedinci ve sekizinci fıkraları aşağıdaki şekilde değiştirilmiş ve aynı maddeye aşağıdaki fıkralar eklenmiştir.

"(7) İl Millî Eğitim Müdürü, İl Millî Eğitim Müdür Yardımcısı, İlçe Millî Eğitim Müdürü, İl ve İlçe Millî Eğitim Şube Müdürü, Maarif Müfettişi, Okul ve Kurum Müdürü, Müdür Başyardımcısı ve Müdür Yardımcısı olarak görev yapanların hizmet sürelerine ve/veya isteğe bağlı yer değiştirmelerine ilişkin usul ve esaslar yönetmelikle belirlenir.

(8) Okul ve Kurum Müdürleri, İl Millî Eğitim Müdürünün teklifi üzerine, Müdür Başyardımcısı ve Yardımcıları ise Okul veya Kurum Müdürünün inhası ve İl Millî Eğitim Müdürünün teklifi üzerine Vali tarafından dört yıllığına görevlendirilir. Bu görevlendirmelerin süre tamamlanmadan sonlandırılması, süresi dolanların yeniden görevlendirilmesi ile bu fıkranın uygulanmasına ilişkin diğer usul ve esaslar yönetmelikle düzenlenir. Bu fıkra kapsamındaki görevlendirmeler özlük hakları, atama ve terfi yönünden kazanılmış hak doğurmaz."

"(9) Yurt içi veya yurt dışında, yerli veya yabancı kurum ve kuruluşlarla veya başka ülkelerle işbirliği anlaşması çerçevesinde kurulan ve ulusal veya uluslararası proje yürüten okul ve kurumlar, Bakan onayı ile proje okulu olarak seçilen ve belirli eğitim reformu ve programları uygulanan okul ve kurumlar ile Bakan onayıyla doğrudan Bakanlık merkez teşkilatına bağlanan kurumlara yapılacak öğretmen atamaları ve yönetici görevlendirmeleri Bakan tarafından yapılır.

(10) Öğretim üyeleri ile Bakanlıkta görev yapmakta olan öğretmenlerin dokuzuncu fıkra kapsamındaki kurumlara atanma ve görevlendirilmelerinde bu Kanun Hükmünde Kararname, 657 sayılı Devlet Memurları Kanunu ve diğer mevzuatın sınavlar ve atanmaya ilişkin hükümleri uygulanmaz. Dokuzuncu fıkra kapsamındaki kurumlara yönetici görevlendirmeleri özlük hakları, atanma ve terfi yönünden kazanılmış hak doğurmaz.

(11) Kamu kurum ve kuruluşlarında çalışanlar kurumlarının ve kendilerinin muvafakati ile aylık, ödenek, her türlü zam ve tazminatlar ile diğer mali ve sosyal hak ve yardımları kurumlarınca ödenmek kaydıyla geçici olarak Bakanlıkta görevlendirilebilirler."

MADDE 23 – 652 sayılı Kanun Hükmünde Kararnamenin 41 inci maddesi başlığı ile birlikte aşağıdaki şekilde değiştirilmiştir.

"Maarif Müfettişleri

MADDE 41 – (1) İl millî eğitim müdürlükleri bünyesinde oluşturulan Maarif Müfettişleri Başkanlığında Maarif Müfettişleri ve Maarif Müfettiş Yardımcıları istihdam edilir.

(2) Maarif Müfettiş Yardımcılığına atanabilmek için 657 sayılı Kanunun 48 inci maddesinde sayılan genel şartlara ek olarak aşağıdaki şartlar aranır:

a) En az dört yıllık lisans eğitimi veren eğitim, fen-edebiyat, hukuk, siyasal bilgiler, iktisadi ve idari bilimler, iktisat, işletme, ilahiyat fakülteleri ile hizmet birimlerinin görev alanına giren ve yönetmelikle belirlenen yükseköğretim kurumlarından veya bunlara denkliği Yükseköğretim Kurulu tarafından kabul edilen yurt içindeki veya yurt dışındaki yükseköğretim kurumlarından mezun olmak

b) Yapılacak yarışma sınavında başarılı olmak

(3) Maarif Müfettiş Yardımcısı kadrolarına, öğretmenlikte sekiz yıl ve daha fazla hizmeti bulunanlar arasından ayrıca yapılacak yarışma sınavında başarılı olanlar arasından da atama yapılabilir.

(4) Maarif Müfettiş Yardımcılığına atananlar, en az üç yıl fiilen çalışmak kaydıyla yapılacak yeterlik sınavına girmeye hak kazanırlar. Sınavda başarılı olamayanlara veya sınava girmeye hak kazandığı hâlde geçerli mazereti olmaksızın sınav hakkını kullanmayanlara, bir yıl içinde ikinci kez sınav hakkı verilir. İkinci sınavda da başarı gösteremeyen veya sınav hakkını kullanmayanlar Maarif Müfettiş Yardımcısı unvanını kaybeder ve Bakanlıkta durumlarına uygun kadrolara atanırlar.

(5) İhtiyaç hâlinde Maarif Müfettişleri, Rehberlik ve Denetim Başkanlığında görevlendirilebilir.

(6) Maarif Müfettişlerinin, her hizmet bölgesinde iki yıldan az olmamak üzere Bakanlıkça belirlenecek süreler kadar çalışmaları esastır. Hizmet bölgelerinin oluşturulması ve bu bölgelerdeki çalışma süreleri; Maarif Müfettişleri ve Maarif Müfettiş Yardımcılarının nitelikleri, mesleğe alınmaları, yetiştirilmeleri, yarışma ve yeterlik sınavları, atanmaları, çalışma ve yer değiştirmelerine ilişkin usul ve esaslar yönetmelikle düzenlenir. Maarif Müfettişleri ve Maarif Müfettiş Yardımcıları, 375 sayılı Kanun Hükmünde Kararnameye ekli (I) sayılı cetvelin "A- Aylıklarını 657 sayılı Devlet Memurları Kanununa Göre Alanlar" kısmının (1) numaralı bölümünün (j) sırasında öngörülen ek ödemeden aynı usul ve esaslar dâhilinde yararlandırılır."

MADDE 24 – 652 sayılı Kanun Hükmünde Kararnameye aşağıdaki ek madde eklenmiştir.

"Telif ve sınav ücretleri ile yurt dışı okul giderleri

EK MADDE 1 – (1) Bakanlık;

a) Kamu veya özel hukuk tüzel kişileri ile gerçek kişilere, okul ve kurumların eğitim ve öğretim programları, taslak ders kitapları ve diğer yayınları ile eğitim araç ve gereçlerinin ve Bakanlıkça yapılan sınavların sorularının hazırlatılması veya inceletilmesi karşılığı ilgili mevzuatı uyarınca ödenecek bedel ve telif ücretinin,

b) Taslak kitap, ders kitabı, eğitim araç ve gereci ile sınav sorularının hazırlanmasında görevlendirilenlere, bu amaçlarla oluşturulan komisyon, sınav başvuru merkezi ve sınav koordinatörlüklerinde görev alan personele, Bakanlıkça yapılan sınavlarda görev alanlara, sınav güvenliğini sağlamakla görevlendirilenlere ve benzeri çalışmalarda görev alan diğer personele ödenecek ücretin,

Bakanlık döner sermaye hesabından ödenmesine ilişkin usul ve esasları Maliye Bakanlığının görüşünü de alarak tespit eder.

(2) Bakanlığa sunulan taslak ders kitapları ile diğer eğitim araç ve gereçlerinin incelenmesi ve Bakanlıkça yapılan sınavlar karşılığında Bakanlık döner sermaye hesabına yatırılacak bedelin tutarı ile tahsiline ilişkin usul ve esaslar Bakanlıkça tespit edilir.

(3) Yurt dışında büyükelçilikler ve başkonsolosluklar aracılığıyla Millî Eğitim Bakanlığına bağlı olarak faaliyet gösteren okulların hizmet binası yapımı, donatımı, kefalet ücreti ve kira giderleri ile Bakanlıkça uygun görülen diğer ihtiyaçları Bakanlık bütçesine bu amaçla konulacak ödenekten karşılanır."

MADDE 25 – 652 sayılı Kanun Hükmünde Kararnameye aşağıdaki geçici madde eklenmiştir.

"Bütçe ve personele ilişkin geçiş hükümleri

GEÇİCİ MADDE 10 – (1) Yükseköğretim ve Yurt Dışı Eğitim Genel Müdürlüğü teşkilatlanıncaya kadar, bu Genel Müdürlüğe verilen görev ve hizmetler daha önce bu görevleri yapmakta olan birimler ve mevcut personel tarafından yapılmaya devam edilir. Yükseköğretim ve Yurt Dışı Eğitim Genel Müdürlüğünün 2014 mali yılı harcamaları, 20/12/2013 tarihli ve 6512 sayılı 2014 Yılı Merkezi Yönetim Bütçe Kanununa istinaden Maliye Bakanlığı tarafından yeni bir düzenleme yapılıncaya kadar Ortaöğretim Genel Müdürlüğü ve Avrupa Birliği ve Dış İlişkiler Genel Müdürlüğünün ödeneklerinden karşılanır.

(2) Ölçme, Değerlendirme ve Sınav Hizmetleri Genel Müdürlüğü teşkilatlanıncaya kadar, bu Genel Müdürlüğe verilen görev ve hizmetler daha önce bu görevleri yapmakta olan birimler ve mevcut personel tarafından yapılmaya devam edilir. Ölçme, Değerlendirme ve Sınav Hizmetleri Genel Müdürlüğünün 2014 mali yılı harcamaları, 6512 sayılı 2014 Yılı Merkezi Yönetim Bütçe Kanununa istinaden Maliye Bakanlığı tarafından yeni bir düzenleme yapılıncaya kadar Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün ödeneklerinden karşılanır.

(3) Millî Eğitim Bakanlığı merkez teşkilatında Talim ve Terbiye Kurulu Üyesi, Müsteşar Yardımcısı, Genel Müdür, İnşaat ve Emlak Grup Başkanı ve Grup Başkanı kadrolarında bulunanlar ile Bakanlık taşra teşkilatında İl Müdürü, İl Millî Eğitim Müdür Yardımcısı ve İlçe Millî Eğitim Müdürü kadrolarında bulunanların görevleri bu maddenin yayımı tarihinde hiçbir işleme gerek kalmaksızın sona erer. Bunlardan Talim ve Terbiye Kurulu Üyesi, Müsteşar Yardımcısı ve Genel Müdür kadrolarında bulunanlar ekli (3) sayılı liste ile ihdas edilen Bakanlık Müşaviri kadrolarına, Grup Başkanı ve İl Müdürü kadrolarında bulunanlar ekli (3) sayılı liste ile ihdas edilen Grup Başkanı ve İl Müdürü kadrolarına, diğerleri ile geçici 3 üncü maddeye istinaden şahsa bağlı Şube Müdürü kadrolarında bulunanlar ise ekli (3) sayılı liste ile ihdas edilen Eğitim Uzmanı kadrolarına, hâlen bulundukları kadro dereceleriyle hiçbir işleme gerek kalmaksızın atanmış sayılır. Ekli (3) sayılı liste ile ihdas edilen kadroların herhangi bir sebeple boşalması hâlinde bu kadrolar hiçbir işleme gerek kalmaksızın iptal edilmiş sayılır.

(4) Bu madde uyarınca ekli (3) sayılı listede anılan kadrolara atanmış sayılan personelin yeni kadrolarına atanmış sayıldıkları tarih itibarıyla eski kadrolarına ilişkin olarak en son ayda aldıkları aylık, ek gösterge, her türlü zam ve tazminatları, ek ödeme ve benzeri adlarla yapılan her türlü ödemelerin (ilgili mevzuatı uyarınca fiili çalışmaya bağlı fazla mesai ücreti hariç) toplam net tutarının (bu tutar sabit bir değer olarak esas alınır); yeni atandıkları kadrolara ilişkin olarak yapılan aylık, ek gösterge, her türlü zam ve tazminatları, ek ödeme ve benzeri adlarla yapılan her türlü ödemelerin (ilgili mevzuatı uyarınca fiili çalışmaya bağlı fazla mesai ücreti hariç) toplam net tutarından fazla olması hâlinde aradaki fark tutarı, herhangi bir vergi ve kesintiye tabi tutulmaksızın fark kapanıncaya kadar ayrıca tazminat olarak ödenir. Atanmış sayıldıkları kadro unvanlarında isteğe bağlı olarak herhangi bir değişiklik olanlarla, kendi istekleriyle başka kurumlara atananlara fark tazminatı ödenmesine son verilir.

(5) Üçüncü fıkraya göre ekli (3) sayılı listedeki Grup Başkanı ve İl Müdürü kadrolarına atanmış sayılanlar ile geçici 3 üncü maddeye istinaden şahsa bağlı Genel Müdür Yardımcısı, Daire Başkanı ve İl Müdürü kadrolarına atanmış sayılanlar Öğretmen Yetiştirme ve Geliştirme Genel Müdürlüğüne bağlı hizmet içi eğitim enstitülerinde görevlendirilir. Üçüncü fıkraya göre Eğitim Uzmanı kadrolarına atananlar, Bakanlık merkez ve taşra teşkilatında Bakan tarafından belirlenen birimlerde sürekli görevle istihdam edilir. Bunlardan daha önce öğretmen olarak görev yapmış bulunanlar hizmet süreleri, hizmet puanları ve tercihleri dikkate alınmak suretiyle, ihtiyaç bulunan okullarda öğretmen olarak görevlendirilebilir. Bu personelin sürekli görevle istihdam edildiği yerle ilgili olarak 10/2/1954 tarihli ve 6245 sayılı Harcırah Kanununun geçici göreve ilişkin hükümleri uygulanmaz.

(6) 190 sayılı Kanun Hükmünde Kararnamenin eki (I) sayılı cetvelin Millî Eğitim Bakanlığına ait bölümünde yer alan boş ve dolu İl Eğitim Denetmeni ve İl Eğitim Denetmen Yardımcısı kadrolarının unvanı sırasıyla Maarif Müfettişi ve Maarif Müfettiş Yardımcısı olarak değiştirilmiştir.

(7) Bu maddenin yürürlüğe girdiği tarihte Millî Eğitim Başdenetçisi, Millî Eğitim Denetçisi ve İl Eğitim Denetmeni kadrolarında bulunanlar Maarif Müfettişi, Millî Eğitim Denetçi Yardımcısı ve İl Eğitim Denetmen Yardımcısı kadrolarında bulunanlar ise Maarif Müfettiş Yardımcısı kadrolarına, başka bir işleme gerek kalmaksızın bulundukları kadro dereceleriyle atanmış sayılır. Bunların Millî Eğitim Başdenetçisi, Millî Eğitim Denetçisi, İl Eğitim Denetmeni, Millî Eğitim Denetçi Yardımcısı ve İl Eğitim Denetmen Yardımcısı olarak geçirdikleri süreler, ilgisine göre Maarif Müfettişi ve Maarif Müfettiş Yardımcısı olarak geçmiş sayılır. Bu şekilde Maarif Müfettişi ve Maarif Müfettiş Yardımcısı kadrolarına atanmış sayılanlara, bu maddenin yürürlüğe girdiği tarihten önce yürürlükte bulunan mevzuat hükümlerine göre söz konusu kadrolarına bağlı olarak mali haklar kapsamında fiilen yapılan her türlü ödemeler toplamı net tutarının, atanmış sayıldıkları kadro unvanları için öngörülen mali haklar toplamı net tutarından fazla olması hâlinde, bu maddenin yürürlüğe girdiği tarihte anılan kadro unvanlarında bulunanlar hakkında (Millî Eğitim Denetçi Yardımcılığından Maarif Müfettişliği kadrolarına atananlar dâhil), atanmış sayıldıkları kadroda bulundukları sürece bu maddenin yürürlüğe girdiği tarihten önce yürürlükte bulunan mevzuat hükümlerinin uygulanmasına devam olunur.

(8) Bu maddenin yürürlüğe girdiği tarih itibarıyla halen Okul ve Kurum Müdürü, Müdür Başyardımcısı ve Yardımcısı olarak görev yapanlardan görev süresi dört yıl ve daha fazla olanların görevi, 2013-2014 ders yılının bitimi itibarıyla başka bir işleme gerek kalmaksızın sona erer. Görev

süreleri dört yıldan daha az olanların görevi ise bu sürenin tamamlanmasını takip eden ilk ders yılının bitimi itibarıyla başka bir işleme gerek kalmaksızın sona erer.

(9) Bu maddenin yürürlüğe girdiği tarihten itibaren bir yıl içinde; bir defaya mahsus olmak ve 190 sayılı Kanun Hükmünde Kararnamenin eki (I) sayılı cetvelin Millî Eğitim Bakanlığına ait bölümünde yer alan Millî Eğitim Uzmanı unvanlı toplam serbest kadro adedini geçmemek üzere, kamu kurum ve kuruluşlarında görevli olup mesleğe özel yarışma sınavı ile girilen ve belirli süreli meslek içi eğitimden ve özel bir yeterlik sınavından sonra 657 sayılı Kanunun 36 ncı maddesinin "ORTAK HÜKÜMLER" başlıklı bölümünün (A) fıkrasının (11) numaralı bendinde belirtilen kadrolara atanmış olanlar, Bakanlığın görev alanı ile ilgili dallarda doktora yapmış olmak kaydıyla üniversite öğretim elemanları ile öğretmenler arasından Bakanlıkça belirlenen esas ve usullere göre yapılacak sınavda başarılı olanlar Millî Eğitim Uzmanı olarak atanabilir. Bu şekilde atanacakların mesleklerinde en az beş yıllık deneyime sahip olmaları ve Bakanlıkça belirlenecek düzeyde Kamu Personeli Yabancı Dil Bilgisi Seviye Tespit Sınavından veya dil yeterliği bakımından bunlara denkliği kabul edilen ve uluslararası geçerliliği bulunan başka bir belgeye sahip olmaları gerekir."

MADDE 26 – 652 sayılı Kanun Hükmünde Kararnamenin;

a) 8 inci maddesinin birinci fıkrasının (d), (e), (f) ve (g) bentleri,

b) 14 üncü maddesinin birinci fıkrasının (c) bendi,

c) 16 ncı maddesinin birinci fıkrasının (d) bendi,

ç) 30 uncu maddesinin üçüncü fıkrası,

d) 40 ıncı maddesinin başlığında yer alan "ve Denetçi" ibaresi ile birinci fıkrasında yer alan "ile Millî Eğitim Denetçileri ve Denetçi Yardımcıları" ibaresi ile maddenin ikinci, üçüncü ve dördüncü fıkraları,

yürürlükten kaldırılmıştır.

MADDE 27 – (1) 10/6/1930 tarihli ve 1702 sayılı İlk ve Orta Tedrisat Muallimlerinin Terfi ve Tecziyeleri Hakkında Kanun yürürlükten kaldırılmıştır.

(2) 13/1/1943 tarihli ve 4357 sayılı Hususi İdarelerden Maaş Alan İlkokul Öğretmenlerinin Kadrolarına, Terfi, Taltif ve Cezalandırılmalarına ve Bu Öğretmenler İçin Teşkil Edilecek Sağlık ve İçtimai Yardım Sandığı ile Yapı Sandığına ve Öğretmenlerin Alacaklarına Dair Kanunun 2, 3, 4, 5, 7, 8, 10 ve 15 inci maddeleri ile geçici 1, 2, 3 ve 4 üncü maddeleri yürürlükten kaldırılmıştır.

(3) 10/2/1954 tarihli ve 6245 sayılı Harcırah Kanununun 33 üncü maddesinin (b) fıkrasında yer alan "Millî Eğitim Denetçileri ve Millî Eğitim Denetçi Yardımcıları ile İl Eğitim Denetmenleri ve İl Eğitim Denetmen Yardımcıları" ibaresi "Maarif Müfettişleri ve Maarif Müfettiş Yardımcıları" şeklinde değiştirilmiştir.

(4) 2/7/1964 tarihli ve 492 sayılı Harçlar Kanununa ekli (8) sayılı tarifenin "VII- Okul diplomaları" bölümünün (2) numaralı bendi yürürlükten kaldırılmıştır.

(5) 14/7/1965 tarihli ve 657 sayılı Devlet Memurları Kanununun,

a) 36 ncı maddesinin "ORTAK HÜKÜMLER" bölümünün (A) fıkrasının (11) numaralı bendinde yer alan "İl Eğitim Denetmen Yardımcıları" ibaresi "Maarif Müfettiş Yardımcıları" şeklinde ve "İl Eğitim Denetmenliğine" ibaresi "Maarif Müfettişliğine" şeklinde değiştirilmiş, aynı bentte yer alan "ve Millî Eğitim Denetçi Yardımcıları" ve "ve Millî Eğitim Denetçiliğine" ibareleri madde metninden çıkarılmıştır.

b) 152 nci maddesinin "II- Tazminatlar" kısmının "A- ÖZEL HİZMET TAZMİNATI" bölümünün (g) bendinde yer alan "Millî Eğitim Denetçi ve Denetçi Yardımcıları," ibaresi yürürlükten kaldırılmış ve (h) bendinde yer alan "İl Eğitim Denetmenleri" ibaresi "Maarif Müfettişleri" şeklinde değiştirilmiştir.

c) Eki (I) sayılı Ek Gösterge Cetvelinin "I- GENEL İDARE HİZMETLERİ SINIFI" bölümünün (g) bendinde yer alan "İl Eğitim Denetmenleri" ibaresi "Maarif Müfettişleri" şeklinde değiştirilmiştir.

(6) 17/2/2011 tarihli ve 6114 sayılı Ölçme, Seçme ve Yerleştirme Merkezi Başkanlığının Teşkilat ve Görevleri Hakkında Kanunun 6 ncı maddesinin on üçüncü fıkrasında yer alan "Yönetim Kurulunun teklifi üzerine" ibaresi madde metninden çıkarılmıştır.

(7) 13/12/1983 tarihli ve 190 sayılı Genel Kadro ve Usulü Hakkında Kanun Hükmünde Kararnamenin eki cetvellerin Millî Eğitim Bakanlığına ait bölümünde yer alan "Baş Denetçi", "Denetçi" ve "Denetçi Yardımcısı" unvanlı boş ve dolu kadrolar iptal edilmiş ve anılan cetvelden çıkarılmıştır.

(8) Ekli (1) sayılı listede yer alan kadrolar iptal edilerek 190 sayılı Kanun Hükmünde Kararnamenin eki (I) sayılı cetvelin Millî Eğitim Bakanlığına ait bölümünden çıkarılmış ve ekli (2) sayılı listede yer alan kadrolar ihdas edilerek aynı cetvelin Millî Eğitim Bakanlığına ait bölümüne eklenmiştir.

MADDE 28 – Bu Kanun yayımı tarihinde yürürlüğe girer.

MADDE 29 – Bu Kanun hükümlerini Bakanlar Kurulu yürütür.

12/3/2014

B. WEEKLY COURSE SCHEDULE FOR BASIC HIGH SCHOOLS

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Talim ve Terbiye Kurulu Başkanlığı

Sayı	61	
Tarih	**23/02/2018**	**Konu: Özel Temel Lise Haftalık Ders Çizelgesi**
Kurulda Gör. Tarihi	20/02/2018	
Önceki Kararın	24/08/2017-112	
Tarih ve Sayısı	14/08/2014-73	

Özel Öğretim Kurumları Genel Müdürlüğünün 19/02/2018 tarihli ve 10058203-101.02-E.3514144 sayılı yazısı üzerine Kurulumuzda görüşülen **Özel Temel Lise Haftalık Ders Çizelgesi'**nin 2018-2019 eğitim ve öğretim yılından itibaren tüm sınıf düzeylerinde ekli örneğine göre uygulanması,

Kurulumuzun 24/08/2017 tarihli ve 112 sayılı kararı ile kabul edilen Özel Temel Lise Haftalık Ders Çizelgesi ile 14/08/2014 tarihli ve 73 sayılı kararı ile kabul edilen Özel Temel Lise Haftalık Ders Çizelgesi'nin 2018-2019 eğitim ve öğretim yılından itibaren tüm sınıf düzeylerinde uygulamadan kaldırılması

hususunu uygun görüşle arz ederiz.

Dr. Mustafa OTRAR	**Dr. Hüseyin KORKUT**	**Doç. Dr. Erkan DİNÇ**
Üye	Üye	Üye
Dr. Hasan KAVGACI	**Kâmil YEŞİL**	**Dr. Mehmet SÜRMELİ**
Üye	Üye	Üye
Dr. Hüseyin ŞİRİN		
Üye		

Alpaslan DURMUŞ
Kurul Başkanı

UYGUNDUR
…/…/2018

İsmet YILMAZ
Millî Eğitim Bakanı

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ÖZEL TEMEL LİSE HAFTALIK DERS ÇİZELGESİ				
DERSLER	**SINIFLAR**			
	9	**10**	**11**	**12**
ORTAK DERSLER — TÜRK DİLİ VE EDEBİYATI*	5	5	5	5
DİN KÜLTÜRÜ VE AHLAK BİLGİSİ*	2	2	2	2
TARİH*	2	2	2	-
T.C. İNKILAP TARİHİ VE ATATÜRKÇÜLÜK*	-	-	-	2
COĞRAFYA*	2	2	-	-
MATEMATİK*	6	6	-	-
FİZİK*	2	2	-	-
KİMYA*	2	2	-	-
BİYOLOJİ*	2	2	-	-
FELSEFE*	-	2	2	-
BİRİNCİ YABANCI DİL*	2+2	2+2	2+2	2+2
GÖRSEL SANATLAR/MÜZİK*	2	2	2	2
SAĞLIK BİLGİSİ VE TRAFİK KÜLTÜRÜ	1	-	-	-
ORTAK DERS SAATİ TOPLAMI-YÜZYÜZE EĞİTİM	**27**	**29**	**15**	**13**
ORTAK DERS SAATİ TOPLAMI-UZAKTAN EĞİTİM	**3**	**2**	**2**	**2**
SEÇMELİ — DİL VE ANLATIM — TÜRK DİLİ VE EDEBİYATI (2)*	-	-	3-5	3-5
DİKSİYON VE HİTABET (1)*	1	1	1	1
OSMANLI TÜRKÇESİ (3)*	2	2	2	2
MATEMATİK VE FEN BİLİMLERİ — SEÇMELİ TEMEL MATEMATİK (2)	-	-	2	2
SEÇMELİ MATEMATİK (2)*	-	-	6	6
SEÇMELİ FİZİK (2)*	-	-	3-4	4
SEÇMELİ KİMYA (2)*	-	-	3-4	4
SEÇMELİ BİYOLOJİ (2)*	-	-	3-4	4
ASTRONOMİ VE UZAY BİLİMLERİ (1)	1-2	1-2	1-2	1-2
MATEMATİK TARİHİ VE UYGULAMALARI (3)	-	2	2	2
FEN BİLİMLERİ TARİHİ VE UYGULAMALARI (3)	-	3	3	3
SOSYAL BİLİMLER — SEÇMELİ TARİH (1)*	-	-	2-4	2-4
TÜRK KÜLTÜR VE MEDENİYET TARİHİ (1)	-	-	2-4	2-4
İSLAM KÜLTÜR VE MEDENİYETİ (1)	2	2	2	2
İSLAM BİLİM TARİHİ (1)	-	2	2	2
ÇAĞDAŞ TÜRK VE DÜNYA TARİHİ (1)*	-	-	-	2-4
SEÇMELİ COĞRAFYA (2)*	-	-	2-4	2-4
PSİKOLOJİ (1)*	-	-	1-2	1-2
SOSYOLOJİ (1)*	-	-	1-2	1-2
MANTIK (1)*	-	-	1-2	1-2
BİLGİ KURAMI (1)	1-2	-	-	-
DEMOKRASİ VE İNSAN HAKLARI (1)	1	1	1	1
İŞLETME (1)	-	-	2	2
EKONOMİ (1)	-	-	2	2
GİRİŞİMCİLİK (1)	-	-	1	1
YÖNETİM BİLİMİ (1)	-	-	2	2
ULUSLARARASI İLİŞKİLER (1)	-	-	2	2
DİN, AHLÂK VE DEĞERLER — KUR'AN-I KERİM (4)*	2	2	2	2
PEGAMBERİMİZİN HAYATI (4)	2	2	2	2
TEMEL DİNÎ BİLGİLER (2)	1-2	1-2	1-2	1-2
YABANCI DİLLER VE EDEBİYATI — SEÇMELİ BİRİNCİ YABANCI DİL (2)*	-	-	2-10	2-10
İKİNCİ YABANCI DİL (2)*	2	2	2-4	2-4
YABANCI DİLLER EDEBİYATI (4)	1-2	1-2	1-2	1-2
SPOR VE SOSYAL ETKİNLİK — SEÇMELİ BEDEN EĞİTİMİ VE SPOR (4)*	2	2	2	2
SOSYAL ETKİNLİK (4)	1-2	1-2	1-2	1-2
GÜZEL SANATLAR — SEÇMELİ GÖRSEL SANATLAR (4)*	2	2	2	2
SEÇMELİ MÜZİK (4)*	2	2	2	2
SEÇMELİ SANAT TARİHİ (1)	2	2	2	2
DRAMA (1)	1	1	1	1
BİLİŞİM — PROJE HAZIRLAMA (1)	1-2	1-2	1-2	1-2
SEÇİLEBİLECEK DERS SAATİ SAYISI	**4**	**3**	**17**	**19**
REHBERLİK VE YÖNLENDİRME	**1**	**1**	**1**	**1**
TOPLAM DERS SAATİ	**35**	**35**	**35**	**35**

AÇIKLAMALAR

1. Ortak dersler ve seçmeli derslerden "*" işaretli olanlar yüz yüze eğitim şeklinde verilecektir.
2. Yabancı dil dersinde "+" ile belirtilen kısım uzaktan eğitimle okutulacaktır.
3. Uzaktan eğitim yoluyla verilecek dersler kurum yönetiminin takdirine bağlı olarak yüz yüze eğitim şeklinde de verilebilir.
4. İsteyen kurumlarda haftalık on (10) ders saatine kadar kurum ve çevrenin şartları ile öğrencilerin bireysel özellikleri ve ihtiyaçları dikkate alınarak; sanat etkinlikleri, sportif çalışmalar, sosyal ve kültürel etkinlikler ile her türlü eğitici faaliyetlerin gerçekleştirilmesi kurum yönetiminin kararına bağlı olarak uygulanabilir.
5. Çizelgede yer alan derslerle ilgili uygulamalar; Talim ve Terbiye Kurulunun 19/02/2018 tarihli ve 56, 59 ve 60 sayılı kararları ile kabul edilen Ortaöğretim Kurumları Haftalık Ders Çizelgeleri "Açıklamaları" doğrultusunda yapılır.

C. REGULATION FOR STANDARDS OF PRIVATE EDUCATION INSTITUTIONS

ÖZEL ÖĞRETİM KURUMLARI STANDARTLAR YÖNERGESİ

BİRİNCİ BÖLÜM

Genel Hükümler

MADDE 1 - (1) Bu Yönergenin amacı özel öğretim kurumlarının bütün bölümleri ile kullanılacak araç gereçlerin standartlarını belirlemektir.

Kapsam

MADDE 2 - (2) Bu Yönerge, 5580 sayılı Özel Öğretim Kurumları Kanunu kapsamında bulunan özel öğretim kurumlarını kapsar.

*Temel liselerle ilgili bölüm aşağıda verilmiştir (pp. 16-18)

Temel liselerde bulunması gereken bölümler:
1- Müdür odası: En az 10 m2 olmalıdır.
2- Müdür yardımcısı odası: (İsteğe bağlı) En az 10 m2 olmalıdır.
3- Öğretmenler odası: 8 öğretmene kadar en az 12 m2 olmalıdır. 8'den fazla her öğretmen için 1,5 m2 yer ilave edilir.
4- Arşiv ve dosya odası: İhtiyaca cevap verecek büyüklükte olmalıdır.
5- Büro hizmetleri odası: (İsteğe bağlı) İhtiyaca cevap verecek büyüklükte olmalıdır.
6- Öğrenci işleri bürosu: İhtiyaca cevap verecek büyüklükte olmalıdır.
7- Rehberlik ve ölçme-değerlendirme servisi odası: İhtiyaca cevap verecek büyüklükte olmalıdır.
8- Derslikler: En az 4 derslik olmalı ve her bir derslik en az 20 m2 olmalıdır.
9- Oyun bahçesi: (İsteğe bağlı) İhtiyaca cevap verebilecek büyüklükte olmalıdır.
10- Kapalı beden eğitimi salonu: Alanı en az 60 m2 olmalıdır. Okul binasında kapalı beden eğitimi salonu bulunmaması durumunda okula en fazla 5 km uzaklıkta bulunan herhangi bir spor salonunun kullanılabileceğine ilişkin 2018-2019 eğitim ve öğretim yılı sonuna kadar geçerli protokol istenir.
11- Çok amaçlı salon: (isteğe bağlı) Öğrencilerin sosyal, kültürel ve sportif etkinliklerini yapmalarına uygun seyirciler için ayrılan yeri de bulunan en az 80 m2 olmalıdır.
12- Laboratuvarlar: Fizik, Kimya ve Biyoloji dersleri için en az bir laboratuvar veya ayrı ayrı laboratuvarlar düzenlenir. Laboratuvarda her bir öğrenci için ayrılacak kullanım alanı en az 1,5 m2 dir. Laboratuvarda ayrıca ihtiyaç duyulan ölçüde laboratuvarın içinde veya bitişiğinde hazırlık odası bulunur. Birbirine bitişik laboratuvarlarda hazırlık odası ortak kullanılabilir. Laboratuvarlarda insan sağlığını korumaya yönelik her türlü önlem alınır.

13- Bilişim teknolojileri dersliği: (isteğe bağlı) En az 20 m2 olmalıdır. Her bir öğrenci için 1,5 m2 kullanım alanı düşmelidir.

14- Teneffüshane: Bina içinde bağımsız bir bölüm hâlinde olabileceği gibi ayrı ayrı bölümlerden de meydana gelebilir. Toplam teneffüshane alanı olarak derslik, kütüphane, laboratuvar, yönetim, eğitim ve öğretime ayrılan diğer alanlar dışındaki yerler kabul edilir.

15- Kütüphane: Kütüphane, kitapların konulduğu kısım ve okuma bölümü birlikte veya ayrı ayrı düzenlenebilir. Okuma bölümü kitapların konulduğu bölümden küçük olmamak üzere toplam alanı en az 20 m2 olmalıdır. Aynı alanda internet üzerinden bilgi iletişim imkânı verilecek şekilde düzenleme yapılabilir. Kütüphane, binanın kolay ulaşılabilen bölümünde oluşturulur.

16- Müzik dersliği: Her bir öğrenci için 1,5 m2 kullanım alanı düşmelidir. Müzik aletleri için yeterli alan ayrılır.

17- Görsel sanatlar dersliği: Her bir öğrenci için 1,5 m2 kullanım alanı düşmelidir. Müzik ve görsel sanatlar dersliği birlikte de oluşturabilir.

18- Yemek salonu: (isteğe bağlı) İhtiyaca cevap verecek büyüklükte olmalıdır.

19- Zümre odası: (isteğe bağlı) En az 10 m2 olmalıdır.

20- Kantin: En az 30 m2 olmalıdır.

21- Yardımcı personel odası: (isteğe bağlı) İhtiyaca cevap verebilecek büyüklükte olmalıdır.

22- Sağlık odası: (isteğe bağlı) İhtiyaca cevap verebilecek büyüklükte olmalıdır.

23- Veli görüşme/bekleme alanı/odası: (isteğe bağlı) İhtiyaca cevap verebilecek büyüklükte olmalıdır.

24- İbadethane: İbadetlerini yapmak isteyenler için doğal havalandırması (merkezi havalandırma sistemi bulunan okullar hariç) ve aydınlanması olan ihtiyaca cevap verebilecek şekilde ve büyüklükte olmalıdır.

25- Tuvalet ve lavabolar:

a) Her 30 öğrenci için bir tuvalet ve lavabo,

b) 30 öğretmene kadar bir tuvalet ve lavabo

ayrılır.

30'dan fazla öğretmeni olan okullarda, her 30 öğretmen için bir tuvalet ve lavabo daha ayrılır.

Tuvalet ve lavabolar kurumda öğrenim gören kız ve erkek öğrenciler ile kadın ve erkek öğretmenler için ayrı ayrı düzenlenir.

Kız ve erkek öğrenciler için okulda düzenlenen lavabo ve tuvaletlerden birer tanesi engelli bireylerin kullanımına uygun şekilde düzenlenir.

Genel kontenjan tespit edilirken tuvalet ve lavaboların sayıları ile laboratuvarlar, müzik ve görsel sanatlar dersliği alanlarının en düşük olanının kontenjanı esas alınır.

İkili öğretim yapacak temel liselerde bu Yönergeye göre belirlenen kontenjanın iki katı kurum kontenjanı olarak belirlenir.

(Ek: Makam Oluru 18/08/2015-8163923) 26- Lise ve dengi okul mezunlarına yönelik özel öğretim kursları bilim grubu programlarını uygulayan temel liselerin hafta sonu kontenjanları okulun derslik, laboratuvar ve bilişim teknolojileri derslikleri dikkate alınarak belirlenir. Bu dersliklere en fazla 16 kontenjan verilebilir.

D. POLICY DECISION FOR INCENTIVES OF THE STATE FOR STUDENTS AT PRIVATE SCHOOLS

2015-2016 EĞİTİM VE ÖĞRETİM YILINDA ÖZEL OKULLARDA ÖĞRENİM GÖRECEK ÖĞRENCİLER İÇİN EĞİTİM VE ÖĞRETİM DESTEĞİ VERİLMESİNE İLİŞKİN TEBLİĞ

Bilindiği üzere, 8/2/2007 tarihli ve 5580 sayılı Özel Öğretim Kurumları Kanununun Ek 1 inci maddesinin ikinci, üçüncü, dördüncü, beşinci ve sekizinci fıkralarında;

"Bu Kanun kapsamında örgün eğitim yapan özel ilkokul, özel ortaokul ve özel liselerde öğrenim gören Türkiye Cumhuriyeti vatandaşı öğrenciler için, resmî okullarda öğrenim gören bir öğrencinin okul türüne göre her kademede okulun öğrenim süresini aşmamak üzere, eğitim ve öğretim desteği verilebilir. Bu fıkra kapsamındaki eğitim ve öğretim desteğinden özel okul öncesi eğitim kurumlarından eğitim alanlar da, 48-66 ay arasında olmak şartıyla en fazla bir eğitim-öğretim yılı süresince yararlandırılabilir.

Eğitim ve öğretim desteği, Bakanlıkça eğitim kademelerine göre her bir derslik için belirlenen asgari öğrenci sayısının üzerinde ve her hâlükârda derslik başına belirlenen azami öğrenci sayısını geçmemek üzere verilebilir. Eğitim ve öğretim desteği verilecek toplam öğrenci sayısı her yıl Maliye Bakanlığı ve Bakanlıkça müştereken belirlenir.

Eğitim ve öğretim desteği; yörenin kalkınmada öncelik derecesi ve gelişmişlik durumu, öğrencinin ailesinin gelir düzeyi, eğitim bölgesinin öğrenci sayısı, desteklenen öğrenci ve öğrencinin gideceği okulun başarı seviyeleri ile öncelikli öğrenciler gibi ölçütler ayrı ayrı veya birlikte dikkate alınarak verilebilir.

Söz konusu eğitim öğretim hizmetini sunan veya yararlananların, gerçek dışı beyanda bulunmak suretiyle fazladan ödemeye sebebiyet vermeleri durumunda bu tutarların, ödemenin yapıldığı tarihten itibaren 6183 sayılı Kanunun 51 inci maddesine göre hesaplanacak gecikme zammı ile birlikte bir ay içinde ödenmesi, yapılacak tebligatla sebebiyet verenlerden istenir. Bu süre içinde ödenmemesi hâlinde bu tutarlar,

anılan Kanun hükümlerine göre Maliye Bakanlığına bağlı vergi daireleri tarafından takip ve tahsil edilir. Bu fiillerin tekrarı hâlinde, ayrıca kurum açma izinleri iptal edilir.

Bu madde kapsamında Bakanlıkta istihdam edileceklerde aranacak şartlar, eğitim ve öğretim desteğinin verilmesine ilişkin ölçütler, desteğin verileceği eğitim kurumu türleri, eğitim kademeleri ve kurumlar itibarıyla verilecek destek tutarları, eğitim ve öğretim desteğinin kontrol ve denetimi ile bu maddenin uygulanmasına ilişkin diğer usul ve esaslar Maliye Bakanlığı ve Bakanlıkça müştereken hazırlanan yönetmelikle belirlenir." hükümleri yer almaktadır.

Diğer taraftan 5580 sayılı Kanun hükümleri doğrultusunda; 23/10/2012 tarihli ve 28450 sayılı Resmî Gazete'de yayımlanan Millî Eğitim Bakanlığı Özel Öğretim Kurumları Yönetmeliğinin Ek 2 nci maddesinin birinci fıkrasında "Kanunun Ek-1 inci maddesine göre her yıl Temmuz ayında Maliye Bakanlığı ile müştereken hazırlanacak olan tebliğde illere göre belirlenen sayıdaki öğrenciler için Ek-10'da yer alan okul türleri ve gruplarına göre eğitim ve öğretim desteği verilebilir. Tebliğde; her bir öğrenci için verilebilecek eğitim öğretim desteği tutarı resmi okullarda öğrenim görecek bir öğrencinin okul öncesi, ilkokul, ortaokul ve liselerde Devlete maliyetinin bir buçuk katını geçmemek üzere, bir önceki yılın verileri esas alınarak belirlenir." hükmüne yer verilmiştir.

Bu kapsamda, eğitim ve öğretim desteği verilecek okul kademe ve türleri, destek tutarları, öğrenci sayısı ve bunlara ilişkin diğer hususlar aşağıda belirtilmiştir.

1. 2015-2016 eğitim ve öğretim yılında, 5580 sayılı Kanun kapsamında açılan özel okul öncesi, ilkokul, ortaokul ve ortaöğretim okul türlerinde öğrenim görecek öğrencilere verilecek eğitim ve öğretim desteği tutarları ile ilk defa destek verilecek öğrenci sayıları aşağıdaki Tablo-1'de yer almaktadır.

Tablo-1: Eğitim Öğretim Desteği Verilen Okul Türleri, Destek Tutarları ve Öğrenci Sayıları

Sıra No	Okul Türü	Destek Tutarı (TL)	Destek Verilecek Öğrenci Sayısı
1	Okul Öncesi Eğitim Kurumu	2.680	20.000
2	İlkokul	3.220	50.000
3	Ortaokul	3.750	50.000
4	Lise	3.750	110.000
5	Temel Lise	3.220	
	TOPLAM		230.000

2. 2015-2016 eğitim ve öğretim yılında, yukarıdaki Tablo-1'de sayılan okul kademe ve türleri için önceki yıllarda destek verilen öğrenci sayısı dâhil toplam 350 bin öğrenciye eğitim ve öğretim desteği verilecektir.

3. İllere göre eğitim ve öğretim desteği verilecek okul kademe ve türleri, öğrenci sayısı, öğrenci ve okul seçilmesine ilişkin ölçütler ile diğer ilgili hususlar Millî Eğitim Bakanlığı tarafından yayımlanacak kılavuzda belirtilecektir.

4. Sosyo-ekonomik gelişmişlik seviyelerine göre eğitim ve öğretim desteği verilecek öğrencilerin illere dağıtımında aşağıdaki tabloda yer alan katsayılar kullanılacaktır.

Tablo-2: Sosyo-Ekonomik Gelişmişlik Seviyeleri Katsayıları

Sosyo-Ekonomik Gelişmişlik Seviyesi	Katsayı
1. Bölge	0,95
2. Bölge	0,95
3. Bölge	1,00
4. Bölge	1,00
5. Bölge	1,20
6. Bölge	1,30

5. Okul öncesi eğitime devam eden öğrencilerden 48-66 ay yaş grubunda olanlar eğitim öğretim desteğinden yararlanabilir.

6. İllere okul türlerine göre ayrılan öğrenci kontenjanından az talep gelmesi durumunda, Millî Eğitim Bakanlığı boş kalan kontenjanları aynı okul türünden talebin fazla olduğu illerde kullanabilir.

7. Eğitim öğretim desteği, Millî Eğitim Bakanlığı bütçesine bu amaçla konulan ödenekten karşılanır. Ödemeye ilişkin usulleri belirlemeye Millî Eğitim Bakanlığı yetkilidir.

8. Bu Tebliğde yer almayan hususlarda düzenleme yapmaya ve uygulamada ortaya çıkabilecek tereddütleri gidermeye Maliye Bakanlığı ve Millî Eğitim Bakanlığı yetkilidir.

9. Maliye Bakanlığı ve Millî Eğitim Bakanlığı tarafından müştereken hazırlanan bu Tebliğ, 2015-2016 eğitim ve öğretim yılı için geçerli olmak üzere yayımı tarihinde yürürlüğe girer.

10. Bu Tebliğ hükümleri Maliye Bakanı ve Millî Eğitim Bakanı tarafından yürütülür.

Tebliğ olunur.

E. SEMI-STRUCTURED TEACHER INTERVIEW SCHEDULE ENGLISH VERSION

School: **Date and Time (start-stop):**

Instruction

Dear participant,

I am Özlem Yıldırım-Taştı, a research assistant at the Department of Educational Sciences, at METU. I am here to talk you about how curricula are being implemented at transformed schools. I am interviewing people who are stakeholders of those schools including teachers, students, school principals, and parents. My aim is to understand how the curriculum is being implemented at these schools, the strengths and the parts that need improvement. I am also interested in understanding your perceptions about educational justice and equity issues in general and in particular at these schools. I hope findings of the study will be helpful in terms of understanding a new phenomenon and improving these schools. So, I really care about your perceptions about the transformation of "*dershane*s" to "Basic High Schools".

This interview mainly consists of five areas namely; demographic information of yours, experiences prior to the transformation process, perceptions of the curriculum implementation, strengths and parts need improvements, and lastly educational justice and equity. I do really value your opinions about the transformation process. This interview will last approximately one hour. Your identity and opinions are completely confidential. The information you provide me will only be used for scientific purposes.

Before beginning, do you have a question in mind?

Do you mind if I tape our conversation just not to miss any of your ideas?

Thank you.

Part I: Demographic Information

Let's start with some questions about you.

Gender:

Major:

Teaching experience (e.g. public school, *dershane*, private school)

Subject major taught:

Position:

Educational background:

Part II: Past Experiences regarding Transformation of Dershanes to Basic High Schools

Now, I would like you to share your experiences about how the dershane transformed to Basic High School.

1. **How did you become a Basic High School? Can you explain the process?**
2. **What measures have been taken for this process to be successful?**
3. **What kinds of arrangements were made to get ready for the transformation at the school level?**
4. **What kind of arrangements did you make to get ready for the transformation within your subject major?**

Part III: Present Experiences at the Basic High Schools

In this part, would you talk about how teaching-learning takes place at your school?

1. **What do you think about the aim of education at this school?**
2. **How do you perceive your role as a teacher at this school?**
3. **How would you describe your decision-making processes regarding instruction before and after the transformation?**
4. **How would you describe the change in a typical class of yours after the transformation?**
5. **What kind of instruction is followed in official extra-class hours?**
6. **What kind of instruction is followed in recitation hours?**
7. **How do you define your relationship with students and parents within and out of the school?**

Part IV: Strengths and Parts Need Improvement

Questions in this part will help me understand the strengths and deficiencies at the school regarding curriculum implementation.

1. **What are the strengths of the school in regard to educating students?**
2. **What are the basic problems you encounter during instruction?**
3. **What are the parts/aspects that need improvement at the school?**

SEMI-STRUCTURED TEACHER INTERVIEW SCHEDULE TURKISH VERSION

Okul: **Tarih ve Zaman (Başlangıç-Bitiş):**

Yönerge

Değerli Katılımcı,

Ben Özlem Yıldırım-Taştı. Orta Doğu Teknik Üniversitesi Eğitim Bilimlerinde araştırma görevlisiyim. Bu görüşmeyi doktora tezim kapsamında gerçekleştirmekteyim. Görüşmenin amacı, Temel Liselerde okullaşma süreçlerine dair görüşleri ortaya çıkarmaktır. Diğer bir ifade ile, temel liselerde eğitim programlarının uygulanışında karşılaşılan zorluklar, okulların güçlü yönleri ve geliştirilmesi gereken yönleri, program dışı etkinlikler, öğrencilerin sosyalleşme süreçleri vb. noktaları hakkında görüşlerinize başvuracağım. Çalışmadan elde edilen bulguların, dönüşümün anlaşılması ve temel liselerin iyileştirilmesinde rol oynamasını umuyorum. Bu sebeple, sizlerin *dershane*lerin temel liselere dönüşümü hakkındaki görüşleriniz benim için çok değerlidir.

Bu görüşme formu temel olarak dört ana bölümden oluşmaktadır. Bunlar sırasıyla; demografik bilgileriniz, dönüşüm sürecinden önceki deneyimleriniz, mevcut denetimleriniz ile okulun güçlü ve geliştirilmesi gereken yönlerine değinen soruları içermektedir. Bu başlıklar hakkındaki görüşleriniz benim için kıymetli.

Bu görüşme yaklaşık bir saat sürecektir. Kimliğiniz ve düşünceleriniz tamamen gizli tutulacaktır. Verdiğiniz bilgiler sadece bilimsel amaçlarla kimliğiniz gizli tutularak paylaşılabilir.

Başlamadan önce sormak istediğiniz bir soru var mı?

Görüşme süresince belirttiğiniz düşünceleri kaçırmamak adına görüşmemizi kaydetmemim sizin için bir sakıncası var mı?

Teşekkür ederim.

1. Bölüm: Demografik Bilgiler

Size ait bilgilerle başlayalım isterseniz.

<u>Yaş:</u>

<u>Cinsiyet:</u>

<u>Alan:</u>

<u>Öğretmenlik deneyimi (devlet okulu, *dershane*, kolej, MEB)</u>

<u>Öğrettiğiniz ders:</u>

<u>Pozisyon:</u>

<u>Eğitim geçmişiniz:</u>

2. Bölüm: Dershanelerin Temel Liselere Dönüşümündeki Deneyiminiz

Bu bölümde, dershanenin temel liseye dönüşümü sürecindeki deneyimleriniz hakkında konuşacağız.

1. **Nasıl Temel Lise oldunuz? Bu süreci biraz anlatabilir misiniz?**

2. **Bu sürecin başarılı olması için ne gibi önlemler aldınız?**

3. **Dönüşüm sürecini başarılı kılmak için, dershanede ne gibi düzenlemeler yapıldı?**

4. **Dönüşüme hazır olmak için kendi branşınızda ne tür düzenlemeler yaptınız?**

3. Bölüm: Temel Lisedeki Mevcut Deneyimler

Bu bölümde, sizlerin temel lisede eğitim programlarının uygulanışına ilişkin mevcut deneyimlerinizle ilgili konuşacağız.

1. **Bu okuldaki eğitimin amacı hakkında ne düşünüyorsunuz?**

2. **Bir öğretmen olarak okuldaki rolünüz hakkında ne düşünüyorsunuz?**

3. **Öğretime dair karar verme süreçlerinizi dönüşümden önce ve sonra olmak üzere nasıl değerlendirirsiniz?**

4. **Şimdi tipik bir dersinizi düşünün lütfen. Dönüşüm sürecinden sonra nasıl bir değişim oldu?**

5. **Yasal olarak size tanınan 10 ek ders saatlerinde nasıl bir eğitim-öğretim faaliyeti uygulanıyor?**

6. **Resmi olarak tanınan ek saatlerin dışında öğrencilere nasıl bir eğitim-öğretim sağlanıyor?**

7. Öğrenciler ve velilerle okul içi ve okul dışı iletişiminizi nasıl yorumlarsınız?

4. Bölüm: Güçlü ve Geliştirilmesi Gereken Yönler

Bu bölümdeki sorular, bu okulda, eğitim programlarının uygulanmasına ilişkin güçlü ve geliştirilmesi gereken yönleri anlamaya yöneliktir.

1. Öğrencilerin eğitimi açısından bu okulun güçlü yönleri nelerdir?
2. Öğretim sürecinde karşılaşılan temel zorluklar nelerdir?
3. Okulda geliştirilmesi gereken kısımlar/yönler nelerdir?

F. SEMI-STRUCTURED PRINCIPAL INTERVIEW SCHEDULE ENGLISH VERSION

School: **Date and Time (start-stop):**

Instruction

Dear participant,

I am Özlem Yıldırım-Taştı, a research assistant at the Department of Educational Sciences, at METU. I am here to talk you about how curricula are being implemented at transformed schools. I am interviewing people who are stakeholders of those schools including teachers, students, school principals, and parents. My aim is to understand how the curriculum is being implemented at these schools, the strengths and the parts that need improvement. I am also interested in understanding your perceptions about educational justice and equity issues in general and in particular at these schools. I hope findings of the study will be helpful in terms of understanding a new phenomenon and improving these schools. So, I really care about your perceptions about the transformation of "*dershane*s" to "Basic High Schools".

This interview mainly consists of five areas namely; demographic information of yours, experiences prior to the transformation process, perceptions of the curriculum implementation, strengths and parts need improvements, and lastly educational justice and equity. I do really value your opinions about the transformation process. This interview will last approximately one hour. Your identity and opinions are completely confidential. The information you provide me will only be used for scientific purposes.

Before beginning, do you have a question in mind?

Do you mind if I tape our conversation just not to miss any of your ideas?

Thank you.

Part I: Demographic Information

Let's start with some questions about you.

Age:

Gender:

Major:

Teaching experience (e.g. public school, *dershane*, private school):

Subject major taught (if any):

Position:

Educational background:

Part II: Past Experiences regarding Transformation of Dershanes to Basic High Schools

Now, I would like you to share your experiences about how the dershane transformed to Basic High School.

1. **How did you become a Basic High School? Can you explain the process?**
2. **What measures have been taken for this process to be successful?**
3. **What kinds of arrangements were made to get ready for the transformation at the school level?**

Part III: Present Experiences at the Basic High Schools

In this part, would you talk about how teaching-learning takes place at your school?

1. **What do you think about the aim of education at this school?**
2. **How do you interpret your role as the school principal at this school?**
3. **What kind of instruction takes place in curricular hours?**
4. **What kind of instruction takes place in recitation hours?**

Part IV: Strengths and Parts Need Improvement

Questions in this part will help me understand the strengths and deficiencies at the school regarding curriculum implementation.

1. **What are the strengths of the school in regard to educating students?**
2. **What are the basic problems you/teachers encounter during instruction?**
3. **What are the parts/aspects that need improvement at the school?**

SEMI-STRUCTURED PRINCIPAL INTERVIEW SCHEDULE TURKISH VERSION

Okul: **Tarih ve Zaman (Başlangıç-Bitiş):**

Yönerge

Değerli Katılımcı,

Ben Özlem Yıldırım-Taştı. Orta Doğu Teknik Üniversitesi Eğitim Bilimlerinde
araştırma görevlisiyim. Bu görüşmeyi doktora tezim kapsamında
gerçekleştirmekteyim. Görüşmenin amacı, Temel Liselerde okullaşma süreçlerine
dair görüşleri ortaya çıkarmaktır. Diğer bir ifade ile, temel liselerde eğitim
programlarının uygulanışında karşılaşılan zorluklar, okulların güçlü yönleri ve
geliştirilmesi gereken yönleri, program dışı etkinlikler, öğrencilerin ders dışı
sosyalleşme süreçleri vb. noktalar hakkında görüşlerinize başvuracağım. Çalışmadan
elde edilen bulguların, dönüşümün anlaşılması ve temel liselerin iyileştirilmesinde
rol oynamasını umuyorum. Bu sebeple, sizlerin *dershane*lerin temel liselere
dönüşümü hakkındaki görüşleriniz benim için çok değerlidir.

Bu görüşme formu temel olarak dört ana bölümden oluşmaktadır. Bunlar sırasıyla;
demografik bilgileriniz, dönüşüm sürecinden önceki deneyimleriniz, mevcut
deneyimleriniz ile okulun güçlü ve geliştirilmesi gereken yönlerine değinen soruları
içermektedir. Bu başlıklar hakkındaki görüşleriniz benim için kıymetli.

Bu görüşme yaklaşık bir saat sürecektir. Kimliğiniz ve düşünceleriniz tamamen gizli
tutulacaktır. Verdiğiniz bilgiler sadece bilimsel amaçlarla kimliğiniz gizli tutularak
paylaşılabilir.

Başlamadan önce sormak istediğiniz bir soru var mı?

Görüşme süresince belirttiğiniz düşünceleri kaçırmamak adına görüşmemizi
kaydetmemim sizin için bir sakıncası var mı?

Teşekkür ederim.

1.   Bölüm: Demografik Bilgiler

Size ait bilgilerle başlayalım isterseniz.

Yaş:

Cinsiyet:

Alan:

Öğretmenlik deneyimi (devlet okulu, *dershane*, kolej, MEB)

Öğrettiğiniz ders (varsa):

Pozisyon:

Eğitim geçmişiniz:

2.   Bölüm: Dershanelerin Temel Liselere Dönüşüm Sürecindeki Deneyiminiz

Bu bölümde, dershanenin temel liseye dönüşümü sürecindeki deneyimleriniz

hakkında konuşacağız.

1. **Nasıl Temel Lise oldunuz? Bu süreci biraz anlatabilir misiniz?**

2. **Bu sürecin başarılı olması için ne gibi önlemler aldınız?**

3. **Dönüşüm sürecini başarılı kılmak için, dershanede ne gibi düzenlemeler yapıldı?**

3.   Bölüm: Temel Lisedeki Mevcut Deneyimler

Bu bölümde, sizlerin bu okulda eğitim programlarının uygulanışına ilişkin mevcut

deneyimleriniz hakkındaki görüşlerinize başvuracağız.

1. **Bu okuldaki eğitimin amacı hakkında ne düşünüyorsunuz?**

2. **Bir okul müdürü olarak okuldaki rolünüz hakkında ne düşünüyorsunuz?**

3. **Derslerde nasıl bir eğitim-öğretim süreci yer alıyor?**

4. **Yasal olan ek ders saatlerinde nasıl bir eğitim-öğretim uygulanıyor?**

4.   Bölüm: Güçlü ve Geliştirilmesi Gereken Yönler

Bu bölümdeki sorular, bu okulda, eğitim programlarının uygulanmasına ilişkin

güçlü ve geliştirilmesi gereken yönleri anlamaya yöneliktir.

1. **Öğrencilerin eğitimi açısından bu okulun güçlü yönleri nelerdir?**

2. **Öğretim sürecinde karşılaşılan temel zorluklar nelerdir?**

3. **Okulda geliştirilmesi gereken kısımlar/yönler nelerdir?**

G. SEMI-STRUCTURED STUDENT INTERVIEW SCHEDULE ENGLISH VERSION

School: **Date and Time (start-stop):**

Instruction

Dear participant,

I am Özlem Yıldırım-Taştı, a research assistant at the Department of Educational Sciences, at METU. I am here to talk you about how curricula are being implemented at transformed schools. I am interviewing people who are stakeholders of those schools including teachers, students, school principals, and parents. My aim is to understand how the curriculum is being implemented at these schools, the strengths and the parts that need improvement. I am also interested in understanding your perceptions about educational justice and equity issues in general and in particular at these schools. I hope findings of the study will be helpful in terms of understanding a new phenomenon and improving these schools. So, I really care about your perceptions about the transformation of "*dershane*s" to "Basic High Schools".

This interview mainly consists of four areas namely; demographic information of yours, perceptions of the curriculum implementation at the school, strengths and parts need improvements, and lastly educational justice and equity. I do really value your opinions about the transformation process.

This interview will last approximately one hour. Your identity and opinions are completely confidential. The information you provide me will only be used for scientific purposes.

Before beginning, do you have a question in mind?

Do you mind if I tape our conversation just not to miss any of your ideas?

Thank you.

Part I: Demographic Information

Let's start with some questions about you.

Gender:

Major:

Grade level:

Educational background:

Parental education:

Parental occupation:

Part II: Present Experiences at the Basic High Schools

In this part, would you talk about how teaching-learning takes place at your school?

1. **What motivated you to come to this school?**
2. **What do you think about the aim of education at this school?**
3. **What do you think about your role as a student at this school?**
4. **How would you describe the change in a typical class of yours at the school?**
5. **What kind of instruction takes place in recitation hours hours?**
6. **What kind of activities are implemented in the school hours other than curriculum and recitation hours?**

Part III: Strengths and Parts Need Improvement

Questions in this part will help me understand the strengths and deficiencies at the school regarding curriculum implementation.

1. **What are the strengths of the school in regard to educating students?**
2. **What are the basic problems you encounter during instruction?**
3. **What are the parts/aspects that need improvement at the school?**

SEMI-STRUCTURED STUDENT INTERVIEW SCHEDULE TURKISH VERSION

Okul: **Tarih ve Zaman (Başlangıç-Bitiş):**

Yönerge

Değerli Katılımcı,

Ben Özlem Yıldırım-Taştı. Orta Doğu Teknik Üniversitesi Eğitim Bilimlerinde araştırma görevlisiyim. Bu görüşmeyi doktora tezim kapsamında gerçekleştirmekteyim. Görüşmenin amacı, Temel Liselerde okullaşma süreçlerine yönelik görüşleri ortaya çıkarmaktır. Diğer bir ifade ile, temel liselerde eğitim programlarının uygulanışında karşılaşılan zorluklar, okulların güçlü yönleri ve geliştirilmesi gereken yönleri, program dışı etkinlikler, ve sizlerin ders dışı/okul dışı sosyalleşme süreçlerine ilişkin görüşlerinize başvuracağım. Çalışmadan elde edilen bulguların, dönüşümün anlaşılması ve temel liselerin iyileştirilmesinde rol oynamasını umuyorum. Bu sebeple, sizlerin *dershane*lerin temel liselere dönüşümü hakkındaki görüşleriniz benim için çok değerlidir.

Bu görüşme formu temel olarak üç ana bölümden oluşmaktadır. Bunlar sırasıyla; demografik bilgileriniz, bu okulda eğitim –öğretim süreçlerine ilişkin mevcut deneyimleriniz ile okulun güçlü ve geliştirilmesi gereken yönlerine değinen soruları içermektedir. Bu başlıklar hakkındaki görüşleriniz benim için kıymetli.

Bu görüşme yaklaşık bir saat sürecektir. Kimliğiniz ve düşünceleriniz tamamen gizli tutulacaktır. Verdiğiniz bilgiler sadece bilimsel amaçlarla kimliğiniz gizli tutularak paylaşılabilir.

Başlamadan önce sormak istediğiniz bir soru var mı?

Görüşme süresince belirttiğiniz düşünceleri kaçırmamak adına görüşmemizi kaydetmemin sizin için bir sakıncası var mı?

Teşekkür ederim.

1. Bölüm: Demografik Bilgiler

Size ait bilgilerle başlayalım isterseniz.

Yaş:

Cinsiyet:

Alan:

Sınıf seviyesi:

Eğitim özgeçmişiniz:

Velinin eğitim durumu:

Veli mesleği:

2. Bölüm: Temel Liselere İlişkin Mevcut Deneyimler

Bu bölümde, okulunuzda eğitim-öğretim etkinlikleri ile ilgili konuşacağız.

1. **Bu okula kayıt olmanda hangi faktörler etken oldu?**

2. **Bu okuldaki eğitimin amacı hakkında ne düşünüyorsun?**

3. **Bu okuldaki bir öğrenci olarak rolünün neler olduğunu düşünüyorsun?**

4. **Tipik/herhangi bir dersi düşündüğünde, ders işlenişini nasıl tanımlarsın?**

5. **Okulunuzda yasal olarak ek 10 ders saati uygulanıyor. Bu saatlerde nasıl bir eğitim-öğretim gerçekleşiyor?**

6. **Okul saatleri dışında, okulda kaldığınızda neler yapıyorsunuz? Nasıl bir eğitim-öğretim devam ediyor?**

3. Bölüm: Güçlü ve Geliştirilmesi Gereken Yönler

Bu bölümdeki sorular, eğitim programlarının uygulanışı ile ilgili okulun güçlü ve geliştirilmesi gereken yönlerini ortaya çıkarmaya yöneliktir.

1. **Okulun öğrencileri eğitmedeki güçlü yönleri nelerdir?**

2. **Öğretim sürecinde karşılaşılan temel zorluklar nelerdir?**

3. **Okulda geliştirilmesi gereken kısımlar/yönler nelerdir?**

H. SEMI-STRUCTURED PARENT INTERVIEW SHEDULE ENGLISH VERSION

School: **Date and Time (start-stop):**

Instruction

Dear participant,

I am Özlem Fatma Yıldırım-Taştı, a research assistant at the Department of Educational Sciences, at METU. I am here to talk you about how curricula are being implemented at transformed schools. I am interviewing people who are stakeholders of those schools including teachers, students, school principals, and parents. My aim is to understand how the curriculum is being implemented at these schools, the strengths and the parts that need improvement through the lenses of critical theory. I hope findings of the study will be helpful in terms of understanding a new phenomenon and improving these schools. So, I really care about your perceptions about the transformation of "*dershane*s" to "Basic High Schools".

This interview mainly consists of four areas namely; demographic information of yours, experiences/perceptions on basic high schools, strengths and parts need improvements, and lastly educational justice and equity. I do really value your opinions about the transformation process.

This interview will last approximately one hour. Your identity and opinions are completely confidential. The information you provide me will only be used for scientific purposes.

Before beginning, do you have a question in mind?

Do you mind if I tape our conversation just not to miss any of your ideas?

Thank you.

Part I: Demographic Information

Let's start with the demographic information of you.

Age:

Gender:

Educational background:

Occupation:

Average monthly income:

Number of children:

Average expense allocated for education of child(ren) per month:

Part II: Present Experiences at the Basic High Schools

This part includes questions that aim to understand your experiences about Basic High Schools.

1. **What are the factors/drives that motivated you to send your child to a Basic High School?**
2. **What are your primary expectations of the school regarding students' education as a parent?**
3. **How do you define your role as a parent?**

Part III: Strengths and Parts Need Improvement

Questions in this part will help me understand the strengths and deficiencies at the school regarding curriculum implementation.

1. **What are the strengths of the school in regard to educating students?**
2. **What are the basic problems you encounter regarding your child(ren)'s education at the school as a parent?**
3. **What are the parts/aspects that need improvement at the school?**

Okul: **Tarih ve Zaman (Başlangıç-Bitiş):**

Yönerge

Değerli Katılımcı,

Ben Özlem Yıldırım-Taştı. Orta Doğu Teknik Üniversitesi Eğitim Bilimlerinde araştırma görevlisiyim. Bu görüşmeyi doktora tezim kapsamında gerçekleştirmekteyim. Görüşmenin amacı, Temel Liselerde okullaşma süreçlerine dair görüşleri ortaya çıkarmaktır. Diğer bir ifade ile, temel liselerde eğitim programlarının uygulanışında karşılaşılan zorluklar, okulların güçlü yönleri ve geliştirilmesi gereken yönleri, program dışı etkinlikler, öğrencilerin ders dışı sosyalleşme süreçleri, vb. noktalar hakkında görüşlerinize başvuracağım. Çalışmadan elde edilen bulguların, dönüşümün anlaşılması ve temel liselerin iyileştirilmesinde rol oynamasını umuyorum. Bu sebeple, sizlerin *dershane*lerin temel liselere dönüşümü hakkındaki görüşleriniz benim için çok değerlidir.

Bu görüşme formu temel olarak üç ana bölümden oluşmaktadır. Bunlar sırasıyla; demografik bilgileriniz, eğitim-öğretim süreçlerine yönelik görüşleriniz ile okulun güçlü ve geliştirilmesi gereken yönlerine değinen soruları içermektedir. Bu başlıklar hakkındaki görüşleriniz benim için kıymetli.

Bu görüşme yaklaşık bir saat sürecektir. Kimliğiniz ve düşünceleriniz tamamen gizli tutulacaktır. Verdiğiniz bilgiler sadece bilimsel amaçlarla kimliğiniz gizli tutularak paylaşılabilir.

Başlamadan önce sormak istediğiniz bir soru var mı?

Görüşme süresince belirttiğiniz düşünceleri kaçırmamak adına görüşmemizi kaydetmemim sizin için bir sakıncası var mı?

Teşekkür ederim.

1.   Bölüm: Demografik Bilgiler

Size ait bilgilerle başlayalım isterseniz.

Yaş:

Cinsiyet:

Eğitim durumu:

Meslek:

Aylık ortalama gelir:

Çocuk sayısı:

Çocuk(lar)ın eğitimi için yapılan aylık ortalama gider:

2.   Bölüm: Temel Lisedeki Mevcut Deneyimler

Bu bölümde, sizlerin temel liselere ilişkin deneyimlerinize başvurulacaktır.

1. **Sizi çocuğunuzu/çocuklarınızı temel liseye göndermeye yönlendiren sebepler/motive edici unsurlar nelerdir?**

2. **Bir veli olarak bu okuldan çocuğunuzun eğitimi adına beklentileriniz nelerdir?**

3. **Bir veli olarak okuldaki rolünüz hakkında ne düşünüyorsunuz?**

3.   Bölüm: Güçlü ve Geliştirilmesi Gereken Yönler

Bu bölümdeki sorular, bu okulda, eğitim programlarının uygulanmasına ilişkin güçlü ve geliştirilmesi gereken yönleri anlamaya yöneliktir.

1. **Öğrencilerin eğitimi açısından bu okulun güçlü yönleri nelerdir?**

2. **Bir veli olarak, çocuğunuzun eğitiminde okulla ilgili olarak karşılaştığınız temel zorluklar nelerdir?**

3. **Okulda geliştirilmesi gereken kısımlar/yönler nelerdir?**

I. FINAL VERSION OF THE OBSERVATION FORM

ENGLISH VERSION

Purpose

The purpose of this observation is to understand schooling process at Basic High Schools. At the classroom level teaching methods, student engagement, student and teacher interactions, evaluation methods that take place during the class along with physical arrangements will be systematically examined. At the school level, on the other hand, the design of the school environment, as well as processes at the school (breaks, lunch breaks, recitation hours, trial test, meetings, relations among the stakeholders, responsibilities of the stakeholders) are the focus of the field notes.

Data Collection

This study aimed to understand schooling process at Basic High schools. Field notes will be taken during the whole school day in a week to describe the setting, activities, and processes in accordance with the purpose of the observation. When allowed, a tape recorder will be used to record class discussions and interactions. Stream of behavior record approach will be used in data collection that is accurate, minute by minute accounts will be recorded through considering "time-setting-behavior-flow" from the beginning to the end of the class session. Mainly, descriptive notes will be taken but those notes will be complemented with the reflections and interpretations of the researcher when necessary.

Observation Dimensions

Data will be collected on three main dimensions:

1. *Context:* information about the physical setting (such as school size, class size, classroom designs, classroom board, teaching materials, manipulatives, analogies, teachers' room, administrative offices, cafeteria, garden), scheduling patterns (beginning of the school hour, flow of the classes, recitation hours, end of the school hour)
2. *Formal structure of the school:* information about roles, responsibilities, expectations, and interaction among the stakeholders
3. *Instruction:* teaching approach, teaching methods, teaching materials, flow of the session

The stream of behavior record approach will be utilized in this observation. Also, all the three dimensions mentioned above will be holistically observed.

FINAL VERSION OF THE OBSERVATION FORM
TURKISH VERSION
GÖZLEM FORMU

Amaç

Bu gözlemin amacı Temel Liselerde okul sürecini anlamaktır. Sınıf düzeyinde öğretme yöntemleri, öğrenci katılımı, öğretmen ve öğrenci etkileşimi, değerlendirme yöntemleri ve fiziksel ortamın nasıl düzenlendiği sistematik bir şekilde incelenecektir. Okul düzeyinde ise fiziksel ortamın nasıl düzenlendiği ile okuldaki diğer süreçlere yönelik (teneffüsler, öğle araları, soru çözüm saatleri, deneme sınavlarının uygulanışı, toplantılar, okuldaki paydaşlar arasındaki ilişki, okuldaki paydaşların sorumlulukları, vb.) alan notları tutulması amaçlanmıştır.

Veri Toplama

Bu çalışma Temel Liselerde okul sürecini anlamayı hedeflemektedir. Çalışmanın amacına uygun bir biçimde ortamı, etkinlikleri ve süreçleri betimlemek amacıyla bir hafta boyunca okul saatleri süresince alan notları tutulacaktır. İzin verildiği durumlarda, sınıf içindeki tartışmaları ve etkileşimleri kaydetmek için ses kayıt cihazı kullanılacaktır. Dakikası dakikasına zaman-ortam-davranış-akış bütünlüğü gözetilerek, dersin başlangıcından bitişine kadar davranış akışı yaklaşımı ile veri toplanacaktır. Temel olarak betimsel notlar alınacaktır fakat gereken durumlarda araştırmacının çıkarımlarına da ye verilecektir.

Gözlem Boyutları

Veriler temel olarak üç boyut hakkında toplanacaktır:

1. *Bağlam:* fiziksel ortam hakkında bilgi (okul mevcudu, sınıf mevcudu, sınıf tasarımları, sınıf tahtası, materyaller, analojiler, öğretmenler odası, yönetici ofisleri, yemekhane, bahçe, vb.), planlama örüntüleri (okulun başlama saati, dersin akışı, soru çözüm saatleri, okulun bitiş saati)
2. *Okulun yapısı:* roller hakkında bilgi, paydaşların sorumlulukları, paydaşların beklentileri ve paydaşlar arasındaki ilişki
3. *Öğretim:* öğretim yaklaşımı, öğretim metotları, öğretim materyalleri, dersin akışı

Bu gözlemde davranış akışı yaklaşımı kullanılacaktır. Yukarıda belirtilen üç boyut ayrı ayrı belirtilmiş olmasına karşın bir bütün halinde gözlemlenecektir.

J. FINAL VERSION OF THE CODEBOOK

CODE SYSTEM

1 TRANSFORMATION OF DERSHANES TO BASIC HIGH SCHOOLS

    1.1 Top-down Policy Change

        1.1.1 support of the MoNE

        1.1.2 incentives of the government

        1.1.3 teacher recruitment

        1.1.4 arrangements in the physical infrastructure

    1.2 Drives behind Transformation Decision of Dershanes to BHS

        1.2.1 economic drives

        1.2.2 political drives

        1.2.3 legal drives

    1.3 Differences with Dershane

        1.3.1 student knowledge & attitudes

        1.3.2 aim of education

        1.3.3 responsibilities & working conditions of teachers

2 MISSION OF BHSs

    2.1 Dual Mission

    2.2 Academic-oriented Missions

        2.2.1 ensuring quality education

        2.2.2 building a knowledge base

        2.2.3 inculcating study habits

        2.2.4 developing a control mechanism for students

    2.3 Exam-oriented Missions

        2.3.1 preparing students for the UEE

        2.3.2 motivating students

        2.3.3 career counseling

    2.4 Non-academic Missions

        2.4.1 educating good citizens

        2.4.2 building an orderly school environment

        2.4.3 personal development of students

    2.5 Profit-oriented Missions

3 SCHOOL FACILITIES AT BHSs

    3.1 Out-door Facilities

8.2.1.3 school / class size

8.2.2 reference-based drives

8.2.2.1 suggestions of relatives/friends

8.2.2.2 being a student of dershane

8.2.3 exam-oriented drives

8.2.3.1 to be prepared for the UEE

8.2.3.2 dual mission of BHSs

8.2.3.3 to increase high school GPA

8.2.4 location of the school

8.2.5 TEOG score

8.2.6 economic drives

8.3 Teacher Experiences

8.3.1 quality issues

8.3.1.1 renowned school

8.3.1.2 education quality

8.3.2 exam-oriented drives

8.3.2.1 dual mission of BHSs

8.3.2.2 to increase high school GPA

8.3.3 economic drives

8.3.4 TEOG

K. MINISTRY OF EDUCATION REGULATION FOR SECONDARY SCHOOLS

MİLLİ EĞİTİM BAKANLIĞI ORTAÖĞRETİM KURUMLARI YÖNETMELİĞİ

1) 7/9/2013-28758 RG
2) 19/2/2014-28918 RG
3) 21/6/2014-29037 RG
4) 13/9/2014-29118 RG
5) 19/9/2014-29124 RG
6) 1/7/2015-29403 RG
7) 28/10/2016-29871 RG

DÖRDÜNCÜ KISIM
Öğrenci Başarısının Değerlendirilmesi
BİRİNCİ BÖLÜM
Ölçme ve Değerlendirme
Ölçme ve değerlendirmenin genel esasları

MADDE 43- (1) Öğrenci başarısının ölçme ve değerlendirilmesinde aşağıdaki esaslar gözetilir.

a) Ders yılı, ölçme ve değerlendirme bakımından birbirini tamamlayan iki dönemden oluşur.

b) Öğrencilerin başarısı; öğretim programı öğrenme kazanımları esas alınarak dersin özelliğine göre yazılı sınavlar, uygulamalı sınavlar, performans çalışmaları ve projeler ile işletmelerde beceri eğitiminde alınan puanlara göre tespit edilir.

c) Sınav soruları, öğretim programlarında belirtilen genel ve özel amaçlarıyla öğrenme kazanımları esas alınarak hazırlanır.

ç) Öğretmen, ölçme ve değerlendirme yöntem ve araçlarıyla öğrencinin programlarda amaçlanan bilgi ve becerileri kazanıp kazanmadığını sürekli izler ve değerlendirir.

d) Öğrencilerin durumunu belirlemeye yönelik faaliyetler, ders ve etkinliklere katılım ile performans çalışmalarından oluşur.

e) Öğrencilerin başarısının belirlenmesinde, eleştirel ve yaratıcı düşünme, araştırma, sorgulama, problem çözme ve benzeri becerileri ölçen araç ve yöntemlere önem verilir.

f) Öğrencilerin başarısının ölçülmesinde, geçerlilik, güvenirlilik ve kullanışlılık özellikleri açısından uygun ölçme araçları kullanılır. Ölçme aracının özelliğine göre cevap anahtarı, dereceli puanlama anahtarı ya da kontrol listeleri hazırlanır ve kullanılır.

g) Kaynaştırma yoluyla eğitim ve öğretimlerine devam eden öğrencilere yönelik ölçme değerlendirmede Bireyselleştirilmiş Eğitim Programı (BEP) esas alınır.

Puanla değerlendirme

MADDE 44- (1) Sınav, performans çalışması, proje ve uygulamalar 100 tam puan üzerinden değerlendirilir. Değerlendirme sonuçları e-Okul sistemine işlenir.

(2) Puan değerleri ve dereceleri aşağıdaki gibidir.

Puan
85,00-100 70,00-84,99
60,00-69,99 50,00-59,99 0-49,99

Derece
Pekiyi İyi
Orta Geçer Geçmez

İKİNCİ BÖLÜM Sınavlar
Yazılı ve uygulamalı sınavlar
MADDE 45- (1) Derslerin özelliğine göre bir dönemde yapılacak yazılı ve uygulamalı sınavlarla ilgili olarak aşağıdaki esaslara uyulur.

a) **(Değ: 28/10/2016-29871 RG)** Haftalık ders saati sayısına bakılmaksızın her dersten en az iki yazılı sınav **yapılması esastır.** Sınav sayısı ve tarihleri her dönem başında zümre başkanları kurulunca belirlenir ve okul müdürünün onayından sonra e-Okul sistemi üzerinden ilan edilir. Sınavlarla ilgili gerekli tedbirler okul müdürlüğünce alınır.

b) (Değ: 1/7/2015-29403 RG) Öğretmenin/öğretmenlerin ortak değerlendirme yapabilmelerine imkân vermek üzere birden fazla şubede okutulan tüm dersler ile güzel sanatlar ve spor liselerinde bireysel veya grup olarak okutulan derslerin yazılı ve uygulamalı sınavları ortak yapılır ve ortak değerlendirilir. Sorular ve cevap anahtarları zümre öğretmenlerince birlikte hazırlanır ve sınav sonunda ilan edilir. Bu sınavların şube ve sınıflar bazında sınav analizleri yapılır. Konu ve kazanım eksikliği görülen öğrencilerin durumları, ders ve zümre öğretmenleri tarafından yeniden değerlendirilir. Mesleki ve teknik ortaöğretim kurumlarından işletmelerde mesleki eğitime öğrenci gönderilen sınıflarda ortak sınav yapılmaz.

c) Gerektiğinde ilçe, il ve ülke genelinde ortak sınavlar yapılabilir. Bu sınavların uygulanmasına ilişkin iş ve işlemler millî eğitim müdürlükleri veya Bakanlıkça yürütülür.

ç) Zorunlu hâller dışında yazılı sınav süresi bir ders saatini aşamaz.

d) Soruların, bir önceki sınavdan sonra işlenen konulara ağırlık verilmek suretiyle geriye doğru azalan bir oranda tüm konuları kapsaması esastır.

e) Sınavlardan önce sorularla birlikte cevap anahtarları da soru tiplerine göre ayrıntılı olarak hazırlanır ve sınav kâğıtlarıyla birlikte saklanır. Cevap anahtarında her soruya verilecek puan, ayrıntılı olarak belirtilir.

(Değ: 28/10/2016-29871 RG)

f) Uygulamalı nitelikteki dersler **ile Kur'an-ı Kerim dersi sınavları,** her dönemde iki defadan az olmamak üzere ve dersin özelliğine göre yazılı ve uygulamalı olarak veya bunlardan yalnızca biriyle **ortak olarak ya da ayrı ayrı** yapılabilir. Sınavların şekli, sayısı ve uygulamalı sınavların süresiyle hangi derslerde uygulamalı sınav yapılacağı zümre öğretmenler kurulunda belirlenir, okul müdürünün onayına bağlı olarak uygulanır.

g) Bir sınıfta bir günde yapılacak yazılı ve uygulamalı sınavların sayısının ikiyi geçmemesi esastır. Ancak zorunlu hâllerde fazladan bir sınav daha yapılabilir.

ğ) Kaynaştırma yoluyla eğitimlerine devam eden öğrencilerin başarılarının değerlendirilmesinde Bireyselleştirilmiş Eğitim Programında (BEP) yer alan amaçlar esas alınır.

h) **(Değ: 28/10/2016-29871 RG) Dil ve anlatım ile yabancı** dil derslerinin sınavları dinleme, konuşma, okuma ve yazma becerilerini ölçmek için yazılı ve uygulamalı olarak yapılır.

(2) **(Değ: 28/10/2016-29871 RG) Yazılı sınavların açık uçlu maddelerden oluşan yazılı yoklama şeklinde yapılması esastır. Ancak her dersin sınavlarından biri kısa cevaplı, doğru-yanlış, eşleştirmeli veya çoktan seçmeli testlerle de yapılabilir.**
Beceri sınavı
MADDE 46- (1) İşletmelerde mesleki eğitim gören öğrenciler, beceri eğitiminin değerlendirilmesi amacıyla ders yılının son haftasında beceri sınavına alınırlar. Öğrenciler bu süre içerisinde izinli sayılır. Bu sınav, dersin özelliğine göre komisyonca alınacak karar doğrultusunda uygulamalı ve/veya yazılı olarak yapılır.

(2) Öğretim programlarında birden fazla uygulamalı ders bulunan alanlarda, işletmede eğitimi yapılan her ders için beceri sınavı, sınav komisyonunun kararına göre birlikte veya ayrı ayrı yapılabilir. Birlikte yapılan sınavların değerlendirmesi ayrı yapılır.

(3) Sektörün özelliği, çalışma ve kapasite durumuyla kurum ve iklim şartları da dikkate alınarak yılın belli zamanlarında faal olan ve beceri eğitimi süresi, ders yılı süresini aşan meslek alanlarındaki beceri sınavı, beceri eğitiminin bitimini izleyen hafta içinde yapılır.

(4) Beceri sınavları, işletmenin usta öğreticileri veya eğitici personeli ile ilgili alanın alan/bölüm/atölye/laboratuvar şeflerinden birisi, alan öğretmenlerinin ve o meslek alanındaki/dalındaki işveren kuruluşunu temsil eden üyelerden oluşturulan komisyon tarafından yapılır.

(5) Beceri sınav puanı, iş dosyası ve sınav değerlendirilmesi sonucu takdir edilen puanların toplamıdır. Beceri sınavı 100 puan üzerinden değerlendirilir. Bunun yüzde 80'i sınav, yüzde 20'si de iş dosyasına takdir edilir.

(6) İşletmeye gönderilemeyen öğrenciler için okulda yüz yüze eğitimini aldıkları alan/dal derslerinden beceri sınavı yapılmaz.

Sınav sonuçlarının değerlendirilmesi

MADDE 47- (1) Ölçme sonuçları, eğitim ve öğretimin amaçlarına ve derslerin programlarındaki kazanımlara ne ölçüde ulaşıldığını tespit etmek, ulaşılamayan kazanımlarla ilgili olarak ne gibi tedbirlerin alınması gerektiğini ortaya çıkarmak amacıyla kullanılır.

(2) Öğretmenler, başarıyı etkileyen ve yeterince ulaşılamayan kazanımları belirleyerek konuları yeniden işlemek ve öğrencilere alıştırma çalışmaları yaptırmaya yönelik tedbirler alırlar.

(3) (Değ: 1/7/2015-29403 RG) Yazılı sınavlar ve diğer değerlendirmeler sonunda başarısını yükseltmek isteyen öğrenciler için dönem sona ermeden her dersten ayrıca ortak bir sınav daha yapılır. Bu sınavlardan alınan puan diğer puanlarla birlikte dönem puanının hesaplanmasında aritmetik ortalamaya dâhil edilir. Sınava girmek isteyen öğrencilerin yazılı başvurusu alınır. Başvuruda bulunup da sınavlara katılmayan öğrenciler hakkında 48 inci maddenin ilgili fıkra hükümleri uygulanır.

Sınavlara katılmayanlar

MADDE 48- (Değ: 13/09/2014-29118 RG) (1) Sınavlara katılmayan, performans çalışmasını yerine getirmeyen veya projesini zamanında teslim etmeyen öğrencilerden, özrünü 36 ncı maddenin yedinci fıkrasına göre belgelendirenlerin mazeret sınavı ilgili

zümrenin belirleyeceği bir zamanda önceden duyurularak bir defaya mahsus yapılır. Performans çalışması veya projesi kabul edilir. Ancak birinci dönemdeki özürler için belirlenen süre birinci dönemi, ikinci dönemdeki özürler için belirlenen süre ikinci dönemi aşamaz.

(2) (Değ: 13/09/2014-29118 RG) Özürleri nedeniyle sorumluluk sınavına katılamayan ve özürleri kabul edilen öğrencilerin sorumluluk sınavları ilgili dönem içerisinde okul yönetimince yeniden belirlenen günlerde yapılır.

(3) Özürleri nedeniyle yılsonu beceri sınavına katılamayanlara; özrün sınav günü mesai saatinin bitimine kadar kurum müdürlüğüne bildirilmesi ve en geç beş iş günü içinde belgelendirilmesi kaydıyla kurum müdürlüğünce öğretmenler tatile girmeden önce uygun görülecek bir tarihte, özrün süresi öğretmenlerin tatile girdiği tarihten sonraya rastlayan öğrenciler ise yeni ders yılının başlamasından önce sınava alınırlar.

(4) (Değ: 13/09/2014-29118 RG) Geçerli özrü olmadan sınava katılmayan, projesini vermeyen ve performans çalışmasını yerine getirmeyen öğrenciler ile kopya çekenlerin durumları puanla değerlendirilmez. Puan hanesine; sınava katılmayan, projesini vermeyen ve performans çalışmasını yerine getirmeyenler için "G" ve kopya çekenler için "K" olarak belirtilir ve aritmetik ortalamaya dâhil edilir.

(5) (Değ: 1/7/2015-29403 RG) Öğrenciler, raporlu ve izinli oldukları günlerde yazılı ve uygulamalı sınavlara alınmazlar.

Ölçme ve değerlendirme sonuçlarının duyurulması

MADDE 49- (1) Öğretmenler sınav, performans çalışması ve projelerin sonuçlarını öğrencilere bildirir ve sınav analizlerine göre ortak hataları açıklar.

(2) Yazılı sınav, uygulama, performans çalışması ve projelerin değerlendirme sonuçları, yazılı sınavın yapıldığı tarih veya performans çalışmasının, uygulamanın yahut projenin teslim tarihini takip eden 10 gün içinde öğrenciye duyurulur ve e-Okul sistemine işlenir.

(3) (Değ: 13/09/2014-29118 RG) Öğrencilerin talebi halinde proje, performans çalışmaları ve sınav evrakı ders öğretmeni/öğretmenleri tarafından öğrencilerle birlikte bir defa daha incelenir.

(4) (Değ: 13/09/2014-29118 RG) Öğrenci velisi proje, performans çalışmaları ve sınav sonuçlarına, sonuçların ilanını takip eden 5 işgünü içerisinde yazılı olarak okul yönetimine itirazda bulunabilir. Yapılan itiraz doğrultusunda; okul yönetimince ders öğretmeni/öğretmenleri dışında ilgili branştan en az iki öğretmenden oluşturulan komisyon, okulda yeterli öğretmen bulunmaması durumunda ise il/ilçe millî eğitim müdürlüğünce oluşturulan komisyon tarafından 5 gün içerisinde incelenip değerlendirilerek öğrencinin nihai puanı belirlenir ve veliye bildirilir. Mesleki ve teknik ortaöğretim kurumlarında 46 ncı madde kapsamında komisyon tarafından yapılan beceri sınavlarına yönelik itiraz yalnız iş dosyasının değerlendirmesi için yapılır.

(5) Uygun görülen performans çalışması ve projeler, öğrencileri özendirmek amacıyla sınıf veya okulun uygun yerinde sergilenebilir.

Performans çalışması, proje ve diğer çalışmalar

MADDE 50- (1) Öğrenciler okulların özelliklerine göre yazılı sınavların dışında proje ve performans çalışması ile topluma hizmet etkinliklerine yönelik seminer, konferans ve benzeri çalışmalar yaparlar. Öğrenciler, her dönemde tüm derslerden en az bir performans çalışması, her ders yılında en az bir dersten proje hazırlama görevini yerine getirirler.

(2) Öğrencilerin ders yılı içinde ulusal ve uluslararası yarışmalarda elde ettikleri başarılar, ilgili dersin proje veya performans çalışması olarak tam puanla değerlendirilir.

(3) Öğrencilerin hangi dersten/derslerden proje hazırlayacakları sınıf rehber öğretmenleri tarafından okul yönetimine bildirilir.

(4) Proje ve seminer çalışmalarında öğrencilerin laboratuvar, bilgisayar, internet, kitaplık, spor salonu ve konferans salonu gibi imkânlardan etkili ve verimli şekilde yararlanmaları için okul yönetimi tarafından gerekli tedbirler alınır.

(5) İşbirliği çerçevesinde, ilgili makamlardan izin ve onay alınmak şartıyla okulun amaçlarına uygun konferans ve seminerler düzenlenebilir.

(6) Topluma hizmet etkinliklerine önem verilir. Öğrencilerin bu etkinliklere katılmalarını teşvik etmek amacıyla okul yönetimince gerekli tedbirler alınır.

(7) Proje ve performans çalışması puanla değerlendirilir. Topluma hizmet etkinlikleri ve diğer çalışmalar puanla değerlendirilmez; ancak öğrencilerin mezuniyetlerinde belgelendirilir.

(8) **(Değ: 28/10/2016-29871 RG)** Her dönemde tüm derslerden iki performans puanı verilir. **Performans çalışması, proje ve diğer çalışmalar ile ilgili değerlendirme ölçekleri zümre kararlarıyla belirlenir.** Bunlardan birisi birinci fıkra kapsamında yapılan performans çalışmasına, diğeri ise öğrencinin derse hazırlık, devam, aktif katılım ve örnek davranışlarına göre verilir. Zümre kararıyla performans çalışmasına dayalı olarak bir performans puanı daha verilebilir.

ÜÇÜNCÜ BÖLÜM Sınıf Geçme

Dönem puanı

MADDE 51- (1) Bir dersin dönem puanı;

a) Sınavlardan alınan puanların,

b) Performans çalışması puanının/puanlarının,

c) Varsa proje puanının,

ç) Mesleki ve teknik ortaöğretim kurumlarında okutulan uygulamalı derslerde ayrıca hizmet ve/veya temrin puanlarının aritmetik ortalamasından elde edilen puanın aritmetik ortalaması alınarak belirlenir.

d) İşletmelerde beceri eğitiminde dönem puanı, işletmedeki eğitim süresince öğretmen, usta öğretici veya eğitici personel tarafından temrin, proje, iş, deney ve hizmet değerlendirmesinden verilen puanlar, varsa telafi eğitimi süresince okulda temrin, proje, iş ve hizmetlerden aldıkları puanlar ve alanıyla ilgili yarışmalarda alınan ve işletmeye bildirilen puanların aritmetik ortalamasıdır.

e) Aritmetik ortalama alınırken bölme işlemi virgülden sonra iki basamak yürütülür.

f) **(Değ: 28/10/2016-29871 RG) Evde veya hastanede eğitim alan öğrencilerin başarılarının değerlendirilmesi ilgili mevzuata göre yapılır.**

(2) (Değ: 1/7/2015-29403 RG) Yönetmeliğin 36 ncı maddesine göre özürleri nedeniyle 60 günlük devamsızlık kapsamında değerlendirilen öğrencilerin dönem puanları zorunlu hâllerde bir yazılı sınav eksiğiyle verilebilir.

(3) Öğrenciye her dersten bir dönem puanı verilir.

(4) Yabancı dil dersinde öğrencilere dinleme, konuşma, okuma ve yazma becerilerinin kazandırılması esastır. Bilgi ve beceriler, çeşitli ölçme araçlarından yararlanılarak özelliğine göre yazılı veya uygulamalı sınavlar, performans çalışmaları ve projeyle değerlendirilir. Dersin birden fazla öğretmen tarafından okutulması durumunda verilen puanların ağırlıklı ortalamasına göre yabancı dil dersinin dönem puanı belirlenir. Gerektiğinde zümre öğretmenler kurulu kararıyla becerilerin değerlendirilmesi ortak yapılabilir.

(5) Beden eğitimi dersinde sağlık durumları veya engelleri nedeniyle bazı etkinliklere katılamayacak durumda olan öğrenciler resmî ya da özel sağlık kurum ve kuruluşlarındaki bir doktordan rapor almak zorundadır. Raporda, öğrencilerin sağlık durumlarının veya engellerinin beden eğitimi etkinliklerinden hangisine geçici ya da sürekli olarak engel oluşturduğunun açıklanması gerekir. Rapora göre beden eğitimi dersinin bazı uygulamalı etkinliklerinden muaf tutulanlar, sadece teorik bilgilere ve uygun etkinliklere; bütün uygulamalı etkinliklerden muaf tutulanlar ise sadece teorik bilgilere göre değerlendirilir.

Naklen gelenlerin dönem puanı

MADDE 52- (1) Öğrencinin dönem içinde bir okuldan başka bir okula nakledilmesi hâlinde, önceki okulda aldığı dersler ve puanları dikkate alınarak dönem puanı tespit edilir.

(2) Buna göre;

a) Önceki okulunda aldığı dersle/derslerle yeni okulundaki derslerin aynı olması hâlinde dönem puanı alabilecek kadar yazılı, performans çalışması ve proje puanı bulunan öğrencinin dönem puanları önceki okulunca verilir. Yeteri kadar yazılı, performans çalışması ve proje puanı bulunmayan öğrencinin dönem puanları, önceki okulunda aldığı puanlar da dikkate alınarak yeni okulunca verilir.

b) Önceki okulunda aldığı dersten/derslerden bazılarının yeni okulunda okutulmaması veya haftalık ders saatlerinin farklı olması hâlinde;

1) Önceki okulunda dönem puanı oluşacak kadar puan alınmış ise o derslere ait dönem puanları, mevcut puanlarına göre yeni okul yönetimince tespit edilir.

2) Önceki okulunda dönem puanı verilebilecek kadar puan alınmamış ise öğrenci yeni okulunda öğretime açılmış olan dersi/dersleri alır. Bu derslerden alınan puanlara göre dönem puanı tespit edilir.

3) Haftalık ders saatlerinin farklı olması hâlinde eksik olan haftalık ders saati sayısı kadar yeni okulundan ders/dersler seçtirilir ve dönem puanının tespitinde bu dersin/derslerin puanları esas alınır.

c) Öğrencinin daha önce okuduğu seçmeli bir dersin yeni okulunda daha üst sınıfta okutulması hâlinde, daha önce okunmuş olan ders yerine, haftalık ders saati aynı olan başka bir seçmeli ders alması sağlanır.

ç) İki dönem puanı alınabilecek kadar süre bulunması hâlinde hazırlık sınıfı bulunan okulların hazırlık sınıflarından hazırlık sınıfı bulunmayan okulların 9 uncu sınıflarına nakil veya geçiş yapan öğrencilerin dönem puanları, bu madde hükümlerine göre belirlenir.

Bir dersin yılsonu puanı
MADDE 53- (1) Bir dersin yılsonu puanı;

a) Birinci ve ikinci dönem puanlarının aritmetik ortalamasıdır.

b) Bir dönem puanının bulunmaması hâlinde dönem puanı ile telafi programı sonunda belirlenen puanın aritmetik ortalaması; iki dönem puanının bulunmaması hâlinde ise telafi programı sonunda belirlenen puandır.

c) İşletmelerde beceri eğitiminde birinci ve ikinci dönem puanlarının aritmetik ortalaması ile yılsonu beceri sınavı puanının aritmetik ortalamasıdır.

ç) Naklen gelen öğrencilerin, önceki okulunda aldığı derslerle yeni okulundaki dersler ve/veya ders saatleri farklı olduğunda:

1) Bir dönem puanı alabilecek kadar süre bulunması durumunda yeni dersten alınan ikinci dönem puanıdır.

2) Yeni alınan dersten bir dönem puanı alınabilecek kadar süre bulunmaması durumunda eski okulundaki dersin dönem puanlarının aritmetik ortalamasıdır.

d) (Değ: 13/09/2014-29118 RG) Sorumluluk sınavına giren öğrencilerin yılsonu puanı, o dersin yılsonu puanı ile sorumluluk sınavından alınan puanın aritmetik ortalamasıdır.

(2) Dönem puanlarının aritmetik ortalaması hesaplanırken bölme işlemi virgülden sonra iki basamak yürütülür.

Bir dersin ağırlığı ve ağırlıklı puanı
MADDE 54- (1) Bir dersin ağırlığı, o dersin haftalık ders saati sayısına eşittir.

(2) Bir dersin yılsonu puanıyla o dersin haftalık ders saati sayısının çarpımından elde edilen puan, o dersin ağırlıklı puanıdır.

Yılsonu başarı puanı
MADDE 55- (1) Öğrencinin yılsonu başarı puanı, derslerin ağırlıklı puanları toplamının bu derslerin haftalık ders saatleri toplamına bölümüyle elde edilen puandır. Naklen gelen öğrencilerin yılsonu başarı puanı hesaplanırken yeni oluşacak haftalık ders saati sayısı toplamı esas alınır. Yılsonu başarı puanı hesaplanırken bölme işlemi, virgülden sonra iki basamak yürütülür.

(2) Yılsonu başarı puanı, mezuniyet puanının hesaplanmasında esas alınır.

(3) **(Değ: 28/10/2016-29871 RG) Evde veya hastanede eğitim alan öğrencilerin sadece eğitimini gördüğü derslerin puanları esas alınır.**

Ders yılı sonunda herhangi bir dersten başarılı sayılma
MADDE 56- (1) Öğrencinin, ders yılı sonunda herhangi bir dersten başarılı sayılabilmesi için;

a) İki dönem puanının aritmetik ortalamasının en az 50 veya birinci dönem puanı ne olursa olsun ikinci dönem puanının en az 70,

b) İşletmelerde beceri eğitimi gören öğrencilerin, beceri sınavı puanı en az 50 olmak kaydıyla birinci ve ikinci dönem puanları ile beceri sınav puanının aritmetik ortalamasının en az 50 veya beceri sınav puanının 70

olması gerekir.

Doğrudan sınıf geçme
MADDE 57- (1) (Değ: 1/7/2015-29403 RG) Ders yılı sonunda her bir dersten iki dönem puanı bulunmak kaydıyla;

a) Tüm derslerden başarılı olan,

b) Başarısız dersi/dersleri olanlardan, yılsonu başarı puanı en az 50 olan öğrenciler doğrudan sınıf geçer.

(2) **(Değ: 28/10/2016-29871 RG) Birinci fıkradaki şartları taşımakla birlikte** yılsonu başarı puanıyla başarılı sayılamayacak derslerden başarısız olan öğrenciler, o dersten/derslerden sorumlu geçer.

Sorumlu olarak sınıf geçme ve sorumluluğun kalkması

MADDE 58- (Değ: 1/7/2015-29403 RG) (1) Ders yılı sonunda her bir dersten iki dönem puanı bulunmak kaydıyla doğrudan sınıfını geçemeyen öğrencilerden; bir sınıfta başarısız ders sayısı en fazla 3 ders olanlar sorumlu olarak sınıflarını geçer. Ancak alt sınıflar da dâhil toplam 6 dersten fazla başarısız dersi bulunanlar sınıf tekrar eder. Nakil ve geçişler nedeniyle ortaya çıkan sorumlu dersler bu sayıya dâhil edilmez.

(2) **(Değ: 28/10/2016-29871 RG)** a) Sorumluluk sınavları, ders yılı içerisinde yapılan yazılı ve/veya uygulamalı sınav esaslarına göre birinci ve ikinci dönemin ilk haftası içerisinde iki alan öğretmeni, **bulunmaması hâlinde biri alan öğretmeni olmak üzere iki öğretmen** tarafından yapılır.

b) Sınava girecek öğrenci sayısının otuzu aşması ve/veya birden fazla salonda sınav yapılması hâlinde her sınav salonu için ayrıca bir gözcü öğretmen daha görevlendirilir.

c) Farklı sınıflardaki aynı dersin öğrenci sayısının toplamda otuzu aşmaması hâlinde bu öğrencilerin sınavları birleştirilerek tek komisyon marifetiyle de yapılabilir.

ç) Sınav tarihleri ve görevlendirilecek öğretmenler okul müdürlüğünce belirlenir. Bu sınavlar dersleri aksatmayacak şekilde hafta içerisinde yapılacak şekilde planlanır. Gerektiğinde cumartesi ve pazar günlerinde de yapılabilir.

(3) Yılsonu beceri sınavında başarısız olan öğrencilerin bu derslere ait sorumluluk sınavları, iş dosyası dikkate alınmaksızın yazılı ve/veya uygulamalı sınav şeklinde yapılır.

(4) Bir dersin sorumluluğu, o dersin sorumluluk sınavında başarılı olunması hâlinde kalkar.

(5) Sorumluluk sınavlarına itiraz edilmesi durumunda bu Yönetmeliğin 49 uncu madde hükümleri uygulanır.

(6) **(Değ: 28/10/2016-29871 RG) Eğitim ve öğretim yılı başında yapılan sorumluluk sınavı sonunda tek dersten başarısızlığı bulunan son sınıf öğrencileri için aynı usulle takip eden hafta içinde bir sınav daha yapılır.**

Sınıf tekrarı ve öğrenim hakkı

MADDE 59- (1) Öğrencilerden;

a) Doğrudan, yılsonu başarı puanıyla veya sorumlu olarak sınıf geçemeyenlerle devamsızlık nedeniyle başarısız sayılanlar sınıf tekrar eder. Sınıf tekrarı hazırlık sınıfı hariç, orta öğrenim süresince en fazla bir defa yapılır. Öğrenim süresi içinde ikinci defa sınıf tekrarı durumuna düşen öğrencilerin ders yılı sonunda okulla ilişiği kesilerek Açık Öğretim Lisesine veya Mesleki Açık Öğretim Lisesine kayıtları yapılır.

b) Okuldan mezun olamayan on ikinci sınıf öğrencilerinden sınıf tekrar etme hakkı bulunanlar başarısız olunan ders sayısına bakılmaksızın sınıf tekrar edebilir. Ancak, sınıf tekrar etmek istemeyen öğrencilerden sınıf tekrarı yapmış olanlar bir, sınıf tekrarı yapmamış olanlar ise iki öğretim yılı daha başarısız oldukları derslerden sorumluluk sınavına girebilir. Bu sınavlar sonunda da başarısız olan öğrencilerin öğretim yılı sonunda okulla ilişiği kesilerek Açık Öğretim Lisesine veya Mesleki Açık Öğretim Lisesine kayıtları yapılır.

c) **(Değ: 28/10/2016-29871 RG)** Özürleri nedeniyle; **hazırlık sınıfı öğrencileri hariç** okula devam edemeyen, okula devam ettikleri hâlde iki dönem puanı alamayan öğrenciler, durumlarını belgelendirmeleri kaydıyla o yıla ait öğrenim haklarını kullanmamış sayılır. Öğrenim hakkının kullanılmamış sayılması hâli, öğrenim süresince iki eğitim ve öğretim yılıyla sınırlıdır.

Hazırlık sınıfında yeterlilik sınavı ve 9 uncu sınıfa geçiş

MADDE 60- (1) Hazırlık sınıfında sınıf geçme, birinci yabancı dil dersiyle Türkçe dersindeki başarı durumlarına göre tespit edilir. Diğer derslerdeki başarı durumu, öğrencinin ödüllendirilmesinde dikkate alınır. Hazırlık sınıfında alınan puanlar mezuniyet puanının belirlenmesinde dikkate alınmaz.

(2) (Değ: 13/09/2014-29118 RG) Hazırlık sınıfında sınıf geçmeye esas derslerden ders yılı sonunda başarılı olamayan öğrenciler, üçüncü fıkra hükümlerine göre yeterlilik sınavına alınır. Başarısız olanlar bir yıl daha hazırlık sınıfına devam eder. İkinci yılda da hazırlık sınıfında başarısız olan öğrencilerin okulla ilişiği kesilerek hazırlık sınıfı bulunmayan diğer ortaöğretim kurumlarının 9 uncu sınıfına bu Yönetmeliğin nakil ve geçişe ilişkin hükümleri çerçevesinde kayıtları yapılır.

(3) (Değ: 13/09/2014-29118 RG) Hazırlık sınıfında öğrenim görmeden aynı okulun 9 uncu sınıfına doğrudan geçmek isteyen öğrencilerin velileri, yeterlilik sınavından 5 gün önce okul yönetimine yazılı olarak başvurur. Başvurusu alınan öğrenciler, birinci yabancı dil dersiyle Türkçe dersinden ekim ayının ilk haftası içinde yeterlilik sınavına alınır. Bu sınavlar, sorumluluk sınavlarıyla ilgili usul ve esaslara göre yapılır. Her iki dersten de en az 70 puan alan öğrenciler başarılı sayılarak 9 uncu sınıfa devam ettirilir. Başarılı olamayan öğrenciler hazırlık sınıfına devam eder.

L. CONSENT FORM

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu çalışma ODTÜ Eğitim Bilimleri Bölümünden Prof. Dr. Cennet Engin-Demir'in danışmanlığında Arş. Gör. Özlem Fatma Yıldırım-Taştı tarafından yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Yakın zamanda, Türk eğitim sisteminde önemli bir değişiklik yapıldı. Bu değişim, dershanelerin Temel Liselere dönüşümünü içermektedir. Bu çalışma, dönüşüm programına dahil olan Temel Liselerde okul sürecini anlamayı amaçlamaktadır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırma, belirlenen Temel Liselerde okul ortamında yapılacaktır. Bu araştırma kapsamında katılımcılarla yüz yüze görüşmeler gerçekleştirilecektir. Katılımcılardan, görüşme formlarında yer alan sorularla ilgili düşüncelerini açıkça ifade etmeleri beklenmektedir.

Katılımınızla ilgili bilmeniz gerekenler:

Bu çalışmaya katılmak tamamen gönüllülük esasına dayalıdır. Herhangi bir yaptırıma veya cezaya maruz kalmadan çalışmaya katılmayı reddedebilir veya çalışmayı bırakabilirsiniz. Araştırma esnasında cevap vermek istemediğiniz sorular olursa o sorular hakkında konuşmayı reddedebilirsiniz.

Araştırmaya katılanlardan toplanan veriler tamamen gizli tutulacak, veriler ve kimlik bilgileri herhangi bir şekilde eşleştirilmeyecektir. Katılımcıların isimleri bağımsız bir listede toplanacaktır. Ayrıca toplanan verilere sadece araştırmacılar ulaşabilecektir. Bu araştırmanın sonuçları, katılımcıların kimlikleri gizli tutulmak koşuluyla, bilimsel ve profesyonel yayınlarda veya eğitim amaçlı kullanılabilir.

Riskler:

Bu çalışmada katılımcılara yönelik olarak fiziksel bir uygulama yer almamaktadır. Görüşme formlarında yer alan sorular Temel Liselerde okul sürecini anlamaya yönelik olup kişisel bir risk oluşturmayacak nitelikte hazırlanmıştır. Ancak, görüşmede yer alan soruları, risk unsuru içerdiğini düşünen katılımcıların çalışmadan ayrılma ya da herhangi bir soruyu cevaplamama hakkı baki tutulacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Çalışmayla ilgili soru ve yorumlarınızı araştırmacıya yiozlem@metu.edu.tr adresinden iletebilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.
(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad	Tarih	İmza
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M. ETHICAL APPROVAL OF METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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09 AĞUSTOS 2017
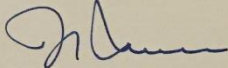
Konu: Değerlendirme Sonucu
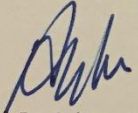
Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)
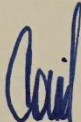
İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof.Dr. Cennet Engin DEMİR ;
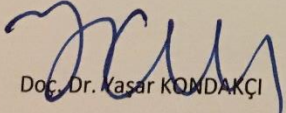
Danışmanlığını yaptığınız Özlem Fatma YILDIRIM- TAŞTI' nın *"Temel Liselerde Okullaşma Süreçlerinin İncelenmesi: Bir Çoklu Durum Analizi"* başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2017-EGT-145** protokol numarası ile **18.09.2017 – 18.09.2018** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ş. Halil TURAN
Başkan V
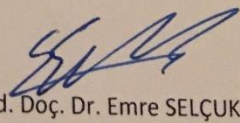
Prof. Dr. Ayhan SOL
Üye

Prof. Dr. Ayhan Gürbüz DEMİR
Üye

Doç. Dr. Yaşar KONDAKÇI
Üye

Doç. Dr. Zana ÇITAK
Üye

Yrd. Doç. Dr. Pınar KAYGAN
Üye

Yrd. Doç. Dr. Emre SELÇUK
Üye

T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : 14588481-605.99-E.17062010   18.10.2017
Konu : Araştırma İzni

ORTA DOĞU TEKNİK ÜNİVERSİTESİNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2012/13 nolu Genelgesi.
       b) 25/08/2017 Tarihli ve 54850036-300-4175 sayılı yazınız.

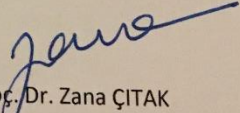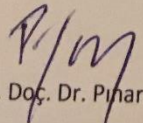Enstitünüz Eğitim Bilimleri Anabilim Dalı Eğitim Yönetimi ve Planlaması doktora öğrencisi Özlem Fatma YILDIRIM'ın **"Temel Liselerde Okullaşma Süreçlerinin İncelenmesi:Bir Çoklu Durum Analizi"** kapsamında uygulama talebi Müdürlüğümüzce uygun görülmüş ve uygulamanın yapılacağı İlçe Milli Eğitim Müdürlüğüne bilgi verilmiştir.

Görüşme formunun (20 sayfa) araştırmacı tarafından uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde bir örneğinin (cd ortamında) Müdürlüğümüz Strateji Geliştirme (1) Şubesine gönderilmesini rica ederim.

Vefa BARDAKCI
Vali a.
Milli Eğitim Müdürü

23.10.2017-16424

Güvenli Elektronik İmzalı
Aslı İle Aynıdır.

19 Ekim 2017 /201...

O. CURRICULUM VITAE

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Date and Place of Birth: 28 October 1986, Ankara
Marital Status: Married
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EDUCATION

Degree	Institution	Year of Graduation
PhD.	METU, Educational Sciences	2019
MSc	METU, Educational Sciences	2013
BS	Gazi University, Physics Education	2009

WORK EXPERIENCE

Year	Place	Enrollment
2011 - Present	METU, Educational Sciences	Research Assistant
2013 February – 2013 May	University of Santa Barbara	Visiting Scholar

FOREIGN LANGUAGE
Advanced English

PROJECTS

1. Türkiye'de Eğitim Fakültelerine Bakış: ODTÜ Örneği, 2017 BAP

2. Eğitimde İnsan Kaynaklarını Geliştirme Programının Değerlendirilmesi, 2016 BAP

3. EU-CAMP: Öğrencilerin AB'yi Öğrenmesi için Yapılandırmacı bir Yaklaşım – Project No: 2011-4143/45, 2011 European Union

4. Climate Friendly School Management System in European Schools, 2012, European Union

CONFERENCE PAPERS

1.	Yildirim Taşti, Ö. F., Kandemir, A., & Göktürk, D. (2018, August). *Mapping the habitus of school of education: A case study from Turkey*. Paper presented in ECER, Bolzano, Italy.

2.	Göktürk, D., Yildirim Taşti, Ö. F., & Kandemir, A. (2018, April). Creating *organizational culture through academic inbreeding: A case from Turkey*. Paper presented in AERA, New York, USA.

3.	Yildirim Taşti, Ö. F. (2017, October). *Türkiye'de eğitimin özelleştirilmesi üzerine bir tartışma: Temel liseler örneği.* Paper presented in ICCIEPOK, Antalya, Turkey.

4.	Göktürk, D, & Yildirim Taşti, Ö. F. (2017, October). *The function of academicinbreeding in higher education system.* Paper presented in 2nd International Higher Education Studies Conference, Antalya, Turkey.

5.	Emil, S., &Yildirim Taşti, Ö.F. (2017, August). *Evaluation of Turkish education system and school management course: Perceptions of teacher candidates.* Paper presented in ECER, Dublin, Ireland.

6.	Yildirim Taşti, Ö. F., & Akar, H. (2017, May). *Perceptions of students and teachers about climate change.* Paper presented in EJER, Denizli, Turkey.

7.	Yildirim Taşti, Ö. F., & Yildirim, A. (2016). *A meta review of research on critical thinking skills and dispositions of Turkish pre-service teachers.* Paper presented in ICCI-EPOK, Antalya, Turkey.

8.	Yildirim Taşti, Ö. F., Yilmaz, E., Engin Demir, C. & Aksu, M. (2016, October). *Perceptions of students, graduates, and instructors on a graduate program: HRDE.* Paper presented in ICCI-EPOK, Antalya, Turkey.

9.	Aksu, M., Engin Demir, C., Yildirim, Ö.F., &Yilmaz, E. (2015). *Evaluating a Graduate Program of Human Resources Development in Education: The METU Case.* Paper presented in London International Conference on Education, London, England.

10.	Yildirim, Ö. F. (2015, October). *Evaluation of classroom management course: The METU case.* Paper presented in ICCI EPOK, Adana, Turkey.

11.   Yildirim, Ö. F., & Çapa Aydin, Y. (2015, September). *Development of parent school belief scale*. Paper presented in ECER, Budapest, Hungary.

12.   Engin Demir, C., Yildirim, Ö. F., & Küçükakin, Pinar (2015, May). *Gender policy and education in Turkish context: A critical analysis of policy texts and print media.* Paper presented in ICGE, Bloomingtoni IN, US.

13.   Yildirim, Ö. F., Yilmaz, E., Çilsalar, H., & Öden Acar, A. (2012). *Evaluation of educational science courses at METU: A case study*. Paper presented in Applied Education Congress, Ankara, Turkey.

14.   Yildirim, Ö.F., Akar, H., & Yıldırım, A. (2012, September). Role of extracurricular activities in improving climate friendly attitudes and behaviors: A case study. Paper presented in ECER, Cadiz, Spain.

P. TÜRKÇE ÖZET / TURKISH SUMMARY

Okulların toplumdaki rolü ve yeri eğitim sosyolojisi alanında her zaman tartışmalı bir konu olmuştur. Okullar, işlevselcilik, çatışma teorisi, yorumlayıcı ve etkileşimci teoriler ve son zamanlardaki teoriler olarak adlandırılan farklı yaklaşımlar tarafından tanımlanmıştır (Ballentine, & Hammack, 2009). İşlevselciler, okulların, toplum düzeninin ve sınıf farklılıklarının korunmasını sağlayarak toplumun işleyişine katkıda bulunan bir araç olduğunu savunur. Bunun aksine, çatışma teorisi, okulların, egemen ideolojiyi yaygınlaştırma amacıyla devletlerin kullandığı ideolojik aygıtlarından biri olduğu fikrini destekler (Althusser, 2016). Okulların, öğrencilerin toplumdaki çatışmaları öğrendikleri ve sosyal statükoya karşı çıktıkları yerler olmaları gerektiğini savunurlar. Üçüncü olarak, etkileşimci ve yorumlayıcı teoriler, öznel deneyimlere ve baskın normların okullardaki transferine odaklanmaktadır. Ayrıca okulların, öğrencileri sosyoekonomik durumlarına ve başarı seviyelerine göre etiketleme görevi üstlendiğini öne sürerler. Dördüncü olarak, son zamanlardaki teoriler, okulların öğrencilerin özgürleştirici bilgileri öğrenmelerini engellemek için baskın ideolojiyi öğrettiğini ileri sürmektedir. Son zamanlardaki teorilerden biri olan Eleştirel Teori, okulların, toplumdaki eşitsizliklerin yeniden üretildiği yerler olduğunu ve öğrencilere güçlülerin belirlediği kurallara uymaları gerektiğini öğrettiklerini öne sürmektedir.

Eleştirel Teorinin değindiği bir diğer nokta merkezi eğitim sistemleridir. Bu bakış açısına göre, ulusal öğretim programları toplumları eğitim yoluyla izlemenin en etkili araçlarından biridir. Böylelikle okullarda öğretilen bilgi ve geliştirilen becerilerin tutarlılığı ve istikrarı sağlanmış olur (Kaya, Çetin, & Yıldırım, 2012). Merkezileştirilmiş öğretim programının aksine, yerelleşme çabaları, varoluşçuluk, Marksizm ve fenomenoloji gibi felsefelere dayanmaktadır (Giroux, Penna ve Pınar, 1981). Bu görüş, ulusal öğretim programı yaklaşımı fikrine karşı çıkarak okul, toplum ve öğretim programı arasındaki ilişkilerin yeniden kavramlaştırılmasını önermektedir (Wiggan, 2011). Daha spesifik olarak, farklı okullardaki sınıf uygulamalarında farklı anlamların nasıl ortaya çıktığını anlamanın okullar arasında

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bir birlik sağlamaktan daha önemli olduğunu vurgulamaktadır. Program geliştirme ve uygulama sürecinin bu şekilde kavramsallaştırılmasını savunan eleştirel araştırmacılar, okullardaki baskı araçlarını göstermek ve toplumlardaki baskı kaynaklarını tanımlamak için Eleştirel Teoriyi bir çerçeve olarak kullanmaktadırlar (Ritzer, 2000).

Türkiye'de Singapur, Çin ve Japonya gibi diğer bazı ülkelerde olduğu gibi merkezi bir müfredat yaklaşımı benimsenmiştir (Kaya, Çetin, & Yıldırım, 2012). Politikacılar, bu tür bir yaklaşımı benimseme konusundaki argümanlarını, ulusal öğretim programlarının, okullarda öğretilen konuların birliğini sağladığı ve bu da ülke çapında yapılan ulusal sınavların uygulanmasına olanak tanıdığı gerçeğine dayandırmaktadır. Bu noktada dershane kavramı karşımıza çıkmaktadır. Dershaneler, öğrencileri ulusal sınavlara hazırlayan ya da katılımcıların akademik gelişimlerini destekleyen özel kurumlardır (MoNE, 2009). Dershanelerin rolü ve yeri Türk eğitim sisteminde her zaman tartışmalı bir konu olmuştur (Akyüz, 1989; Özgen, Koşker, & Yalın, 2015; Şirin, 2000). Yakın zamanda, 6528 sayılı Kanunun yürürlüğe girmesiyle, dershanelerin 14.03.2014 tarihli ve 28941 sayılı Resmi Gazete'de yayımlandığı üzere kapatılmasına karar verilmiştir. Aynı zamanda, bu kanunla, Dershanelere "Temel Lise" ye dönüşmeleri veya "Öğrenci Çalışma Merkezi (Etüt Merkezi)" olarak hizmet vermelerine olanak sağlayacak iki seçenek sunulmuştur. Böylelikle, Temel Lise kavramı, dershanelerden dönüştürülmüş bir tür özel lise olarak literatürde yerini almıştır. Yasada belirtildiği üzere, bu okullar 2018-2019 öğretim yılı sonuna kadar Türk eğitim sisteminde işlev görmüştür. Bu okullardan, Milli Eğitim Bakanlığının (MEB) Özel Eğitim Kurumları Standartlar Yönergesi uyarınca, özel bir liseye dönüşmek için gerekli olan standartları sağlayanlar, 2019-2020 öğretim yılı itibariyle faaliyetlerine özel lise olarak devam etmektedirler.

Temel Liseler, dönüşüm kararıyla birlikte iki ana sebepten dolayı eleştirilmiştir. Birincisi, bu okullar dershanelerden dönüştürüldüğünden eğitim hedeflerinin Milli Eğitimin Temel Amaçlarına uygun olup olmadığına yönelik tartışmaları içermektedir. İkinci olarak, dershanelerin, Türk eğitim sistemindeki eşitsizlikleri ortadan kaldırmak için kapatıldığı öne sürüldü. Ancak, dershanelerin

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kapatılmasıyla özel okula dönüşen kurumların başka bir formda eşitsizlik yarattığı iddia edilmektedir, çünkü bu okullarda üniversite giriş sınavında sorulan soru türlerini ezberlemek, sorulara cevap vermenin kısa yollarını öğretmek gibi öğrencilere dershanelerde de sağlanan öğretim uygulamalarına devam edildiği öne sürülmektedir (Boydak-Özan, Polat, Gündüzalp, & Yaraş, 2015, Temelli Kurt, & Köse, 2010). Öte yandan, bu tür uygulamaların öğrencilerin iyi üniversitelere girmelerine yardımcı olduğunu ve bu sayede prestijli iş bulmalarını ve yüksek maaş almalarını sağladığını söylemektedir (Tansel ve Bircan, 2004). Böylelikle, eğitim sistemimizdeki mevcut eşitsizliklerinin yendien üretildiği vurgulanmaktadır (Gök, 2005). Bir başka deyişle, Temel Liselerin okul ücretini karşılayamayan öğrenciler, devlet okullarına mahkum edilmektedir (Turan ve Armağan, 2015).

Dershanelerin Temel Liselere dönüşümünden sonra, dönüşüm kararı ve Temel Liseler ile ilgili pek çok çalışma yürütülmüştür (Arabacı, & Namlı, 2014; Boydak-Özan, Polat, Gündüzalp, & Yaras, 2015; Garipağaoğlu, 2016; Şanlı, 2015; Şeker, Süngü, & Çamlıyer, 20159. Ancak, Temel Liselerde okul süreçlerini anlamaya yönelik bir çalışma yer almamaktadır. Bu çalışmasının amacı, Temel Liselerde okul sürecini, paydaşların (okul müdürleri, öğretmenler, öğrenciler ve veliler) bakış açıları ve gözlemler yoluyla anlamaktır. Bu çalışmada yer aldığı hali ile okul süreci, ders saatleri, teneffüsler, öğle yemeği araları, toplantılar, soru çözüm saatleri, deneme sınavları, danışma saatleri ve okul sonrası çalışmalar gibi çok çeşitli aktiviteleri içermektedir.

Çalışmanın amacı doğrultusunda, temel araştırma sorusu şu şekilde ifade edilmiştir: "Temel Liselerde okul süreci paydaşların bakış açısından nasıl gerçekleşti?" Bu temel araştırma sorusuna dayanarak, aşağıda verilen araştırma soruları bu çalışmaya rehberlik etmiştir:

1. Katılımcılar, dershanelerin Temel Liselere dönüşümüne ilişkin politika kararını değişikliğini nasıl algılıyor?
2. Temel Liselerde yer alan okul pratikleri nelerdir?
3. Öğrencilerin Temel Liselerdeki deneyimleri nelerdir?
4. Öğretmenlerin Temel Liselerdeki deneyimleri nelerdir?
5. Temel Liselerde yer alan yönetimsel süreçler nelerdir?

6. Temel Liselerde paydaşların beklentileri nelerdir?

Yukarıda belirtilen araştırma soruları doğrultusunda yapılan bu nitel araştırma, Temel Liselerde okul sürecini, paydaşların görüşlerine ve araştırmacının gözlemlerine dayanarak anlamayı amaçlamıştır. Araştırılan olgunun bütünsel bir temsilini mümkün kılmak için bu araştırma çoklu-durum çalışması olarak tasarlanmıştır. Bu bağlamda, veri toplamak üzere Ankara ilinde yer alan beş Temel Lise bina özellikleri ve belirli kurumsal özellikleri gibi kriterler göz önüne alınarak seçilmiştir. Çalışma kapsamında öğrenci, veli, öğretmen, okul müdürü, okul rehber öğretmeni ve müdür yardımcısı ile görüşülmüştür. Görüşmelerin yanı sıra, her bir okulda, okul saatleri süresince bir hafta boyunca derslerin işleyişi, soru çözüm saatleri, deneme sınavları, katılımcıların teneffüsler ve öğle aralarındaki etkinlikleri ve sosyal etkinlikler gibi diğer okul süreçlerine ilişkin derinlemesine alan notları tutulmuştur.

Çalışmaya başlamadan önce, Teme Liselerin ilgili alan yazında nasıl sunulduğunu anlamak ve çalışmanın araştırma soruları ile yöntemine karar vermek için alan yazın ve ilgili politika kararları baştan sona gözden geçirilmiştir. Daha sonra yarı yapılandırılmış görüşme formları (öğretmenler, öğrenciler, okul müdürleri, ebeveynler) ve gözlem formundan oluşan veri toplama araçları geliştirilmiştir. Araçların geçerliliği ve güvenilirliği için, nitel araştırma alanında iki uzmana araçlara geri bildirim vermeleri için danışılmıştır. Daha sonra, Ankara'nın Yenimahalle ilçesinde bir Temel Lisede pilot çalışma yürütülmüştür. Pilot çalışmadan elde edilen bulgulara dayanarak, veri toplama araçlarına son halleri verilmiştir. Daha sonra, veriler seçilen araştırma sahalarında toplanmıştır. Ardından, veriler, MAXQDA nitel analiz programı kullanılarak içerik analizine tabi tutulmuştur. Son olarak, araştırmanın raporlanması yapılmıştır.

Bu çalışmada, beş Temel Lisede okul sürecini en iyi şekilde temsil etmek için amaçlı örnekleme yönteminden maksimum çeşitlilik örnekleme stratejisi kullanılarak beş vaka seçilmiştir (Patton, 2002). Araştırmacı, 2017-1018 öğretim yılında veri toplamaya başladığında, Ankara'da 150 Temel Lise vardı. Bu okullar, fiziksel olanakları, kurumsal özellikleri ve bulundukları bölgeleri bakımından farklılıklar gösteriyorlardı. Bu kriterler ve bu çalışmada ortaya konulan problem göz

önüne alındığında, bu çalışma için beş okul seçilmiştir. Beş okulda toplanan verilerin ardından verilerin doygunluğa ulaştığı görülmüştür. Bu nedenle, daha fazla okulda araştırmaya devam edilmemiştir.

Nitel veriler yarı yapılandırılmış görüşmeler ve derinlemesine alan notları ile toplandı. Bu kapsamda, 39 öğrenci, 38 veli, 19 öğretmen, beş okul müdürü, üç okul rehber ve psikolojik danışmanı ve bir müdür yardımcısı ile görüşülmüştür. Görüşmeler temel olarak katılımcıların dershanelerin Temel Liselere dönüştürülmesi konusundaki geçmiş deneyimleri (süreç, kurumsal düzeyde başarılı bir dönüşüm için alınan önlemler, konu düzeyinde başarılı bir dönüşüm için alınan önlemler, kişisel seviye düzeyde başarılı bir dönüşüm için alınan önlemler, vb.), okuldaki mevcut deneyimleri (okulun amacı, öğretmen rolü, öğretim ile ilgili karar verme süreçleri, tipik bir dersin tanımı, resmi ders saatleri, ekstra sınıf saatleri, okuldaki diğer etkinlikler, öğrenciler ve ebeveynlerle ilişkiler, vb.), güçlü yönler ve iyileştirilmeye ihtiyaç duyulan bölümler gibi konularla ilgili bilgi edinmeyi amaçlamıştır. Diğer taraftan, gözlemler öğretmenlerin sınıf uygulamalarına, soru çözüm saatlerine, deneme testlerine, teneffüslere, öğle aralarına, okul sonrası saatlerine, derslik dışındaki yerlere (okul bahçesi, kafeterya, koridorlar, öğretmenler odası) ve okulları tanımlamak için mevcut diğer bilgilere (okul binası, okul mevcudu, ilan panoları, posterler, öğrenci çalışmaları, Atatürk köşesi, diğer fiziksel eserler) odaklanmıştır. Bu bağlamda, farklı branşlardan olmak üzere 42 ders saati gözlenmiştir. Ayrıca, bir hafta boyunca bütün okul saatleri boyunca, seçilen okullarda okul sürecinin bir betimlemesini sunmak için derinlemesine alan notları alınmıştır.

Daha sonra, toplanan verileri analiz etmek için içerik analizi yöntemi kullanılmıştır. Nitel metin analizi açıklamak, yorumlamak ve tercüme etmek anlamına gelir (Kuckartz, 2014, s. 18). Başka bir ifade ile veri analizi, görüşmeler, gözlemler ve diğer yollarla toplanan nitel verilerin sistematik olarak incelenmesi ve yorumlanmasıdır (Bogdan ve Biklen, 2007). İçerik analizini gerçekleştirmenin dört adımı vardır: kodlama, tema bulma, temaları düzenleme ve açıklama ve son olarak bulguları yorumlama. Bu çalışmada kullanıldığı gibi, açık kodlama, ilk kodları (ortaya çıkan kodların planı: toplantılar, öğrenci başarısı, üniversiteye yerleştirme sınavı, vs.), kavramsal kodları (içeriğe bağlı kodlar: okulların fiziksel olanakları) ve

in-vivo kodları (katılımcılar tarafından ve daha sonra araştırmacılar tarafından kullanılan kodlar: "Burası kafes gibi, okul değil!") içerir. Öte yandan, kategori terimi, bir sınıflandırmadan ortaya çıkan bir sınıfı ifade eder. Bu çalışmada kullanılan gerçekçi (katılımcının mesleği), tematik (sınıf yönetimi stratejileri), değerlendirme (öğrencilerin başarı düzeyi), resmi (görüşmenin uzunluğu) ve analitik veya teorik (öğretim tasarımı) olmak üzere beş tür kategori vardır.

Bu bilgiler ışığında verilerin analizinde tümevarımsal bir yaklaşım kullanılmıştır. Bu kapsamda ilk olarak, çalışmanın amacını ve araştırma sorularını göz önünde bulundurarak, kopyalanan tüm veriler okunmuş ve araçların pilot çalışması yapıldıktan sonra kodlar anlamlı bölümlere ayrılmıştır. Ardından, temaları oluşturmak için benzer kodlar bir araya getirilmiştir. İlk kodlamanın sonunda yedi tema ortaya çıkmıştır: 1) Dönüşüme hazırlık, 2) Öğretim programının uygulanması, 3) Resmi okul saatleri dışındaki okul süreci, 4) Temel Liselerin işlevi, 5) Karşılaşılan sorunlar, 6) Güçlü yönler, 7) İyileştirilmesi gereken yönler.

Ana verilerin analizinde ise nitel bir veri analizi programı olan MAXQDA 2018 kullanılmıştır. İlk olarak, her bir okul için ayrı bir proje dosyası oluşturulmuş ve her bir okul kendi içinde analiz edilmiştir. Ardından, tüm projeler yeni bir proje dosyasında çapraz durum analizini tamamlamak için bir araya getirilmiştir. Bunu yaparken, araştırmacı, her birim durum için oluşturulan kodlama sisteminde birlik sağlamak için her bir durumda benzer anlamlı bölümlere atıfta bulunan metinleri nasıl etiketlediğini karşılaştırmış ve kodlama sistemine son halini vermiştir. Daha sonra Tez İzleme Komitesi Üyelerine kodlama sistemi konusunda danışılmış ve önerileri doğrultusunda bazı temaların ve kategorilerin adlandırılmasında değişiklikler yapılmıştır. Ayrıca bazı temalar mevcut diğer temaların altında sunulmasına karar verilmiştir. Bu değişikliklerden sonra sekiz ana tema oluşturulmuştur: 1) dershanelerin temel liselere dönüştürülmesi, 2) temel liselerin misyonu, 3) temel liselerde okul olanakları, 4) temel liselerde okul süreci, 5) temel liselerde paydaşlar arasındaki ilişkiler, 6) paydaşların temel liselerden beklentileri, 7) paydaşların sorumlulukları, 8) temel liselere kayıt olmanın ardındaki sebepler. Son olarak, tekrar eden veya gereksiz kodları ortadan kaldırmak için verilerden çıkan temaları, kategorileri ve kodlar bir kod kitabında sunulmuştur (Creswell, 2014).

Son olarak, çalışmanın güvenilirliğini sağlamak için uygunluk / tarafsızlık
(tarafsızlık), ii) güvenilirlik / tutarlılık (güvenilirlik), iii) güvenilirlik / doğruluk
değeri (iç geçerlilik) ve iv) çalışmanın aktarılabilirliği / uygulanabilirliği (dış
geçerlilik / genelleştirilebilirlik) dikkate alınmıştır. Bu çalışmada, bulguların
uygunluğunu sağlamak için aşağıdaki stratejiler kullanılmıştır: temsil edilebilirlik
kontrolü, üçgenleme (veri toplama yöntemi ve veri kaynaykları) ve rakip
açıklamaları kontrol etme. Güvenilirlik için ise araştırmacının rolü tanımlanmıştır;
tüm sözlü ve yazılı veriler kaydedilmiştir ve her biri ilgili dosya adlarıyla etiketlenip
saklanmıştır. Ayrıca, Tez İzleme Komitesi Üyeleri, araştırmadan elde edilen
bulguları temalar ve kodları yakından inceleyerek kontrol etmiştir. Bunların dışında,
gözlemler sırasında not almak için düşük çıkarımlı tanımlayıcılar kullanılmıştır.
Diğer yandan, geçerlik sağlamak için uygulanan stratejiler şu şekildedir: uzun süreli
katılım, derinlemesine veriler, üçgenleme, akran sorgulama ve üye kontrolü. Son
olarak, aktarılabilirlik için, veri toplanacak okullar, görüşülecek katılımcılar ve
gözlemlenecek olayları seçerken amaçlı örnekleme kullanılmıştır. Bunu yaparken,
farklı düşünceleri ve okul etkinliklerini temsil etmek için maksimum çeşitlilik
örnekleme stratejisi kullanılmıştır. Ek olarak, her bir durum derinlemesine
betimlenmiştir.

Verilerin analizi sonucu ortaya çıkan bulgular, dershanelerin Temel Liselere
dönüşümünün tepeden aşağıya bir politika değişikliği olduğunu göstermiştir.
Dershane sahipleri ve dershanede çalışan öğretmenler karar alma sürecine dahil
edilmemiştir. Kurumlar, ilgili karar mercileri tarafından yeterince
bilgilendirilmemiştir. Ayrıca, dönüşüm kararından sonra, adaptasyon sürecinde bu
okullar MEB tarafından desteklenmemiştir. Öte yandan, dershanelerin kapanmasını
düzenleyen yasa kararı ile eğitimde eşitsizliklerinin ortadan kaldırılması amaçlansa
da devletin öğrencilere ve dönüştürülmüş okullara sağladığı teşviklerin eşitsizliği
artırdığı da iddia edilmiştir. Bunların dışında, tepeden aşağıya politika değişikliği
nedeniyle, dershanelerin fiziksel altyapılarında gerekli düzenlemeleri yapamadığı
bulgusuna ulaşılmıştır. Bu okulların birçoğu 2018-2019 eğitim öğretim yılı sonuna
kadar apartmanlarda veya iş hanlarında faaliyetlerini sürdürmüştür.

Dönüşüm sürecindeki deneyimlere ilişkin bulguların sonuncusu öğretmen alımı ve öğretmenlerin çalışma koşullarına ilişkin bilgileri içermektedir. Buna ilişkin olarak öğretmenler ve okul müdürleri dönüşüm kararından sonra dershane öğretmenlerinin çoğunun aynı kurumda çalışmaya devam ettiğini ileri sürmüştür. Bu bağlamda, çok az sayıda öğretmen Temel Liselerin çalışma koşullarından tatmin olduğunu belirtirken, çoğu, dönüşümden sonra sorumluluklarının arttığını belirtmiştir.

Dershanelerin Temel Liselere dönüşüm kararını etkileyen sebepler incelendiğinde ise yasal, ekonomik ve politik sebeplerin dönüşüm kararları için bir temel oluşturduğu görülmektedir. Bulgular ayrıca Temel Liselerin, öğrencilerin bilgi ve tutumları, eğitim amacı ve öğretmenlerin sorumlulukları ve çalışma koşulları açısından dershanelerden farklılık gösterdiğini ortaya koymuştur. Örneğin, dönüşüm kararı öncesinde, dershaneler öğrencilerin akademik gelişimlerini desteklemeyi veya onları üniversite sınavına hazırlamayı amaçlarken, dönüşümden sonra, Temel Liselerde hem öğretim programında yer alan konuların hem de üniversite sınav içeriğinin öğretildiği katılımcılar tarafından ifade edilmiştir. Öğretmenlere göre bu durum öğrencilerin daha çok çalışmasını ve öğretmenlerine daha fazla saygı göstermesini sağladı. İkinci olarak, katılımcılar, dershanedeki ve Temel Lisedeki eğitimin amacına ilişkin farklılıkları dile getirmişlerdir. Bu bağlamda katılımcılar, dershanelerin temel olarak öğrencileri ulusal sınavlara hazırladığını, Temel Liselerin ise hem öğrencilerin akademik gelişimine hem de üniversite sınavına hazırlıklarına odaklandığını belirtmişlerdir. Son olarak, Temel Liselerin öğretmenlerin sorumlulukları bakımından dershanelerden farklılık gösterdiği bilgisine ulaşılmıştır. Bu bağlamda, dönüşümden sonra, öğretmenlere dershanelerde yerine getirdikleri sorumluluklarının yanı sıra öğretim programını uygulama sorumluluğu da verildiği bu sebeple sorumluluklarının arttığı sonucuna ulaşılmıştır.

Temel Liselerin misyonu ile ilgili olarak bulgular, Temel Liselerin özel bir okul olarak kar amacı güttüklerini ortaya koymuştur. Ayrıca, iyi vatandaş yetiştirmek, öğrencilerin kişisel gelişimlerini sağlamak ve düzenli bir okul ortamı oluşturmak gibi akademik olmayan amaçlarının olduğu da görülmüştür. Bunların dışında, bilgi temeli oluşturmak, öğrenciler için bir kontrol mekanizması geliştirmek,

öğrencilerin çalışma alışkanlığı kazanmasını teşvik etmek ve nitelikli eğitim sağlamak gibi akademik temelli amaçlarının olduğu katılımcılar tarafından ifade edilmiştir. Ancak, Temel Liselerde eğitimin üniversite sınavı odaklı olduğu katılımcılar tarafından vurgulanmıştır. Bu amaçlara dayanarak, Temel Liselerin ikili bir eğitim yapısına sahip oldukları sonucuna ulaşılmıştır. Bir başka deyişle hem okul hem de dershane olarak işlev gördükleri ortaya konmuştur.

Temel Liselerdeki okul olanakları bu çalışmanın başka bir teması olarak belirlenmiştir. Bu tema altında bina dışındaki olanaklar, fiziksel altyapı, akademik olanaklar ve sosyal olanaklar dahil edilmiştir. Temel Liselerde bulunan bina dışındaki olanakların okul bahçesi ile sınırlı olduğu gözlenmiştir. Bu çalışmada yer alan okullardan sadece Durum 1 ve Durum 4'te bir bahçe olduğu görülmüştür. Durum 1'deki bahçe çok küçük olduğundan çoğu öğrencinin teneffüslerde okul içinde kaldığı bahçeye çıkamadığı bulgusuna ulaşılmıştır. Öte yandan Durum 4'te, voleybol sahası ve basketbol sahası bulunan büyük bir bahçe olduğu gözlenmiştir. Katılımcılar, bahçenin kullanıldığını ve öğrenciler ile velilerin okulda bahçe olmasından memnun olduklarını belirtmişlerdir. Fiziksel altyapı ile ilgili olarak alan notları, çalışmada yer alan okulların her birinin bina girişinde bir güvenlik görevlisi olduğunu göstermektedir. Benzer şekilde, alan notları, çalışmada yer alan okulların tümünde Atatürk köşesi, danışma masası, misafir salonu ve kantin yer aldığını göstermektedir. Akademik olanaklara ilişkin olarak ise, kütüphane, laboratuvar, Görsel Sanatlar Odası, Spor Salonu gibi mekanların kullanılmadığı veya amacı dışında kullanıldığı sonucuna ulaşılmıştır. Buna karşılık, her bir okulda, öğrencilerin soru çözüm saatleri boyunca bireysel ya da gruplar halinde çalıştıkları bir çalışma salonu olduğu gözlenmiştir. Bunların dışında, sınıf mevcudunun, devlet okullarından daha az olduğu katılımcılar tarafından ifade edilmiştir. Sınıf mevcudunun az olmasının, öğretmenlerin öğrencilerin her biriyle ayrı ayrı ilgilenmesine olanak sağladığı katılımcılar tarafından ifade edilmiştir. Son olarak, çalışmada yer alan Temel Liselerin fiziksel altyapısındaki yetersizlikler nedeniyle öğrenciler sosyalleşmelerine olanak sağlayacak alanların sınırlı olduğu görülmüştür.

Bu araştırmanın merkezini Temel Liselerdeki okul sürecinin anlaşılması oluşturmaktadır. Bu ana tema altında, okul programı, okul kuralları, ders dışı

etkinlikler, öğretim programının uygulaması, soru çözüm saatleri ve deneme sınavları yer almaktadır. Okul programıyla başlamak gerekirse, çalışmada yer alan okullarda, dersler sabah en erken 8'de başlayıp, öğleden sonra en geç 4'te sona ermektedir. Ancak, dersler bittikten sonra öğrenciler, soru çözüm saatleri için okulda kalmaya devam etmektedir. Bu saatlerin, okullar arasında farklılık gösterse de en az iki saat sürdüğü gözlenmiştir.

Ayrıca, çalışmada yer alan her bir okulda, düzenli bir okul ortamı yaratmak için belirli kurallarının olduğu gözlenmiştir. Bu kurallar, öğrencilerin olumsuz davranışlarını düzenleyen, öğretmenlerin öğrencileri izlemesine olanak sağlayan, öğrencinin akademik ilerlemesini sağlayan ve okuldaki süreçleri düzenleyen kurallar olduğu katılımcılar tarafından belirtilmiştir.

Ders dışı etkinliklerin rolüne ilişkin bulgular ise bu etkinliklerin öğrenci kulüpleriyle sınırlı olduğu, bu kulüplerde düzenlenen etkinliklerin pek çoğunun ise resmi dokümanlarda yer aldığı ancak uygulanmadığı sonucuna ulaşılmıştır. Öte yandan, görüşmelerden elde edilen veriler ve gözlemler, okul binalarındaki yetersizlikler nedeniyle, Durum 4 hariç, belirli gün ve haftaların kutlanması için kapsamlı törenler düzenlenemediğini göstermektedir. Bunların dışında, katılımcılar okullarında düzenlenen sosyal etkinlikleri pikniğe gitmek, Anıtkabir'i ziyaret etmek ve üniversitelerin kariyer günlerini ziyaret etmek olarak sıralamıştır.

Okul sürecinin önemli bir parçası olarak öğretim programının nasıl uygulandığı da çalışma kapsamında incelenmiştir. Katılımcılar bu kategori altında dersler, içerik, derslerin akışı, sınıf yönetimi, eğitim materyalleri, ödevler ve öğrenci değerlendirmesi başlıklarına değinmişlerdir. Derslerden başlamak gerekirse, seçmeli derslerin pek çoğunun verilmediği, ancak resmi belgelerde işlenmiş gibi gösterildiği sonucuna ulaşılmıştır. Örneğin, sadece Durum 1, Durum 4 ve Durum 5 zorunlu seçmeli ders olarak Görsel Sanatlar dersini verdiği gözlenmiştir. İkinci olarak, resmi öğretim programında belirtilen içeriğin öğretildiği, ancak hangi konuya ne kadar ağırlık verileceğinin belirlenmesinde üniversite sınavının belirleyici olduğu sonucuna ulaşılmıştır. Ayrıca, öğretim programında yer almayan, ancak üniversite sınavında sorulan konuların da öğretmenler tarafından işlendiği belirlenmiştir. Üçüncü olarak, derslerin akışına gelince, veriler ders akışının oldukça hızlı olduğunu

göstermiştir. Öğretmenlerin, derse başlama ve dersi sonlandırma etkinliklerine fazla zaman ayırmadığı gözlenmiştir. Konuların öğretilmesinde başlıca düz anlatım yöntemi kullanıldığı ve sonrasında içerikle ilgili test çözüldüğü sonucuna ulaşılmıştır. Bunların yanı sıra öğretmenlerin, içerikte yer alan önemli noktalara vurgu yaptığı ve ders planları hazırlanırken üniversite giriş sınavının belirleyici olduğu katılımcılar tarafından vurgulanmıştır.

Dersler süresince, öğretmenlerin her öğrenciyle ilgilendiği, her bir öğrencinin ödevlerini kontrol ettiğini, onların sorularını cevapladığı ve derse katılımlarını sağlamak için öğrencilere sorular sorduğu gözlenmiştir.

Derslerde kullanılan materyallere ilişkin olarak elde edilen veriler, öğretmenlerin ağırlıklı olarak okullarının ve/veya diğer yayın şirketlerinin sağladığı test kitaplarını kullandıklarını, ancak MEB tarafından sağlanan ders kitaplarını kullanmadıklarını ya da çok az kullandıklarını göstermektedir. Ancak, görüşmeler sırasında öğretmenler MEB tarafından sağlanan kitapların, ders planları hazırlanırken onlara rehberlik ettiğini belirtmiştir.

Ödevlere ilişkin ortaya çıkan bulgular, öğrencilere günlük ve haftalık ev ödevleri verildiğini göstermektedir. Ödevlerin, sınıf öğretmenleri, okul rehber öğretmenleri ve hatta okul müdürleri tarafından verildiği ve kontrol edildiği bulgusuna ulaşılmıştır. Öğretmenler ve öğrenciler, özellikle ünite sonlarında verilen testlerden oluştuğunu belirtmişlerdir.

Öğretim programının en sonuncu bileşeni, öğrenci değerlendirmesine yönelik bulguları içermektedir. Elde edilen bulgular, sınavların MEB ilgili yönergesinde belirtildiği üzere hazırlanıp uygulandığını göstermiştir. Katılımcılar, yazılı sınavlarda farklı soru tiplerine yer verildiğini ifade etmiştir. Ancak, ara gruplar (9, 10 ve 11. sınıflar) ile 12. sınıflar arasında uygulamada farklılıklar olduğu da vurgulanmıştır. Açıklamak gerekirse, 12. sınıflara, üniversite sınavına girecekleri için yazılı sınavlarında daha çok çoktan seçmeli sorular sorulduğu, diğer gruplara ise farklı soru tiplerinin yer aldığı bir sınav uygulandığının altı çizilmiştir. Katılımcılar, yazılı sınavların dışında, proje ve performans ödevlerinin de öğrenci başarısının değerlendirilmesinde yer aldığını ifade etmişlerdir. Ancak, bu ödevlerin çoğunlukla

üniversite sınavında önceki yıllarda sorulan soruların çözümünü yapmakla sınırlı olduğu bulgusuna ulaşılmıştır. Son olarak, katılımcıların bazıları, özellikle de öğrenciler ve veliler, öğrencilere yüksek notlar verildiğini iddia etmiştir.

Sonuç olarak, öğretim programının uygulamasına ilişkin iki kritik bulgu şu şekilde özetlenebilir: Birincisi, üniversite sınavı, öğretim programının uygulanmasında belirleyici unsur olarak karşımıza çıkmaktadır. İkinci olarak, öğretim programının uygulanmasında sınıf seviyeleri arasında yine üniversite sınavından kaynaklanan farklılıklar olduğudur.

Temel Liselerde okul süreci teması altındaki bir diğer kategori soru çözüm saatleridir. Soru çözüm saatleri, öğrencilerin üniversite sınavına hazırlanmalarına olanak sağlayacak çalışmaları içermektedir. Bu saatlerde, öğrenciler bireysel olarak veya gruplar halinde test çözdüğü, birebir öğretmenle çalıştığı veya öğretmen rehberliğinde konuları gözden geçirdiği gözlenmiştir. Katılımcılar, Temel Liseleri diğer liselerden ayıran en belirgin özelliğin soru çözüm saatleri olduğunu belirtmiştir. Soru çözüm saatlerine ek olarak öğrencilerin üniversite sınavına hazırlıklarını destekleyen diğer uygulamanın deneme sınavlarının uygulanması olduğu katılımcılar tarafından belirtilmiştir. Bu sınavlar, öğrencilerin kaydettiği ilerlemeleri gösteren bir geri bildirim mekanizması olarak kullanıldığı, ayrıca öğrencilerin sınav stresiyle başa çıkmalarına ve sınav sırasında zamanı yönetmelerine yardımcı olmayı amaçladığı bulgusuna ulaşılmıştır.

Paydaşlar arasındaki ilişki, verilerin analizinden sonra ortaya çıkan diğer bir tema olmuştur. Bulgular öğretmenler ve okul müdürleri arasında yakın bir ilişki olduğunu göstermiştir. Müdürlerin, okuldaki süreçlerin ve bunlara ilişkin prosedürlerin tamamlanmasında öğretmenlere rehberlik ettiği bulgusuna ulaşılmıştır. Bu bağlamda, öğretmenler, okul müdürlerinin öğretmenlerin çalışma haklarını güvenceye aldıklarını ve kendilerine özellikle resmi prosedürlerin yerine getirilmesinde yardımcı olduğunu belirtmişlerdir. Bununla birlikte, bazı katılımcılar Temel Liseleri özel işletme olarak tanımlamış ve müdürlerin, öğretmenlerin çoğu uygulamasını öğrenci ile velilerin istekleri doğrultusunda düzenlemesini istediğine dikkat çekmiştir.

Öğrenci ve okul müdürü ilişkisine yönelik olarak, öğrencilerin okul müdürüyle yakın ilişki içinde olduğu bulgusuna ulaşılmıştır. Açıklamak gerekirse, katılımcılar, müdürlerin her öğrencinin ismini bildiği ve gelişimlerini izlediğini ifade etmiştir. Bunun yanı sıra, okul müdürlerinin öğrenci ihtiyaçlarının çoğunu karşıladığı ve öğrencilerin sadece akademik değil kişisel sorunlarını da dinlediğini ifade etmiştir.

Rehber öğretmen ve öğrenci ilişkilerine ilişkin elde edilen bulgular, Temel Liselerde bulunan rehber öğretmenlerin, öğrencilere çalışma programı hazırladığını, öğrencileri kariyer seçenekleri hakkında bilgilendirdiğini ve sınava hazırlık süresince öğrencileri çalışmaya motive ettiğini göstermektedir. Bu bağlamda, rehber öğretmenlerin, üniversite gezileri ve seminerlerden oluşan sosyal etkinlikler düzenlediği de katılımcılar tarafından belirtilmiştir. Ayrıca, rehber öğretmenlerin öğrencilerle yakın ilişki kurarak öğrencilerin kişisel sorunlarını paylaşmasına olanak sağladığı sonucuna ulaşılmıştır.

Okul rehber öğretmenleri ile öğretmenler arasındaki ilişkinin ise öğrenciler üzerine kurulduğu söylenebilir. Öğretmenler, istenmeyen bir öğrenci davranışıyla karşılaştıklarında ya da öğrencileri motive etmek için yardıma ihtiyaç duyduklarında rehber öğretmenlere başvurduklarını belirtmişlerdir.

Okul rehber öğretmenlerine idari bir rol atfedildiği için, okul müdürleriyle yakın bir ilişki içinde olduğu gözlenmiştir. Rehber öğretmenlerin, yoklama alma, öğrenci devamsızlığını, notları ve deneme sınavı sonuçlarını takip etme ve velileri öğrenci devamsızlığı ile öğrencilerin gelişimleri hakkında bilgilendirme gibi sorumluluklarını yerine getirirken okul müdürüne bağlı olarak hareket ettiği rehber öğretmenler ve okul müdürleri tarafından ifade edilmiştir.

Öğrencilerin kendi aralarındaki ilişkiye yönelik olarak okul mevcudunun az olmasının öğrencilerin kendi aralarında yakın bir ilişki kurmasına olanak sağladığı bulgusuna ulaşılmıştır. Öğrencilerin, teneffüslerde ve öğle aralarında arkadaşlarıyla zaman geçirdiği gözlenmiştir. Bunula birlikte, öğrenciler, zamanlarının çoğunu okulda geçirdikleri için okuldan sonra arkadaşlarıyla vakit geçiremediklerini belirtmişlerdir.

Gözlemler ve görüşmelerden elde edilen veriler, öğretmenler ve öğrenciler arasında yakın bir ilişki olduğuna işaret etmektedir. Katılımcıların çoğu öğretmen-öğrenci ilişkisini arkadaş, annelik, kardeşlik gibi kelimelerle tanımlamıştır. Başka bir deyişle, öğretmenler yalnızca öğrencilerin akademik sorunlarıyla değil aynı zamanda anneleri, kız kardeşleri/erkek kardeşleri olarak kişisel sorunlarla da ilgilenmektedir. Ayrıca, okul dışında da öğretmenler ve öğrencilerin sosyal etkinliklere birlikte katıldığı gözlenmiştir. Ancak, öğretmen öğrenci ilişkisinin belirlenmesinde, öğretmenlerin öğrencilerin akademik gelişimlerini desteklemeye yönelik sorumluluklarının olduğunu söylemek mümkündür. Bu bağlamda, öğretmenlerin öğrencilerin sorularını, teneffüslerde, öğle aralarında, hatta okul sonrasında WhatsApp üzerinden cevapladığı bulgusuna ulaşılmıştır.

Öğretmenler kendi aralarındaki ilişkinin, okuldaki öğretmen sayısının nispeten düşük olması sayesinde daha olumlu olduğunu belirtmişlerdir. Bu ilişkinin, öğrenciler ve sınıflara ilişkin deneyimlerin paylaşımını, sınava hazırlık çalışmalarının ve sınıf içi uygulamaların etkinliğini artırmak için yapılan zümre toplantıları içerdiği ortaya çıkmıştır. Öğretmenler, kendi aralarındaki bu akademik ortaklığa ek olarak, okul dışında da iyi bir ilişki geliştirdiklerini ifade etmişlerdir.

Temel Liselerde paydaşların beklentileri teması altında, okul müdürünün öğretmenlerden öğretim programının uygulanmasını, üniversite sınavında öğrenci başarısının artırılmasına yönelik çalışmaların yapılmasını ve resmi evrak işlemlerinin tamamlanmasını beklediği sonucuna ulaşılmıştır. Ayrıca, öğretmenlerden, öğrencilerin ve velilerin de ihtiyaçlarını karşılamaları beklendiği öğretmenler tarafından ifade edilmiştir.

Veriler, öğrencilerden temel beklentinin üniversite sınavında yüksek puanlar almak olduğunu ortaya koymuştur. Bu bağlamda dikkat çekici bir bulgu beklentilerin, öğrencinin başarı seviyesine göre şekillendiği gerçeğiydi. Açıklamak gerekirse, Temel Liselerde sınıflar, öğrencilerin deneme sınav puanlarına göre homojen olarak oluşturulmaktadır. Öğrenciler, okul müdürlerinin ve öğretmenlerin yalnızca üst sevideki sınıflarda yüksek hedefler belirlediğini ve o sınıflardaki ihtiyaçların öncelikli olduğunu iddia etmişlerdir.

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Öğrencilerin beklentisine yönelik ortaya çıkan sonuçlar şu şekilde özetlenebilir: nitelikli eğitim, akademik gelişime katkı, üniversite sınavına hazırlama, meslek seçimleri sırasında onlara rehberlik etme. Benzer şekilde veliler de okuldan ana beklentilerinin çocuklarını sınava hazırlamak olduğunu belirtmişlerdir.

Paydaşların sorumlulukları da bu çalışma kapsamında belirlenmiştir. Bu bağlamda, okul müdürlerinin sorumlulukları etkili bir okul ortamı oluşturmak, resmi prosedürleri uygulamak, paydaşlar arasındaki ilişkileri yönetmek, öğretmenlere rehberlik etmek ve okul bütçesini yönetmek olarak tanımlanmıştır. Öğretmenlerin ise öğretim programı temelli, üniversite sınavı odaklı ve akademik olmayan sorumluluklar olmak üzere üç sorumluluğu olduğu bulgusuna ulaşılmıştır. Okul rehber öğretmenlerinin ise, öğrencilerin akademik ve kişisel sorunlarıyla ilgilenmek, öğrencilerin akademik ilerlemelerini izlemek ve onlara meslek seçimleri sırasında onlara rehberlik etmek gibi sorumluluklarının olduğu belirtilmiştir. Ayrıca, telefon görüşmeleri, ziyaretler ve toplantılar yoluyla velilerle iletişim kurmaktan da sorumlu olduğu ifade edilmiştir.

İncelenen okullar arasında sadece Durum 3'te müdür yardımcıları mevcuttu. Bu yönetim pozisyonunun, kurumda yeni başlayan öğretmenlerin okuldaki sisteme uyum sağlamalarına yardımcı olduğu ifade edilmiştir. Müdür yardımcılarının sorumlulukları, öğrencilerin ev ödevlerini kontrol etmek, ödev çalışmalarını tamamlamak, soru çözüm saatlerini ayarlamak, öğrenci dosyalarını kaydetmek, velilerle iletişim kurmak ve gerektiğinde derslere girmek olarak belirtilmiştir.

Çalışmada elde edilen verilerin analizinden ortaya çıkan son tema, Temel Liselere kayıt yaptırmanın ardındaki son sebeplere ilişkin bulguları ortaya koymaktadır. Bulgular, öğrencilerin Temel Liseleri üniversite sınavına yönelik eğitim verdiği için tercih ettiğini göstermektedir. En çok tekrarlanan sebeplerden biri de öğrencilerin okula ve sonra da özel bir ders merkezine giderek zaman kaybı yaşamamak istemeseydi. Devlet okullarındaki nitelik ile ilgili problemler de bir başka sebep olarak karşımıza çıkmaktadır. Katılımcılar, ayrıca, akrabalarının/arkadaşlarının önerileri ve/veya deneyimlerine dayanarak bu okulu

tercih ettiklerini belirtmişlerdir. Diğer sebepler ise okulun yeri, TEOG sınavından düşük puan alınması ve ekonomik sebepler olarak sıralanmaktadır.

Araştırmadan elde bulguların Temel Liselerdeki eğitim amaçlarının Milli Eğitim Temel Amaçları ve 21. yüzyılın ihtiyaçları göz önüne alınarak yeniden gözden geçirilmesi ve düzenlenmesine ışık tutması beklenmektedir. İkinci olarak, araştırma bulguları, Temel Liselerde göz ardı edilen seçmeli dersler, sosyal etkinlikler ve öğrenci kulüp etkinlikleri gibi okul pratiklerinin göz ardı edildiğini göstermektedir. Bu süreçlerin, 2019-2020 eğitim-öğretim yılı itibariyle özel liselere dönüşen Temel Liselerde nasıl sürdürüldüğünün, MEB'in ilgili birimlerince kontrol edilmesinin bu okulların etkililiğini artırmak için gerekli olduğu önerilmektedir. Üçüncü olarak, Temel Liselerde çalışan öğretmenler dershane sisteminden geldiklerinden okullarda yer alan pek çok sürece yönelik desteğe ihtiyaç duyduklarını belirtmişlerdir. Bu bağlamda, 2019-2020 eğitim-öğretim yılı itibariyle özel liseye dönüşme işlemlerini tamamlayan Temel Liselerde, öğretimin etkililiğini artırmak için Bakanlıkça hizmet içi eğitimler verilmesinin bu okullardaki işleyişi daha verimli hale getireceği ön görülmektedir. Son olarak, bu araştırmadan elde edilen bulguların, Temel Liselerden özel liselere dönüşen okullarda benzer süreçlerin incelenmesine ve bu okulların Türk eğitim sistemindeki rolünün anlaşılmasına ışık tutması beklenmektedir.

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