



Views of Social Studies Teachers on Support and Training Courses

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Abstract

The purpose of this research is to identify the views of social studies teachers working in supportive training courses on courses. In the study, case study pattern which is used frequently in qualitative research has been preferred. To identify the views of social studies teachers about supportive training courses semi-structured interview form has been used. Data has been gathered in 2019-2020 education season and content analysis method has been used in analyzing the data. Study group consists of 21 social studies teachers who both work in secondary schools situated in central Afyonkarahisar and supportive training courses. Most teachers find supportive training courses useful and state the reason of working in them both financial and service score. As to the effects on students while most teachers have mentioned positive effects like equality of opportunity some have stated attention and interest levels of students have decreased due to fatigue. As for the effects on teachers, most have stated positive impacts like financial benefit and service score while some have mentioned negative effects like getting tired. In general teachers have named typical common problems as transportation, nutrition and absenteeism. Accordingly with the findings of the study some suggestions have been made.

Keywords: supportive training courses, social studies, secondary school.

1. Introduction

The changes that have taken place for a long time in education system have created exam-based education perception and this situation has taken a significant place in education and future planning of students. It is clear that the path to a good job in the future passes from getting a good education. Thus, for most students the education process involves exam-based preparations and studies. (Kayapınar, 2006; Ocak, Akgül & Yıldız, 2010). Today supportive training courses are regarded as inseparable part of this process.

Achieving equality of opportunity and possibility in education as the necessity of social state notion like in all developed countries is also one of the fundamental principles of Turkish primary education. (Dönmez, Gürbüz & Tekçe, 2018; Topcu & Ersoy, 2019; Yıldırım, Yıldırım & Ceylan, 2017). But various factors make it difficult to apply equality of opportunity and possibility. Inequality of opportunity and possibility created by private courses as being one of these factors can be shown as one of the reasons of transformation process in private course sector dating back to 2014. As part of this transformation process while some courses have been shut down others have been transformed either into study centers or to private schools (Bozbayındır & Kara, 2017).

As a result of this reform in private courses issue, supportive training courses have been planned by Ministry of National Education (MoNE) in all primary and secondary education schools since 2014-2015 education season to meet training needs and achieve equality of opportunity and possibility between students. In accordance with this context, Ministry of National Education Formal and Informal Training Support and Education Courses Directive with the office approval of date 23 September 2014 and issue 4145909 has taken affect (Dönmez et al., 2018; İncirci, İlğan, Sirem & Bozkurt, 2017; MoNE, 2014).

These courses have been opened to support the curriculum and planned to last for three terms. Two terms of the courses are carried out in active formal education period of fall and spring semesters and the other is carried out in summer vacation. Also, attendance for courses is mandatory and no fee of any sorts is taken from attendants (MoNE, 2014). To make these courses attractive for teachers MoNE has decided to give additional service scores to teachers for the months of duty in these courses (Official Journal, 2015). Besides, the payments to teachers working in these courses have been doubled (MoNE, 2015). This way both giving teachers what they deserve and making the courses attractive for them are aimed.

For evaluating the process, workshops with school representatives and headmasters coming from all cities were done in various city centers in 2015-2016 education season. These workshops have shown that the courses have decreased extra education needs, teachers have adopted to the courses and as they are presented to students free of charge these courses have provided a financial support to parents (MoNE, 2016). Taking these outcomes into consideration supportive training courses play an important role ensuring equality of opportunity in education and eradicating the negative effects of closing of private courses. Enabling consolidating of most topics by students supportive training courses continue to serve with ever increasing demand each day (Akbaba, 2019).

Although it is a matter of importance to ensure equal opportunity for students in need with the implementation of the courses, it is also as important how much the courses fulfill their objectives and how effective they are as the provision of these courses. One of the ways to understand how effective the courses are is to get feedback about them (Sönmez, 2003). In this respect, it is important that the deficiencies and the problems experienced in the courses be revealed in order to make them more effective and efficient. When the literature is examined, it can be said that there are not enough studies, although some studies have been revealed regarding the support and training courses. From these studies; Ünsal and Korkmaz (2016), in their studies on the functions of support and training courses, concluded that teachers and students welcomed the courses. In another study, Göksu and Gülcü (2016), teachers have stated their positive opinions about the courses as economic returns, eliminating incomplete learning and reinforcing learning, and stated that the most important problem was the lack of material. In addition to these, in the study conducted by Bozbdındır and Kara (2017), the problems experienced in the courses and solution suggestions have been presented according to the teachers' opinions, and in the study conducted by Aküzüm and Saraçoğlu (2018), the attitudes of secondary school teachers towards the courses have been determined.

Many students in the education system are affected by the exam system in transition to the next level. It is seen that students participate in support and training courses in order to get rid of the negative effects of this situation and to increase their academic success. In this study, it is aimed to reveal the views of social studies teachers who work in the courses. The emergence of the views of the teachers, one of the most important components of the courses, on the subject will make it possible to evaluate the process experienced in the social studies subject in the support and training courses. As a result, it is natural that this system, which doesn't have a long history, has its advantages as well as its deficiencies. For this reason, it is important to be able to identify the positive and negative sides of the system from the eyes of the teachers of the social studies/T.C. History of Revolution and Kemalism course and to produce solutions to problems.

The aim of this research is to examine the opinions of Social Studies teachers on support and training courses. For this purpose, answers to the following questions were sought:

- (1) What are his thoughts on supporting and training courses as a social studies teacher?
- (2) What are his thoughts on the effects of support and training courses on students as a social studies teacher?
- (3) What are his thoughts on the effects of support and training courses as a social studies teacher on teachers?
- (4) What are his thoughts on the problems encountered in terms of support and training courses as a social studies teacher?
- (5) What are the solution suggestions for the problems encountered in terms of support and training courses as a social studies teacher?

2. Methods

Qualitative research method has been adopted in this study, which aims to determine the opinions of Social Studies teachers on support and training courses. It is stated that qualitative research is an approach used to discover the meaning attributed to a social issue by individuals or groups (Creswell, 2015). One of the qualitative research methods is case study. Case studies are studies that aim to reveal how the factors related to a situation or phenomenon are investigated with a holistic approach and how they affect the situation or how they are affected by the relevant situation. These studies also present the results related to the situation (Yıldırım & Şimşek, 2016).

2.1 Study group

The participant of the research consists of 21 Social Studies teachers working in secondary schools affiliated to the center of Afyonkarahisar in the 2019-2020 academic year and working in support and training courses. For this reason, the sample group was chosen from among the teachers working in secondary schools with the criterion sampling method, which is one of the purposeful sampling methods, in accordance with the design of the research. The basic criteria of this research are to work in secondary schools affiliated with the Ministry of National Education and take part in supporting and training courses. Of the 21 teachers participating in the study, 9 are male and 12 are female.

2.2 Data collection tool

A semi-structured interview form was used to determine the opinions of Social Studies teachers about the support and training courses. In order for the interview form to be prepared, the relevant literature was scanned and an item pool was created in the light of the obtained information. While preparing the form, the opinions of three field experts were taken. After the form was prepared, pre-application was made to two teachers outside the study group. In the pre-application, it was determined that the questions were understood by the participants and the form was given its final form. The interview form consists of five questions in its final form and is answered in about 30 minutes.

The research was completed in accordance with the rules of publication ethics. Ethical permission was obtained from Afyonkocatepe University Scientific Research and Publication

Ethics Committee (Ethics Committee Decision Date 6 November 2020 and Issue 2020/194) within the framework of the research carried out.

2.3 Data collection and analysis

In this study, the data were obtained through a semi-structured interview form to determine the opinions of Social Studies teachers on support and training courses. Firstly, ethical permission was obtained from Afyonkocatepe University Scientific Research and Publication Ethics Committee. Then, social studies teachers who gave support and training courses were determined and interviewed about participation in the research. The teachers were informed about the purpose and scope of the research, and the informative text was read to the parties, and their voluntary participation was ensured. The interviews were held in September and October in the 2019-2020 academic year. The interviews were conducted during the breaks or during the teachers' empty lessons. Each meeting lasted approximately 20-30 minutes. The interview was conducted as a face-to-face meeting and the statements of the participants on the subject were written down. At the end of the interview, the data were re-read to the participant and it was made sure whether their thoughts were reflected correctly. The data obtained in the study were analyzed and interpreted by content analysis method, one of the qualitative data analysis methods. According to Yıldırım and Şimşek (2016), the main purpose of content analysis is to reveal the real facts in the collected data. For this, the operations performed in content analysis are to collect similar data under the determined themes and to organize and interpret them in a way that the reader can understand. The collected data were analyzed separately by two people and analysis results were compared. Teachers participating in the study were shown by coding as T1, T2, T3... The reliability of the research data was calculated using the formula of Consensus / (Consensus + Disagreement) * 100, which was put forward by Miles and Huberman (1994), and a consensus of 94% was achieved. The part with disagreement was evaluated together and a consensus was reached.

3. Findings

In this part of the study, in line with the research questions, the findings regarding the opinions obtained from the Social Studies teachers are presented in tables.

3.1 Social Studies teachers' views on support and training courses

The opinions of Social Studies teachers about the support and training courses are given in Table 1.

Table 1. Social Studies teachers' views on support and training courses

Social Studies teachers' views on support and training courses	Their views on education	Useful	Increases student success Supports lessons by repeating the topic Removes time shortage Leaves time to solve questions and take exams Provides the opportunity to explain the subjects not finished in the lessons

		<p>Provides equality of opportunity Provides the opportunity to prepare for central exams in the last year Helps increase school success</p>
	Useless	<p>Students don't care like lessons Teachers do not pay enough attention Weekday courses are inefficient Too much absenteeism</p>
Their views on personal effects		<p>Better in terms of additional service score Good financial return My performance increases as willing students come to the courses</p>

As seen in Table 1, Social Studies teachers' opinions on support and training courses; Opinions about education are gathered under two main themes as opinions about personal effects. On the other hand, teachers' views on education are grouped under two themes as useful and not useful.

Teachers who express their opinions about education as beneficial have stated that the courses increase student success, support the lessons by repeating the topic, take away the time hassle, leave time for solving questions and taking exams, provide the opportunity to explain the subjects not finished in the lessons, provide equal opportunity, provide the opportunity to prepare for the central exams in the final years and help to increase school success.

The teacher T1, who has the view that "It increases student success" regarding its usefulness, has expressed his opinion as follows:

"The courses have positive effects. I think student success has increased. It helps with lessons."

T5, who has the view that "Courses support the lessons by repeating the topic", has expressed his opinion as follows:

"Generally, we do not have the chance to repeat the topics we covered in the lesson because of the short time available. Thanks to the courses, we have time to repeat the topics and take tests on the subject, which affects the lessons."

Teachers who have stated their thoughts about education as useless have stated that students do not care about courses like their lessons, teachers do not pay enough attention, weekday courses are inefficient and there is too much absenteeism.

Regarding its uselessness issue the teacher T7, who has the view that "The students do not care about courses like their lessons" has expressed his opinion as follows:

"Because there are no issues like passing the class, grades etc. in courses, students don't care enough. They don't treat them the same as normal classes."

T12 coded teacher who has the view that "absenteeism is too much" has expressed his opinion as follows:

“Students are absent too much because there is no sanction for the courses. They go out of the house for courses but run after games instead.”

Regarding their personal effects, teachers have stated that they are good in terms of additional service points, bring good financial return and their performance is increasing because willing students come to the courses.

Regarding the personal effects the teacher coded as T3, who has the view that “it is better in terms of additional service points,” has expressed his opinion as follows:

“I think it is beneficial for the teacher as it is for the students. For example, we can get additional service points...”

The teacher coded as T17 who thinks “My performance increases because willing students come to the courses” has expressed his opinion as follows:

“Although it seems like there are a lot of students enrolling in the courses in general, as there is no sanction, generally the students who are conscious and good usually come and this causes an increase in my performance...”

3.2 Social Studies teachers’ views on the effects of support and training courses on students

The opinions of Social Studies teachers on the effects of support and training courses on students has been given in Table 2.

Table 2. Social Studies teachers’ views on the effects of support and training courses on students

Social Studies teachers’ views on the effects of support and training courses on students	Positive Effects	<p>Allows reinforcement by repeating what has been learned in the course Provides free courses for students who cannot afford Provides repetition of subjects that cannot be learned in the course. Provides the opportunity to solve a large number of questions on the subject Students find the opportunity to ask questions to the teacher Keeping the student away from negative environments Helps to learn permanently Increases course success</p>
	Negative Effects	<p>Inefficiency of weekday courses due to tiredness of students No time for social activity for the student Providing some students with an excuse to escape from home Loss of interest due to the need to eat after class on weekdays</p>

As seen in Table 2, Social Studies teachers’ views on the effects of support and training courses on students are grouped under 2 themes as positive effects and negative effects.

Regarding positive effects teachers have stated that the courses allow reinforcement by repeating what has been learned in the lesson, provide free courses for poor students, allow to repeat the topics not learned in the lesson, give students the opportunity to solve a large number of questions on the subject, give students the opportunity to ask questions to their teacher.

Regarding the positive effects, the teacher coded as T4, who has the opinion that “It provides free course opportunity to students who do not have the means”, has expressed his opinion as follows:

“Sometimes there is inequality of opportunity among students. Students who are not financially well, not able to take private lessons or private courses have the opportunity to take courses for free...”

The teacher coded as T8, who has the view that “It provides the opportunity to solve many questions about the subject”, has expressed his opinion as follows:

“Social Studies especially is a very intense field in terms of curriculum. For this reason, we cannot find enough time to do enough activities in lessons. Thanks to the courses, we can solve many questions about the subjects that we have to teach and pass in the lesson.”

Regarding the adverse effects, the teachers have stated that weekday courses are inefficient due to tiredness of students, there is no time for social activity for the student, provide an excuse for some students to escape from home and decrease the interest due to the need to eat after class on weekdays.

Regarding the negative effects, the teacher coded as T3, who has the view that “weekday courses are inefficient due to the tiredness of the students,” has expressed his opinion as follows:

“As most of the courses start after weekday lessons, students get tired by the evening. For this reason, students cannot be very active in the lessons, they do not want to participate in the lessons.”

Having the view that “there is no time for social activity for the student”, the teacher T18 has expressed his opinion as follows:

“The situation is since there are classes and courses on weekdays and courses at weekends, students do not have much time to play games and go to the movies etc. So, they don't have time to spare for social activities.”

3.3 Social Studies teachers’ views on the effects of support and training courses on teachers

The opinions of Social Studies teachers on the effects of support and training courses on teachers are given in Table 3.

Table 3. Social Studies teachers’ views on the effects of support and training courses on teachers

Social Studies teachers’ views on the effects of support and training courses on teachers	Positive Effects	Good financial return Handling subjects not covered in the course Being more efficient thanks to the preparations made Sparing more time for students Contribution to service score
	Negative Effects	Teacher’s getting more tired Inability to spare time for himself Not being able to spare time for family and environment

Efficiency decreases due to excessive workload
Reluctance due to constantly explaining the same topics

As seen in Table 3, the opinions of Social Studies teachers about the effects of support and training courses on teachers are grouped under 2 themes as positive effects and negative effects.

Regarding the positive effects, the teachers have stated their opinions as having a good financial return, handling the subjects that could not be completed in the course, being more productive thanks to the preparations, giving more time to the students and contributing to the service score.

Regarding the positive effects, the teacher T5, who has the view that “subjects that cannot be finished in the lesson should be taught” has expressed his opinion as follows:

“It is very difficult to complete the topics in social studies, especially in the History of Revolution, and we are making great efforts to finish them. Thanks to the courses, we can teach lessons more easily and compensate for the sections that are not trained.”

Having the view of “being more efficient thanks to the preparations made,” the teacher T13 has expressed his opinion as follows:

“These kinds of activities require teachers to be more active. It is necessary to prepare and prepare questions for both the lesson and the course. Therefore, the teacher is having a more efficient and effective lesson thanks to these preparations.”

Regarding the negative effects, the teachers have stated their opinions as being more tired, not being able to spare time for themselves, not being able to spare time for their family, decreased productivity due to excessive workload and reluctance to talk about the same subjects constantly.

Regarding the negative effects, the teacher T7, who has the view that “productivity decreases due to excessive workload” has expressed his opinion as follows:

“Some days are very intense, especially on weekdays, as the courses start immediately after the lesson the efficiency of the teacher decreases and when additional work such as shifts are added to these, the excess workload affects the efficiency.”

The teacher T18, who has the view of “not being able to spare time for himself” has expressed his opinion as follows:

“Especially after weekends courses were added to their life, teachers could not spare time for themselves. I think this decreases the efficiency of the teacher.”

3.4 Social Studies teachers’ views on the problems encountered in support and training courses

The opinions of Social Studies teachers on the problems encountered in the support and training courses are given in Table 4.

Table 4. Social Studies teachers' views on the problems encountered in support and training courses

Problems encountered in support and training courses	Student absenteeism Students', teachers' and families' lack of motivation Transportation and nutrition problem Insufficient and not well planned course hours The course is free for students Tiredness Administration problems Resource issue No problem Disciplinary issues No additional lesson fee for administrators
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As seen in Table 4, Social Studies teachers have stated their views on the problems encountered in the support and training courses as student absenteeism, lack of motivation of students, teachers and families, transportation and nutrition problems, insufficient and not well planned course hours, the course being free for students, fatigue, problems arising from administration, resource problem, no problem, disciplinary problems and not giving additional lesson fee to administrators.

Regarding the problems encountered in the support and training courses, the teacher T14, who has the view of "student absenteeism" has expressed his opinion as follows:

"The approach of the students to the courses is not like the lessons, the students act according to their moods as there is no sanction for continuation and due to this situation, the desired level of motivation cannot be achieved in the lesson, this situation affects the success. There should be sanctions for absenteeism..."

T21 coded teacher, who has the view of "transportation and nutrition problem," has expressed his opinion as follows:

"Since some of the students of our school come to the school by using the school service bus, they cannot attend the course after the lesson and they have to go. This situation causes inequality of opportunity. There is also a nutritional problem as the course begins after the lesson."

3.5 Social Studies teachers' views on solutions to problems encountered in support and training courses

The opinions of Social Studies teachers regarding the solution suggestions for the problems encountered in the support and training courses have been given in Table 5.

As can be seen in Table 5, Social Studies teachers have stated their views on the solution suggestions for the problems encountered in the support and training courses as: the resource problem for the courses should be eliminated, the solution should be found for the absenteeism problem, the courses should be paid, the time and duration of the courses should be planned well, groups should be formed according to student success, there should be a regular inspection system, the courses that students do not attend should be closed, the transportation problem of the students coming with the shuttle service should be eliminated, central trial exams should be held and course materials should be created to attract the attention of the student.

Table 5. Social Studies teachers' views on solutions to problems encountered in support and training courses

<p>Solution suggestions for the problems encountered in the support and training courses</p>	<p>The resource problem for the courses should be eliminated A solution should be found for the problem of absenteeism Courses must be paid The time and duration of the courses should be well planned Students should be able to take the course they want Groups should be formed according to student success. There must be a regular control system Courses that students do not attend should be closed The transportation problem of the students coming with the shuttle service should be resolved Distant education should be provided for students who cannot come over the weekend. Central trial exams should be held Lecture materials that will attract the attention of the student should be created</p>
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Regarding the solution suggestions for the problems encountered in the support and training courses, the teacher T9, who has the opinion that the courses should be paid, has expressed his opinion as follows:

“Students do not care too much since the courses are free. If the fees are taken from the courses, even if a little, the student both cares more because he pays money, and with this money materials and resources are provided to the courses. I think this situation will also affect the absenteeism problem.”

The teacher T20, who has the view that “the courses that students do not attend should be closed,” has expressed his opinion as follows:

“In schools, in order for every teacher to benefit from the courses, sometimes they can be opened from every subject, but the student may not be interested in these courses. For this reason, courses should be inspected regularly and the ones not attended by students should be closed. Thus, this way the money of the state will not be wasted.”

Having the view that “the student should be able to take the course he wants,” the teacher T21 has expressed his opinion as follows:

“The courses are generally based on the courses that the administration considers important. But the student should be able to take the course he wants and which course to open should be left to the student’s wish.”

4. Discussion and conclusions

In this study, it is aimed to reveal the views of Social Studies teachers regarding support and training courses. For this purpose, 21 teachers have been consulted in order to discuss their suggestions on social Studies teachers' thoughts about support and training courses, the effects of support and training courses on students, the effects of support and training courses on teachers, their thoughts on the problems encountered in terms of support and training courses, solutions to the problems encountered in terms of support and training courses.

Teachers have gathered their opinions about support and training courses under two themes: related to education and personal effects. Some of the teachers have stated their opinions about education as beneficial, while others stated it was not. Teachers who think that it is beneficial, have stated that these courses increase student success, support the lessons by repeating the subject, eliminate the time problem, leave time to solve questions and get more exams, provide the opportunity to explain the subjects that are not taught in classes, provide equality of opportunity, provide the opportunity to prepare for central exams in last grades and increase school success. Teachers who think that it is not useful stated that students do not care like lessons, teachers do not care enough, weekday courses are inefficient and absenteeism is high. Regarding their personal effects, the teachers stated that the additional service is good in terms of points, it has a good financial return, and their performance increases as willing students come to the courses. When the opinions of the teachers are evaluated in general, it is seen that they express positive opinions in terms of both education and personal effects, and their perspectives towards support and training courses are positive. This finding obtained from the data of the study is similar to the studies made by Nartgün and Dilekçi (2016), Ünsal and Korkmaz (2016), Canpolat and Köçer (2017), İncirci et al., (2017), Sarıca (2019), Topcu and Ersoy (2019). In their study with secondary school teachers, Topcu and Ersoy (2019) concluded that teachers found support courses useful. Likewise, in the study conducted by Sarıca (2019), it is understood that the opinions of the participants about the courses are generally positive. Additionally, the finding of the study conducted by Nartgün and Dilekçi (2016) is that teachers generally have a positive opinion regarding the support and training courses. Similarly, in the study conducted by Canpolat and Köçer (2017), it was concluded that Social Studies teachers found support and training courses useful.

Teachers gathered their views on the effects of support and training courses on students under two themes as positive effects and negative effects. Most of the teachers have stated that they have a positive effect on students. Teachers who express their opinions in the direction of their positive effects have stated that they allow them to reinforce the lessons learned in the course, provide free courses for students who do not have the opportunity, provide the opportunity to repeat the subjects that cannot be learned in the course, provide the opportunity to solve many questions about the subject, students find the opportunity to ask questions to the teacher, keep the student away from negative environments, help permanent learning and increases lesson success. These findings obtained from the study show similarity to the work done by Lauer et. al., (2006), Mazar (2012), Ünsal and Korkmaz (2016), Nartgün and Dilekçi (2016), Göksu and Gülcü (2016), Dönmez, Pekcan and Tekçe (2016), Bozbayındır and Kara (2017), Sarıca (2019), Topcu, and Ersoy (2019) and Timur et. al. (2020). Timur et al. (2020), in their study with middle school students, have concluded that the courses contribute to academic success. Additionally, Topcu and Ersoy (2019), in their study with middle school teachers, have concluded that activities that could not be done in the lessons were performed in these courses and thus the deficiencies of the students were eliminated. Sarıca (2019) also has stated that the biggest advantages of the courses for the student are: repeating and reinforcing what is learned in the course, the course being free of charge and providing equal opportunity, eliminating the lack of subjects, focusing on incomprehensible subjects. In the studies of Nartgün and Dilekçi (2016), it is emphasized that the courses organized, greatly increase motivation and performance. At the same time, Mazar (2012) states in his study that after-school courses increase the success.

Teachers have gathered their views on the effects of support and training courses on teachers under two themes as positive effects and negative effects. Teachers who express their opinions in direction of positive effects have stated views like having a good financial return, handling topics not covered in the course, being more efficient thanks to the preparations made, sparing more time for students and courses' contributing to the service score. Teachers who expressed their opinions in the direction negative effects have stated that the teacher gets more tired not being able to spare time for himself and for his family and his surroundings, gets

decreased efficiency due to excessive workload, and gets reluctant to talk about the same subjects constantly. Findings obtained from the study can be said that they are similar to the work done by Ünsal and Korkmaz (2016), Göksu and Gülcü (2016), Bozbayındır and Kara (2017), Demir Başaran and Narinalp Yıldız (2017), Sarıca (2019) and Yeşilyurt (2019). Yeşilyurt (2019), in his study with Social Studies teachers, has concluded that some of the teachers found the service score and additional course fees sufficient. Sarıca (2019), has described the situations that teachers perceive as advantageous for them: economic contribution, focusing on incomplete subjects, personal and professional development, getting to know the student, obtaining information about their prior knowledge, solving more tests and repetition. Demir Başaran and Narinalp Yıldız (2017), in their study with secondary school teachers, have concluded that the increase in teachers' income is one of the most important benefits of the courses. According to the study of Bozbayındır and Kara (2017), one of the contributions of support and training courses for teachers is the effect on the professional development of teachers. On the other hand, regarding its negative effects, Sarıca (2019) has reached results such as tiring courses, reduced rest and vacation time, and not being able to spare enough time for their families. Göksu and Gülcü (2016) have concluded in their study that teachers were tired due to the intensity and could not spend time with their families.

Regarding the problems encountered in the support and training courses, teachers have stated problems like student absenteeism, lack of motivation of students, teachers and families, transportation and nutrition problems, insufficient course hours, not well planned classes, the course being free for students, fatigue, administrative problems, resource problem, no problem, disciplinary problems and no additional lesson fees for administrators. These findings obtained from the study shows similarity to the work done by Göksu and Gülcü (2016), Ünsal and Korkmaz (2016), Canpolat and Köçer (2017), Bozbayındır and Kara (2017), Demir Başaran and Narinalp Yıldız (2017), Sarıca (2019), Topcu and Ersoy (2019) and Timur et al. (2020). In his study with secondary school students, Timur et al. (2020) has concluded that students were tired and that there were problems such as lack of books. In their study, Topcu and Ersoy (2019) have concluded that students' motivation was low and there was absenteeism problem. Sarıca (2019), on the other hand, has stated the problems encountered in the courses as: student absenteeism, lack of motivation, transportation and nutrition problems. Bozbayındır and Kara (2017) have stated the most common problems in courses in their study as absenteeism, lack of resources for the course, courses' being free of charge reducing the interest and students' not taking the course seriously. Demir Başaran and Narinalp Yıldız (2017) have stated in their study with secondary school teachers that the rate of absenteeism is high and the need for resources are important problems experienced in courses. In the study of Göksu and Gülcü (2016), it has been seen that the most important problem experienced in the courses is the lack of material.

The teachers have stated their opinions about the solution suggestions for problems encountered in support and training courses as the resource problem for courses should be eliminated, the problem of absenteeism must be solved, courses should be paid, the time and duration of the courses should be well planned, the student should be able to take the course he wants, groups should be formed according to student success, there should be a regular inspection system, courses that students do not attend should be closed, the transportation problem of the students coming with the shuttle service should be resolved, central trial exams should be held, interesting course materials should be created to attract the attention of the student. These findings obtained from the study show similarity to the studies done by Ünsal and Korkmaz (2016), Göksu and Gülcü (2016) Canpolat and Köçer (2017), Bozbayındır and Kara (2017), Demir Başaran and Narinalp Yıldız (2017), Sarıca (2019), Yeşilyurt (2019) and Topcu and Ersoy (2019). Yeşilyurt (2019) states in his study that teachers offer many suggestions for the courses to be more efficient. Among these, the removal of resource restrictions is the most emphasized issue. In the study conducted by Topcu and Ersoy (2019), it was stated that in order for these courses to be more efficient, it is necessary to raise awareness of students and parents about the courses and to eliminate the material deficiencies. Sarıca (2019), on the other hand, in his study, stated the

suggestions of teachers for solving the problems experienced in the courses as student attendance should be guaranteed, course hours should be planned well, more resources should be provided for lessons, transportation and nutrition problems should be solved, school lesson hours should be reduced, students should be guided about courses, students should pay a fee for the course, courses should be opened according to students' interests, sanction and reward system for students should be applied, student-centered education should be done. As a solution to the problems experienced in their study, Bozbdındır and Kara (2017) have concluded that resources for the course should be provided, cooperation with the family should be done, students should be informed about the importance of the course, and a small fee should be requested from families for the courses. In the study conducted by Demir Başaran and Narinalp Yıldız (2017), providing the necessary resources, conducting evaluation studies at regular intervals and including social activities were revealed as the primary suggestions and expectations of the teachers participating in the research.

Based on the results obtained in line with the opinions of the teachers, the following suggestions can be made:

- The transportation problem of the students who want to stay in the courses but come to the schools with service can be solved.
- The subjects to be opened in the courses can be determined by considering the wishes of the students.
- Various resources such as resource books, tests and activities can be prepared to be used in the courses and the resources can be given free of charge.
- The issue of absenteeism can be handled more effectively and sanctions can be applied.
- Since the curriculum of the teachers becomes very intense with the courses, the lesson programs can be prepared in a way that they can rest.
- Courses can be done remotely using EBA or different technologies in accordance with the developing technology.
- This study has been conducted with only Social Studies Teachers. Studies can also be conducted with other members of the education system.
- Experimental studies can be conducted on the effect of courses on success.

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