



Evaluating The Opinions of Classroom Teachers Assigned in the Training Program in Primary Schools (IYEP)

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ABSTRACT

The purpose of this study is to evaluate IYEP, which has been implemented throughout the country since the academic year of 2018-2019, based on the opinions of teachers. The sample of the study, which was planned as qualitative research and conducted in case study design, consisted of 10 classroom teachers who worked in the province of Bartın and implemented the program during 2019-2020 academic year. The data were collected using a semi-structured interview form and analyzed through the content analysis method. The findings have revealed that the classroom teachers participating in the study think that the program has had a positive effect on student achievement and especially helped students participate in classroom activities, gain self-confidence and feel the sense of achievement more, which supported students' self-improvement. The general problems of the process indicated by the teachers are problems arising from the implementation hour on weekdays, arrival and departure times of commuting students, inadequate information of parents about the program, common instruction for students with different levels, problems in meeting nutritional needs of students especially during the courses on weekdays, and teachers' lack of knowledge about the student. Furthermore, the suggestions for the development of the program include organizing IYEP introductory events for teachers, parents and students at the beginning of the academic year, starting the program from the 2nd grade and continuing throughout the primary school education, separating the activity books as modular books and diversifying the materials, reducing the number of students in the classrooms and focusing on individual studies, planning the program in a way that includes transportation at the weekend, creating more homogeneous classes, and carrying out more studies for the psychosocial support dimension of the program.

Keywords: Classroom Teacher, Classroom Teaching, Primary School, Training Program in Primary Schools (IYEP)

İlkokullarda Yetiştirme Programı (IYEP) Sürecinde Görev Alan Sınıf Öğretmenlerinin Programa Yönelik Görüşlerinin Değerlendirilmesi Öz

Bu araştırmayla 2018 yılından itibaren ülke genelinde uygulanmaya başlanan IYEP' in öğretmen görüşleri doğrultusunda değerlendirilmesi amaçlanmıştır. Nitel araştırma olarak planlanan ve durum çalışması deseniyle yürütülen araştırmanın çalışma grubunu Bartın ilinde görev yapan ve 2019-2020 eğitim öğretim yılında programı uygulamış 10 sınıf öğretmeni oluşturmaktadır. Veriler yarı yapılandırılmış görüşme formu kullanılarak toplanmış ve içerik analizi tekniği ile çözümlenmiştir. Elde edilen bulgular sonucunda araştırmaya katılan sınıf öğretmenleri, programın öğrenci başarısına olumlu yönde etki ettiğini, özellikle öğrencilerin sınıf içi etkinliklere katılmasına, özgüven kazanmalarına ve başarıya duygusunu daha fazla hissetmelerine katkı sağladığını ve bu durumun öğrencilerin öz gelişimlerini desteklediğini düşünmektedir. Süreçle ilgili öğretmenlerin ifade ettiği sorunlar genel itibarıyla; hafta içleri programın uygulama saatinden kaynaklı sorunlar, taşınmalı öğrencilerin okula geliş ve gidiş saatleri, velilerin programla ilgili yeterince bilgisinin olmaması, seviye farkları olan öğrencilerin bir arada eğitim alması, özellikle hafta içi yapılan kurslarda öğrencilerin beslenme ihtiyaçlarının karşılanmasında sorunlar yaşanması ve başarıya duygusunu daha fazla hissetmelerine katkı sağladığını ve bu durumun öğrencilerin öz gelişimlerini desteklediğini düşünmektedir. Süreçle ilgili öğretmenlerin ifade ettiği sorunlar genel itibarıyla; hafta içleri programın uygulama saatinden kaynaklı sorunlar, taşınmalı öğrencilerin okula geliş ve gidiş saatleri, velilerin programla ilgili yeterince bilgisinin olmaması, seviye farkları olan öğrencilerin bir arada eğitim alması, özellikle hafta içi yapılan kurslarda öğrencilerin beslenme ihtiyaçlarının karşılanmasında sorunlar yaşanması, programı uygulayan öğretmenin öğrenciyi tanımaması şeklinde dile getirilmiştir. Programın geliştirilmesi için ortaya konan öneriler ise; öğretmen, veli ve öğrencilerin programla ilgili daha fazla bilgi sahibi olması için eğitim öğretim yılı başında IYEP tanıtım toplantılarının yapılması, programa 2. sınıftan itibaren başlanması ve öğrencinin ilkököl eğitimi boyunca devam edilmesi, etkinlik kitaplarının modüler kitaplar olarak ayrılması ve materyallerin çeşitlendirilmesi, sınıflardaki öğrenci sayısının azaltılarak bireysel çalışmalara ağırlık verilmesi, programın hafta sonu taşınmalı eğitimi kapsayacak şekilde planlanması, sınıfların daha homojen bir yapıda oluşturulması, programın psikososyal destek boyutu için daha fazla çalışmalar yapılması olarak belirlenmiştir.

Anahtar kelimeler: Sınıf Öğretmeni, Sınıf Eğitimi, İlkokul, İlkokullarda Yetiştirme Programı (IYEP)

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1 | INTRODUCTION

Starting from the primitive societies, individuals have participated in the education process first through interaction within the family and then through the school system emerging in the social process and become a part of this system that enables the institutionalization of education (Güven, 2010, p. 3). Just like other systems, education system also consists of input, process, output and evaluation (control) components, and any change, inaccuracy or deficiency in any of these components affects the functioning of the system and the quality of the end product (Tan, 2005, p. 5). At this point, students are expected to achieve the learning outcomes in the curriculum, and educational institutions are expected to ensure the relevant achievement of students (Gürler, 2020, p. 267). However, it is not possible for all students to achieve the target outcomes during the process, and students cannot make equal use of the education process due to personal, social and environmental factors (Balantekin, 2020, p. 154). The fact that students reach the target level of knowledge and skills during the education process is directly proportional to their academic achievement or academic performance. The factors affecting achievement are mostly divided into two categories as in-school and out-of-school factors. In-school factors that stand out are number of teachers, class size, school facilities (library, laboratory, etc.), quality of teachers and administrators, and out-of-school factors include socioeconomic status of the family, high number of family members, and health problems of family members (Öksüzler & Sürekçi, 2010, p. 82). Failure is considered as one of the most important problems of the education system because it prevents the need for qualified manpower from being fulfilled. Moreover, it causes waste of country resources, loss of motivation in educators, students and families, and many other relevant problems (Dam, 2008, p. 77).

Government bodies are primarily responsible for healthy continuation of the education process and for the quality of educational institutions to meet the needs of the individual and society (Nartgün & Dilekçi, 2016, 538). In recent years, Turkey has shown a numerical development in education in areas such as the number of students per classroom and schooling rates (Gençoğlu, 2019, p. 857). On the other hand, in terms of academic achievement, Turkey is below the overall average score of the participating countries in all areas (science literacy, reading skills and mathematical literacy) according to the national report of the Program for International Student Assessment (PISA-2015). In the same report, there are also regional differences among students regarding achievement in the country (Taş, Arıcı, Ozarkan, & Özgürlük, 2016). The idea that remedial mechanisms should be established in order to eliminate regional differences and ensure all students to acquire basic knowledge and skills is included in the 64th Government Program, stating: “We will take measures and implement remedial programs in order to support learning of students whose learning and development level is behind their peers” (Presidency of the Republic of Turkey, 2015, p. 43). Furthermore, in the 2015-2019 Strategic Plan of the Ministry of National Education, increasing academic success levels of students is included as a goal (Ministry of National Education [MoNE]-Directorate for Strategy Development, 2015, p. 31).

Eventually, in order to ensure equality of opportunity in education, it is considered that measures are required for students who cannot achieve the outcomes in the curriculum so that everyone can make equal use of the education process (Balantekin, 2020, p. 154). This requirement is especially noteworthy for primary education period, which constitutes the source for future learning because reading skills and mathematical literacy levels of a student who has graduated from primary school should be able to form the basis for the next learning. In addition to academic knowledge, primary education institutions aim to provide students with the ability to express themselves, to use a language that will enable them to live in harmony with society, and to perform mathematical operations that will be useful in daily life (Kırnık, Susam, Özbek, 2019, p. 389). In this respect, primary education is the most important stage in which academic and social development of students is supported, and it is the determinant of the qualitative characteristics of other stages (Education Reform Initiative, 2020, p. 32).

Accordingly, in order to respond to the educational needs of the country and to ensure the development in education at the national level, IYEP (Training Program in Primary Schools) remedial program was initiated in cooperation with UNICEF (Toptaş & Karaca, 2019, p. 420).

Training Program in Primary Schools (IYEP) and Implementation Schedule

IYEP is a national program which ensures that students, who attend 3rd grade in primary schools, do not have a diagnosis for special education, cannot achieve the learning outcomes at an adequate level in reading, writing, reading comprehension skills as well as natural numbers and four operations in natural numbers due to various reasons during the previous school years, achieve the relevant outcomes and also receive psychosocial support (MoNE-Directorate General for Basic Education, 2019a, p. 1). Besides, it aims to improve these students' multifaceted development, sense of achievement and self-confidence, and to ensure their attendance to school (MoNE-Directorate General for Basic Education, 2019b, 8). The target group of the program consists of students who cannot adequately achieve the learning outcomes determined within the scope of the program and disadvantaged children such as asylum seekers, immigrants, children under temporary protection, and children of seasonal agricultural workers (MoNE-Directorate General for Basic Education, 2019a, p. 1).

IYEP was initiated on 16 June 2016, and its pilot implementation was carried out in 12 provinces in the 2nd term of the 2017-2018 school year (Ağrı, Ankara, Bingöl, Edirne, Hatay, Istanbul, Konya, Mardin, Ordu, Siirt, Sivas, Şanlıurfa). In these 12 provinces; 4,403 schools, 5,329 teachers and 87,003 students were involved in the program. In the 2018-2019 school year, it was expanded to the whole country. In both the piloting and the first year of the whole-country implementation, the program was applied to the 4th graders in addition to the 3rd graders. In the 2018-2019 school year; 302,097 students received IYEP education, and 89.77% of these students were successful in IYEP according to the results of the evaluation. As of 2019-2020, the program has been implemented only in the 3rd grades. The reason for this situation is that 3rd grade is considered an important level for support programs in the international literature. The Directive on Training Program in Primary Schools, in which the relevant procedures and principles are determined, came into force with the Ministerial Consent No. 15733452 dated 2 September 2019, and the implementations for the program were started in schools as of the second week of October (Education Reform Initiative, 2019, p. 3; MoNE-Directorate General for Basic Education, 2019b, p. 9; TEDMEM, 2020, p. 128, 129).

Due to the Coronavirus (Covid-19) pandemic, which spread rapidly throughout the world during the program in the 2019-2020 school year, the Ministry of National Education closed the schools as of 13 March 2020, first until the end of March, then until the end of the 2nd semester as a countermeasure against the spread of the pandemic in educational institutions and initiated distance education. Therefore, in accordance with the official letter no. 5497866 dated March 13, 2020 by the Ministry of National Education, Directorate General of Personnel, the Training Program in Primary Schools was also suspended. In the 2020-2021 school year, due to the interruption of face-to-face education in educational institutions during the Covid-19 pandemic in the previous year, a remedial distance education program was initiated between 31 August 2020 and 18 September 2020, and as of 21 September 2020, face-to-face education has been resumed only in pre-schools and 1st grades with the adaptation week as one day per week (MoNE-Directorate General for Basic Education, 2020). Afterwards, face-to-face education was gradually started in other grades; however; distance education was resumed again as of 20 November 2020 based on the course of the pandemic. Despite the Ministry's approval no. 16434352 dated 10.11.2020, in which principles and procedures of the Training Program in Primary Schools were determined (Kamuajans, 2020), the procedures and calendar regarding the IYEP implementation process, which had not yet started, were postponed until the reopening of schools for face-to-face education (MoNE-Directorate General for Secondary Education, 2020). After the resumption of face-to-face education in primary schools on March 2, 2021, a new approval no. 22992575 dated March 24, 2021 was granted by the Ministry regarding IYEP implementation process, and works and procedures were resumed in line with the 2020-2021 IYEP implementation calendar. However, as a result of the course of the pandemic and in line with the recommendations of the Scientific Committee, distance education was resumed as of April 15, 2021, and the ongoing IYEP process was ceased. It was stated that the IYEP materials on hand should be preserved until a new decree by the Ministry of National Education (MoNE-Directorate General for Basic Education, 2021b). Afterwards, face-to-face education in public and private primary schools was resumed in classes with fewer students 2 days a week as of June 1, 2021 (MoNE-Directorate General for Basic Education, 2021c). IYEP, on the other hand, continued in line with the planning made by schools as of June 1, 2021 until 02 July 2021, which was the end of the school year (MoNE-Directorate General for Basic Education, 2021c, 2021d).

The Content of the Program

IYEP is prepared by taking the minimally-required learning outcomes from the existing curricula. Teaching materials are developed in a modular and spiral structure, thus providing the opportunity to receive education in a way that responds to different learning needs. The program considers individual learning needs, differences and learning speed, and while determining the outcomes, those in the mathematics and Turkish language teaching programs of the first two grades of primary school are taken into account. The foundations of the program were established in three areas as Turkish, mathematics and psychosocial support. There are a total of 6 modules in the program, 3 in Turkish and 3 in math course. According to the program, students can receive education only in Turkish, only in math, or in both courses. Psychosocial support is given to all students participating in the program (MoNE-Directorate General for Basic Education, 2019c, p. 8).

One of the steps that should be taken to support students in cases such as developing positive attitudes towards school and lessons, being in harmony with their friends and teachers is to provide psychosocial support (Kırnık et al., 2019, p. 390). When school environments are examined today, there are many students coming from families in different life situations and living with different age groups. These students face many problems that affect their education life and academic achievement. For example, many situations including poverty, family problems, illness, disability, neglect, abuse, violence, and tendency to crime can be considered as the reasons that affect students' attendance and academic success. In order to solve these problems, existence of guidance and psychological counseling services in the school environment is important. There is a need for a professional approach and teamwork within the school to solve such problems that affect psychosocial development of students (Özbesler & Duyan, 2010, p. 19, 20). Therefore, a qualified psychosocial support plan to be carried out for disadvantaged children will promote the program to achieve its purpose.

Student Determination Process

In order to effectively plan, execute, monitor and evaluate IYEP, IYEP commissions are established in provinces/districts and schools. The commissions in schools are formed during the teachers' board meeting at the beginning of the school year. The commission is chaired by the school principal or deputy principal and consists of three classroom teachers and school counselor, if available. In primary schools with multi-age classrooms, the commission is composed of existing teachers. In primary schools where there is only one teacher, the principal teacher acts as the commission (MoNE-Directorate General for Basic Education, 2019d). In order to determine the students who will participate in the program, the Student Determination Tool (OBA) is sent to schools by the Ministry of National Education. It is an assessment tool consisting of 15 open-ended questions from Turkish course and 31 open-ended questions from math course. For teachers to make an objective scoring, Teacher Instructions Form (OYF) which contains graded scoring keys is used (MoNE-Directorate General for Basic Education, 2019b, p. 13). 3rd grade teachers implement OBA in their own classes and enter the results into the IYEP processes module on the e-School Management Information System within 3 working days (MoNE-Directorate General for Basic Education, 2019d). In order not to cause a feeling of discrimination during the application of OBA in the classroom, students with special education needs are also given the tool, but their data are not entered into the system (MoNE-Directorate General for Basic Education, 2021a, p. 4). According to the results of OBA, the type of program (Turkish, Mathematics or both) and the module from which the students will receive education are determined (TEDMEM, 2019, p. 128). Then, changes and adjustments about the students to be involved in IYEP are made by the school commission, and finally the participation of the students in the program is decided. It is essential that an IYEP group consists of 1-6 students. A second group cannot be formed before a group of 6 students is established, but this number can be increased up to 10 students. Moreover, a "Parent Permission Form" is obtained from the parents of the students who will be included in IYEP (MoNE- Directorate General for Basic Education, 2019d).

Program Implementation Process

During the implementation of IYEP, "Student's own classroom teacher, other classroom teachers of the school, excessive norm classroom teachers in the district, classroom teachers in the district who want to take part in the program, classroom teachers who are assigned and paid a course fee and in the case that none of the classroom

teachers mentioned herein are available, teachers who are assigned and paid a course fee can take part in the program” (MoNE-Directorate General for Basic Education, 2019d). Students start the courses from the module that they are found to be deficient (MoNE-Directorate General for Basic Education, 2019a, p. 4).

Table 1. The Number of Learning Outcomes of the Modules in the Program

Courses	1 st Module learning outcomes	2 nd Module learning outcomes	3 rd Module learning outcomes	Total number of learning Outcomes
Turkish	3	10	3	16
Math	10	7	5	22
Total	13	17	8	38

Source (MoNE, Directorate General for Basic Education, 2019c)

As seen in Table 1, there are a total of 16 learning outcomes in the Turkish course during the program, 3 in Module 1, 10 in Module 2, and 3 in Module 3. In the mathematics course, there are a total of 22 learning outcomes, 10 in the 1st module, 7 in the 2nd module, and 5 in the 3rd module. There are 38 learning outcomes in total in the program.

The order of the learning outcomes is based on the principle of progressivity, from simple to complex (MoNE-Directorate General for Basic Education, 2019a, p. 4).

Table 2. Recommended Duration for the Modules in the Program

Courses	Recommended duration for 1 st Module (Lesson hours)	Recommended duration for 2 nd Module (Lesson hours)	Recommended duration for 3 rd Module (Lesson hours)	Total recommended duration (Lesson hours)
Turkish	5	72	19	96
Math	24	24	16	64
Total	29	96	35	160

Source (MoNE, Directorate General for Basic Education, 2019c)

As seen in Table 2, Turkish course lasts for a total of 96 hours, with the first module being 5, the second module being 72, and the third module being 19. In the mathematics course, the first module is 24, the second module is 24 and the third module is 16, and it takes a total of 64 hours. The program consists of 160 lesson hours in total.

The duration of the program cannot exceed 2 hours per day on weekdays, 6 hours per day on weekends, and 10 hours per week in total (MoNE-Directorate General for Basic Education, 2019a, p. 3). Classes for the weekday program are held outside the school’s own lesson hours. Within the scope of the program, up to 160 hours of additional teaching are offered to the students in total (MoNE-Directorate General for Basic Education, 2019b, p. 13). Along with the program, many materials have been prepared for teachers, students and administrators. Some of these materials include Turkish Activity Book, Turkish Guide Book, Mathematics Activity Book, e-School IYEP Module User Guide, Psychosocial Support Guide, and Implementation Guide. These materials can be accessed from the website of the Directorate General for Basic Education (TEDMEM, 2020, p. 128).

The transition between the modules in the program is ensured by the teacher in charge, and the students who are found to have achieved the target learning outcomes as a result of the evaluation by the teacher are allowed to move to the next module (MoNE-General Directorate for Basic Education, 2019d). At the end of the program, the assigned teachers apply the Student Evaluation Tool (ODA) to the students in order to determine the level that students in the program have reached and to evaluate the program. In order to provide an objective evaluation, the results are evaluated through the Teacher Instructions Form (MoNE-Directorate General for Basic Education, 2019b, p. 15). ODA results must be entered by the assigned teacher into the IYEP module on e-School

Management Information System within 3 working days. Afterwards, within 2 weeks following the end of the program, an “evaluation report” is prepared by the school commission and submitted to the school administration to be sent to the provincial/district directorate of national education (MoNE-Directorate General for Basic Education, 2019d).

The Purpose of the Study and the Sub-Problems

IYEP is a training program which has been in practice at primary education level throughout the country starting from the 2018-2019 school year and included millions of students. In the literature review conducted on the program, it was observed that most of the studies were carried out with classroom teachers assigned in IYEP, and some studies included school administrators (Avlukyari, 2019; Aydın & Yakar, 2020; Balantekin, 2020; Dilekçi, 2019; İğli & Ulutaş, 2020; Kırnık, Susam & Özbek, 2019; Kozikoğlu & Tosun, 2020; Toptaş & Karaca, 2019; Yıldız & Kılıç, 2019). As stated by Gençoğlu (2019), IYEP, which is a national support and training system model, is planned to be included in and support our education system to achieve the general and distant education objectives. It is very important, at primary education level, to develop basic math and literacy skills and to have an application for solving the problems underlying students’ academic failures through the psychosocial support process. However, when the literature is reviewed, it is considered that IYEP, which is mostly described as a positive practice open to development, has some deficiencies in the planning, implementation and information dimension, as well as the follow-up and continuity of the process. In addition, the disruptions in education due to the Covid-19 (Coronavirus) pandemic, which was effective all over the world during the academic years of 2019-2020 and 2020-2021, prevented the efficient progress of IYEP. At this point, the aim of the present study is to identify the problems faced by classroom teachers, who are the implementers of the program, and to offer solutions to these problems. For this purpose, interviews were held with the classroom teachers who were involved in the process and implemented the program, and as a result of these interviews, evaluations and suggestions were made regarding the program. It is aimed that these evaluations and suggestions will be a guide for teachers, administrators and decision makers participating in the process to take the necessary measures to increase the practicality and effectiveness of the program. Besides, it is expected that the evaluations and suggestions will contribute to the literature on IYEP, which includes a limited number of studies. In this context, answers will be sought to the following sub-problems in accordance with the general purpose.

Research Questions

Considering the classroom teachers assigned in IYEP process;

1. What are their opinions about the adequacy of IYEP learning outcomes for Turkish and math course?
2. What are their opinions about the effect of IYEP on student success?
3. What are their opinions about the psychosocial support dimension of IYEP?
4. What are their opinions about the contribution of IYEP to students’ self-improvement?
5. What are their opinions about the process of student determination for IYEP?
6. What are their opinions about the activity books used in IYEP?
7. What are their opinions about the weekly implementation time of IYEP?
8. What are their opinions about the informing process prior to IYEP?
9. What are the problems that they have identified regarding IYEP?
10. What are their suggestions for the improvement of IYEP?

2 | METHOD

This section includes information about the research model, study sample, data collection and analysis.

Research Model

This study was planned as qualitative research, which is defined as a research process in which data collection techniques such as observation, interview and document analysis are used, and which enables perceptions and events to be addressed in a realistic and holistic way in their natural environment (Yıldırım, 1999, p. 10). In qualitative research, there is an effort to reach a deep perception about the event or phenomenon being examined (Morgan, 1996 as cited in Baltacı, 2019, p. 370). In the present study, the case study method, which is one of the qualitative research methods, was used since it was aimed to examine and evaluate the Training Program in Primary Schools based on the opinions of the classroom teachers involved in the implementation. According to Mcmillan (2000), case studies are studies in which one or more events, environments, programs, social groups or interrelated systems are examined in detail (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2019, 268).

Study Sample

The study sample consists of 10 classroom teachers who work at different primary schools in the province and districts of Bartın and who have implemented the program. While determining the schools within the scope of the research, it was especially considered that the schools were located in different dwelling units (city center, district, town and village). The participants in the study sample were determined through criterion sampling, which is one of the purposive sampling methods. In criterion sampling, the observation units in the research are composed of people, events, cases or objects with certain qualities. Accordingly, units with the specified criteria are involved in the sampling (Büyüköztürk et al., 2019, 94). Due to the Covid-19 outbreak in the 2020-2021 school year, the IYEP program could not be implemented adequately. For this reason, the criterion in the study was determined as classroom teachers who were working in public primary schools and applied IYEP in the 2019-2020 school year. Teachers who met the specified criterion were included in the study on a voluntary basis. Personal characteristics of the classroom teachers involved in the study are presented in Table 3.

Table 3. Characteristics of the Classroom Teachers Involved in the Study

Personal Characteristics		f	%
Gender	Female	4	40
	Male	6	60
Years in the Profession	11-20 years	6	60
	21 years and more	4	40
Age	31-40	4	40
	41-50	4	40
	51 and over	2	20
Education	Associate	2	20
	Undergraduate	7	70

	Postgraduate	1	10
The Location of the School where IYEP is Implemented	City center	4	40
	District	2	20
	Town	1	10
	Village	3	30
The Reason for Taking Part in IYEP	Desire to be beneficial for students	8	80
	Other (professional development, economic reasons etc.)	2	20
IYEP Implementation Period	Weekdays	8	80
	Weekend	2	20
	Total	10	100

According to the information in Table 3, a total of 10 classroom teachers including 4 females and 6 males are involved in the study. In terms of professional seniority, 6 participants have 11-20 years of experience in the profession, and 4 of them have 21 and more years. As for age, 4 participants are 31-40 years old, 4 are 41-50, and 2 are 51 and over. Considering the status of education, 2 participants have associate's degree, 7 have undergraduate's degree, and 1 has master's degree. When the location of the schools where the teachers give IYEP courses are examined, it is observed that 4 schools are in the city center, 2 in districts, 1 in a town, and 3 are in villages. 8 of the teachers participating in the study indicate their reason for taking part in IYEP as the desire to be beneficial for students whereas 2 teachers state that they are involved in the program for professional development and economic reasons. Finally, 8 of the teachers implemented the program during weekdays, and 2 of them at the weekend.

Data Collection

A semi-structured interview form developed by the researchers was used as the data collection tool in the study. In the development process of the form, IYEP directive, manual and activity books (Turkish Activity Guide Book, Math and Turkish Activity Book) used in the program were utilized, and the relevant literature was reviewed. The developed form was examined by a classroom teacher who implemented the program and two academicians who were experts in the field of classroom teaching. As a result of the expert opinion, necessary revisions were made and the form was finalized. In this way, open-ended questions that can be answered by the teachers involved in the process, including the adequacy of IYEP Turkish and math learning outcomes, effect of IYEP on student achievement, psychosocial support aspect, student determination process, adequacy of the activity books, weekly implementation period, teacher informing process, identified problems and suggestions for improvement. Accordingly, the teachers were addressed 7 questions for personal information such as age, education, the period of their IYEP application, and 22 questions aiming to obtain detailed information about the program.

The data were collected on a voluntary basis from classroom teachers working in public primary schools in Bartın during the 2020-2021 school year. During the data collection process, a continuous face-to-face education environment could not be provided in schools, and distance education continued due to the pandemic. For this reason, the semi-structured interview form was shared online with the teachers participating in the study. Interviews were also held via online applications (Zoom app). In order to consider the principle of confidentiality,

teachers' opinions were presented by using codes instead of their names. Therefore, the participants were coded as "T1, T2, T3, T4, T5, T6, T7, T8, T9, and T10".

Data Analysis

Content analysis technique was used in the data analysis process. Content analysis is a research technique that helps to draw repeatable and valid conclusions from the data regarding their content (Krippendorff, 1980, 25 as cited in Koçak & Arun, 2006, 22). The data summarized and interpreted in descriptive analysis are analyzed more deeply in content analysis, and concepts and themes that can be ignored in descriptive analysis can be noticed in this way (Selçuk, Palancı, Kandemir, & Dündar, 2014, 431). During the research process, the responses given by the participants to the interview questions were first transferred to the digital environment under the relevant question title. By examining the responses obtained from the participants, the researchers made a list of sub-themes and sample statements for these sub-themes based on similar statements, and it was ensured that these sub-themes and sample statements were under the same theme. While revealing the themes, the interview questions were utilized, and the themes were created in accordance with these questions (level of competence, student achievement, self-improvement, identified problems and suggestions for the development of the program). In addition, the findings were supported by direct quotations from the statements of the participants. In cases where the participants had more than one opinion on the questions, the frequency and percentage values were obtained based on the total opinions in the sample statements.

Research Ethics

Ethical permission of the research was approved by Bartın University Social and Human Sciences Ethics Committee. Ethics committee document number is 2021-SBB-0263.

The semi-structured interview form developed as a data collection tool used in the study was validated by obtaining opinions from three experts. During the data collection phase, a voluntary participation consent form was obtained from the teachers. For the validity of the data, transcription was made after the interviews and these articles were approved by the interviewees. Sample quotes from teachers are provided to present findings reflecting the data. To ensure the reliability of the research, 20% of the codes were checked by an expert as a second coder and intercoder reliability was calculated, 92%. Miles and Huberman's (1994) formula was used for the calculation:

$$\text{Reliability} = 100 * (\text{number of agreements} / \text{total agreements} + \text{number of disagreements})$$

Coder recoded in a given period after pre-coding to ensure internal consistency. Finally, internal consistency coefficient was calculated as 94% which can be considered reliable (Miles & Huberman, 1994).

3 | FINDINGS

In this section, the findings of the study are presented. The findings consist of teachers' opinions regarding the adequacy of Turkish and math learning outcomes in IYEP, adequacy of the activity books for Turkish and mathematics, adequacy of the student determination tool, psychosocial support dimension of IYEP, its contribution to student achievement and self-improvement, weekly implementation period, information process prior to the implementation, problems encountered in the program and solution offers to these problems.

1. Opinions of Classroom Teachers on the Adequacy of Turkish and Math Learning Outcomes in IYEP

The opinions of the classroom teachers involved in the IYEP process were received regarding the adequacy of Turkish and math learning outcomes, and are presented in Table 4.

Table 4. Teacher Opinions Regarding the Adequacy of Turkish and Math Learning Outcomes

	Theme	Sub-Themes		Sample Statements for Sub-Themes	Participants	f	%
Turkish	Adequacy	Adequate	Because	Activities are performed for reading, writing and reading comprehension.	T2, T3, T5, T6, T7, T8, T9, T10	8	80
		Partially Adequate	Because	New outcomes are required.	T1	1	10
		Inadequate	Because	Activities for reading comprehension are not included enough.	T4	1	10
Total						10	100
Math	Adequacy	Adequate	Because	Outcomes regarding comprehension of four operations and acquisition of problem solving skill are appropriate for student level.	T1, T2, T3, T4, T6, T7, T9, T10	8	100
		Partially Adequate	-	-	-	-	-
		Inadequate	-	-	-	-	-
Total						8	100

According to the relevant opinions, 8 teachers find the Turkish lesson outcomes adequate whereas 1 teacher considers them as partially adequate and 1 teacher as inadequate. The teachers state that Turkish outcomes are for literacy and reading comprehension and aim to eliminate the deficiencies experienced by students in the field of literacy. Some sample statements by the teachers who find the Turkish outcomes sufficient are given below:

T3: *“Yes, I found it adequate. There were ideal learning outcomes for illiterate students and students with difficulty in reading comprehension.”*

T8: *“I find it sufficient because it includes learning outcomes that are important for eliminating the deficiencies in primary literacy and increasing the level of reading comprehension.”*

On the other hand, teachers who find Turkish learning outcomes partially sufficient or insufficient think that the program starts from a very basic level, more short texts for reading comprehension are required in the program, and various outcomes such as “identify story elements, recognize text types, guess synonyms and antonyms” should be added to the curriculum. Sample statements by the teachers who find the outcomes partially sufficient or insufficient are given below:

T4: “3rd grade students already recognize the sounds. They have trouble combining and understanding. However, the program applies the curriculum as if the students have just started primary school. A program for reading and comprehension with short texts would be more appropriate.”

T1: “I would like to answer regarding the outcomes of module 3 since I have been working on the relevant outcomes for the Turkish lesson in the IYEP process. The learning outcomes as follows can be included in module 3: “Recognize text types. Determine the story elements in a text they read. Determine a suitable title for the content of what they write. Use capital letters and punctuation in appropriate places. Write the question suffix in compliance with the rule. Guess synonyms/antonyms of words. Fill in the forms in accordance with the instructions.”

8 teachers find the learning outcomes in the math course adequate whereas 2 teachers did not make any comments because they did not teach in this field. The teachers agree on that it is necessary to start from the basic level for the students to acquire the four-operation skills. Some sample statements by the participating teachers are presented below:

T3: “Yes, it was adequate. Simple four-operation skills and story problems were quite ideal for the level of the kids.”

T4: “The learning outcomes for math course were adequate.”

In this context, the classroom teachers participating in the study find the application sufficient in terms of Turkish and math course outcomes.

2. Opinions of Classroom Teachers on the Contribution of IYEP to Student Achievement

The opinions of the classroom teachers involved in the IYEP process were received regarding the contribution of the program to student achievement, and are presented in Table 5.

Table 5. Teacher Opinions Regarding the Effect of the Program on Student Achievement

	Theme	Sub-Themes	Sample Statements for Sub-Themes	Participants	f	%
Turkish	Student Achievement	Academic Success	Reading skill improves.	T1, T2, T3, T5, T6, T7, T8, T9	8	33,3
			Reading comprehension improves.	T2, T3, T6, T8, T9, T10	6	25,0
			Writing skill improves.	T1, T3, T5, T7, T8	5	20,8
			Ability to narrate what is read improves.	T8, T10	2	8,3
			Ability to interpret improves.	T10	1	4,2
		Motivation	Motivation for the course increases.	T9	1	4,2
		Self-Confidence	Self-confidence increases.	T10	1	4,2
	Total				24	100
Math		Academic Success	Four-operation skills improve.	T1, T3, T9, T10	4	33,3

	Problem solving skill improves.	T3	1	8,4
Motivation	Motivation for the course increases.	T3, T4, T5, T9	4	33,3
Self-Confidence	Self-confidence increases.	T1, T3, T5	3	25,0
Total			12	100

According to Table 5, the classroom teachers participating in the study made their explanations regarding the sub-themes of academic success, motivation, and self-confidence.

Considering the contribution of the program to student achievement in Turkish course, the teachers participating in the study indicate that the instruction delivered in Turkish course especially improves students' reading (33.3%), reading comprehension (25%) and writing (20.8%) skills. Besides, it is stated to contribute to students' ability to narrate what they read (8.3%) and to interpret (4.2%). In line with the teachers' comments regarding the motivation sub-theme, the program is stated to increase motivation for the lesson (4.2%). Moreover, teachers who mention the sub-theme of self-confidence indicate that the program increases self-confidence (4.2%). Some of the sample statements by the teachers are given below:

T8: *"They can write meaningful and regular sentences, read short texts fluently, understand and narrate what they read, answer questions about the text, write short texts."*

T9: *"In the literacy process, illiterate students will learn to read, and their reading speed will increase, their comprehension will be better, and they will be interested in the lesson."*

T10: *"Students support themselves in terms of self-confidence, as the program consists of texts appropriate for the level of the students regarding the learning outcomes for comprehension-narration-reading. Students should be able to narrate events by interpreting and supporting what they read with different words."*

Considering the contribution of the program to student achievement in math course, the teachers participating in the study indicate that the instruction delivered in math course improves four-operation skills (33.3%) and problem-solving skills (8.4%). The teachers who mention the motivation sub-theme state that the program increases student motivation for the lesson (33.3%). In addition, it is stated that students' self-confidence increases (25%). Accordingly, some of the sample statements by the teachers are presented below:

T1: *"Math modules, in which basic operation skills and prerequisites for these operations are given, will contribute to the academic success of students in math. Self-confidence and the sense of keeping up with the class level that it provides the student with will reflect positively on academic success."*

T9: *"Students' four-operation skills improve; their interest in the lesson increases, and this increases academic success."*

T3: *"Four-operation skills may develop. Simple problem-solving skills may develop. Moreover, the child's sense of achievement and self-confidence will increase here."*

In this context, the teachers involved in the study indicate that Turkish and math courses delivered within the scope of the program have a positive effect on student achievement.

3. Opinions of Classroom Teachers on the Psychosocial Support Dimension of IYEP

The classroom teachers who took part in the IYEP process were asked what they knew about the psychosocial support dimension of the program. As a result of the responses received, it was observed that nine of the

participating teachers did not have knowledge about the psychosocial support of IYEP, and only one teacher commented on the subject. Some sample statements by the teachers involved in the study are presented below:

T3: *"I do not have any knowledge of this subject."*

T4: *"I do not have any information."*

T8: *"I do not know about the psychosocial support. I did not fill out any form."*

T10: *"It is important information in revealing the relationship between the psychosocial status of the student and the level of academic success."*

In the light of the data, it is observed that the practitioner teachers are not sufficiently aware of the information and documents related to the psychosocial support of IYEP, such as the psychosocial support guide and the psychosocial support student information form.

4. Opinions of Classroom Teachers on the Contribution of the Program to Students' Self-Improvement

The opinions of the classroom teachers about the contribution of the program to the students' self-improvement were received and presented in Table 6.

Table 6. Teacher Opinions on the Contribution of the Program to Students' Self-Improvement

Theme	Sub-Themes	Sample Statements for Sub-Themes	Participants	f	%
Self-Improvement	Active Participation	Willingness to participate in the classroom activities	T1, T2, T4, T5, T7, T8, T9, T10	8	21,6
		Voluntary participation in homework and assignments	T1, T3, T8	3	8,1
	Sense of Self-Confidence	Gaining self-confidence	T1, T2, T3, T4, T5, T8, T9, T10	8	21,6
		Sense of Happiness arising from learning	T1, T2, T3, T8	4	10,9
	Emotional Awareness	Recognition of strengths	T1, T3, T4	3	8,1
		Proper expression of emotions	T5	1	2,7
	Taking Responsibility	Regular review of lessons	T2, T4, T6	3	8,1
	Level of Attention	Increased level of attention in lessons	T2, T5, T7	3	8,1
	Adaptation to Society	Socialization	T1, T8	2	5,4
	Positive Attitude towards School	Increased attendance to school	T5, T6	2	5,4
Total				37	100

Considering Table 6, the classroom teachers participating in the study think that the program contributes to students' self-improvement. Accordingly, the teachers base their explanations on the sub-themes of active participation, sense of self-confidence, sense of achievement, emotional awareness, taking responsibility, level of

attention, adaptation to society and positive attitude towards school. Teachers who emphasize the active participation sub-theme have the opinion that the program has a share in students' willingness to participate in classroom activities (21.6%), and voluntary participation in homework and assignments (8.1%). Moreover, teachers mentioning the sub-theme of self-confidence state that the program helps students gain self-confidence (21.6%). Regarding the sub-theme of sense of achievement, teachers state that students experience happiness arising from learning (10.9%). In addition, according to the teachers who express their opinions on the sub-theme of emotional awareness, the program allows students to recognize their strengths (8.1%) and to express their emotions properly (2.7%). Furthermore, considering the sub-theme of taking responsibility, they state that the program enables students to review lessons regularly (8.1%), and for the level of attention, they indicate that the program helps increase the level of attention towards lessons (8.1%). Besides, regarding the sub-theme of adaptation to society, the program enables students to socialize (5.4%), and as for positive attitude towards the school, the relevant teachers indicate that the program contributes to increased attendance to school (5.4%). Some of the sample statements by the teachers are as follows:

T1: *“Even though the students involved in the IYEP program have the feelings of sadness and inadequacy at first, these feelings will be replaced by achievement, self-confidence, and participation in the group again with the success of the program in time. As the IYEP process is completed, the willingness to participate in classroom activities, voluntary participation in homework and assignments and consummatory behaviors will be ensured.”*

T10: *“Students are worried at the beginning of the program. However, as the program progresses, their levels of academic achievement improve, and their sense of self-confidence increases.”*

T3: *“Students will feel more comfortable. Being together with students at their own level will increase their self-confidence. With simple activities, their sense of achievement will improve. They will be able to get to know themselves.”*

T5: *“They will gain confidence, express their basic feelings properly, and speak comfortably in public.”*

T4: *“Due to one-to-one attention, they participate in the lesson activities. They regularly review their lessons as they participate in IYEP activities every day.”*

T2: *“There will be benefits such as being eager to participate in the lesson activities, reviewing the lessons regularly, and concentrating on the lesson.”*

T7: *“It will make contributions in terms of participating in the activities and concentrating on the lesson.”*

T8: *“The students who learn that they will be involved in the IYEP process become anxious first. Moreover, when they learn that they will be studying with another teacher, their anxiety increases. However, as they make progress in the process and realize that they are successful; they gain self-confidence and become happy. When they are given the opportunity to prove themselves by the teacher in their class, their self-confidence increases and their friendships improve. They are prevented from feeling detached from their peers. As far as I have observed, and according to the information I have received from the teacher in charge, the students who attend IYEP can become more active in the lessons. At least, they want to speak; they are willing to attend the lesson, and can participate in classroom activities. In addition, they develop a positive attitude towards their homework since they can read, albeit slowly, and understand what is written in the questions, and try to answer them in their own way.”*

T6: *“They become more willing to come to school. They start studying more regularly.”*

The teachers who implement the program think that the program is especially effective in helping students participate in classroom activities (21.6%) and gain self-confidence (21.6%). Thus, it is believed that, throughout the process, these students will feel the sense of achievement (10.9%) more than before, and it will promote students' self-improvement.

5. Opinions of Classroom Teachers on the Adequacy of the Student Determination Tool

The opinions of teachers regarding the adequacy of the student determination tool (OBA) used in determining the students to be included in the program were received and presented in Table 7.

Table 7. Teacher Opinions on the Adequacy of the Student Determination Tool

Theme	Sub-Themes	Sample Statements for Sub-Themes	Participants	f	%	
Adequacy	Adequate	Because	The questions serve the purpose.	T6, T7, T8	3	23,0
			It does not cause exam anxiety.	T1, T10	2	15,4
			The instructions are clear and understandable.	T10	1	7,7
	Partially Adequate	Because	OBA should be implemented for a longer time.	T8	1	7,7
			The teacher instructions form should remind the subjects of previous years.	T9	1	7,7
			OBA should not be implemented and evaluated by students' own classroom teacher but by a different teacher.	T8	1	7,7
	Inadequate	Because	The questions do not serve the purpose.	T2, T4	2	15,4
			Teacher observation should be more determinative.	T3, T5	2	15,4
	Total				13	100

According to Table 7, within the framework of the sample statements by the teachers who have positive opinions about the adequacy of OBA, teachers state that the questions serve the purpose (23.0%), OBA does not cause exam anxiety (15.4%) and the instructions are clear and understandable (7.7%). Teachers who consider OBA partially adequate, on the other hand, think that the time of application of OBA (7.7%) should be longer, the teacher instructions form should include reminders for the subjects of previous years (7.7%), and for a more objective assessment, the determination tool should be implemented and evaluated not by students' own classroom teacher but by a different teacher (7.7%). In the sample statements by the teachers who have negative opinions about the adequacy of OBA, the teachers agree on the fact that the questions do not serve the purpose (15.4%), and that teacher observation should be more determinative (15.4%). Accordingly, some of the sample statements from the opinions of the teachers are given below:

T7: "OBA consists of appropriate questions to determine the level of students."

T2: "No, the questions do not serve the purpose adequately."

T10: "I find it reliable since the previous information is given clearly during the implementation process of the relevant tool. The aim here is to reveal the areas where the student needs to be improved. The main reason for the occurrence of test anxiety depends on the attitude of the teacher during the application process."

T8: "The questions serve the purpose. It is conducted without prior notice in order not to cause exam anxiety. The application period is not sufficient especially for Turkish course. It can take some time to conduct it in crowded classrooms. Turkish and math courses can be practiced on different days. That OBA is conducted by the classroom

teacher raises questions about objectivity. It should not be their own classroom teacher who applies and evaluates this scale.”

T2: “No, the questions are not relevant enough.”

T5: “I think the OBA tool is unnecessary. The class teacher should determine the students to be admitted to IYEP.”

According to the data in the table, the student determination tool is considered sufficient by the majority based on the teacher opinions. The advantages of OBA indicated by the teachers include that it does not cause exam anxiety, and its instructions are clear and understandable, as well as that the questions serve the purpose. However, there are also views that the current form should be improved or alternative determination methods (such as teacher observation) should be considered.

6. Opinions of Classroom Teachers on the Adequacy of the Activity Books for Turkish and Math Courses

The opinions of the classroom teachers regarding the Turkish and math activity books used in the IYEP instruction process were received and presented in Table 8.

Table 8. Teacher Opinions on the Adequacy of Turkish and Math Activity Books Used in the Program

Theme	Sub-Themes		Sample Statements for Sub-Themes	Participants	f	%
Adequacy	Adequate	Because	The content in the books serves the purpose.	T7, T1, T6, T10, T5	5	25,0
			They attract attention.	T2, T7	2	10,0
	Partially Adequate	Because	They should be prepared in a more interesting way.	T1, T5, T3 T6, T8	5	25,0
			More reinforcement activities should be included.	T1, T3, T8	3	15,0
			The number of sources should be increased.	T2, T10	2	10,0
Inadequate	Because	They should be adapted to student level.	T4, T8, T9	3	15,0	
Total					20	100

The positive views about the adequacy of the activity books in Table 8 are that the content of the books serves the purpose (25.0%) and is interesting (10.0%). The statements that the activity books are partially sufficient indicate that they should be prepared in a way that will be more interesting (25.0%), more reinforcement activities should be included (15.0%), and the number of sources should be increased (10.0%). Some of the teachers in the study think that the current activity books are not sufficient and need to be adapted to the students' level (15.0%). Accordingly, some of the sample statements from the teachers' opinions are presented below:

T7: “The content serves the purpose. It attracts attention as it is supported by visuals.”

T3: “Turkish course books can be made more fun. There can be more activities in the reading and writing process. In my opinion, low achievement of a student in this program results from the fact that he/she mostly has difficulty in reading comprehension. Therefore, more reading comprehension exercises can be done for students who can read and write, and participate in this program.”

T10: *"I find the prepared activities suitable for students' level. However, I can say that if the modules in the book are separated module by module as individual books or study journals instead of a single book, it will appeal to students more."*

T5: *"They are suitable for students' level but could be more interesting."*

T9: *"Texts should be selected as appropriate for student level."*

According to the data in the table, the activity books used during the program are mostly considered partially adequate by the teachers. Accordingly, based on the expressions of the teachers, the activity books are considered adequate (35%) in terms of the content serving the purpose of IYEP and being interesting. There are also teachers who do not find the books sufficient in their current form and think that they should be adapted to the level of students (15.0%). Nevertheless, the opinions expressed mostly agree on that the books are partially adequate (50.0%) and that they need to be improved. In addition, the participant teachers express that the books should include more reinforcement activities and be more interesting, and that the number of sources should be increased.

7. Opinions of Classroom Teachers on the Weekly Implementation Period

The opinions of the classroom teachers taking part in the IYEP process regarding the implementation of the program for a maximum of 10 lesson hours per week were received. Consequently, it is revealed that all the 10 teachers find the period sufficient. Some of the sample statements by the teachers are as follows:

T1: *"I taught 6 hours a week. I think it was enough. Fewer hours may prolong the process and lead to boredom, and more hours (he/she has 30 hours) may cause a decrease in the efficiency of the course."*

T3: *"Since the commuting students are in the majority, I taught for 1 hour on weekdays. The time is enough."*

T4: *"The course duration is sufficient, but the different levels of students prevented us from using this time efficiently."*

T10: *"10 hours a week is enough. Since the calendar time was sufficient in the planning made in line with the schedule, I planned as 8 hours per week."*

8. Opinions of Classroom Teachers on the Information Process Prior to IYEP

The classroom teachers participating in the study were asked whether they had received any training on the scope and details of the application, and information about the process prior to the IYEP implementation. Accordingly, 5 teachers stated that they did not receive training, and 5 teachers stated that they attended training seminar. Since the study covers the 2019-2020 school year, it indicates that the teachers who participated in the program that year were informed at the school board meetings or school commissions, and the teachers who gave the IYEP course before participated in the training seminar in previous years. Therefore, the teachers who have received training can have more information about the progress, scope, details and thus the process of the program compared to those who have not received any training. In order for the program to be carried out more consciously, it is considered beneficial to deliver trainings on IYEP to the 3rd grade teachers who have not received information about the subject before, and to the teachers who will implement the program. Some of the statements of the participating teachers are as follows:

T1: *"No information was given about the IYEP application. It would be beneficial to hold an activity for 3rd grade teachers about the details of IYEP exam and the process."*

T3: *"No. We made a joint decision with the commission formed at the school."*

T8: *"I received a few hours of training explaining the scope and details of IYEP."*

T6: *"I attended a seminar."*

9. Opinions of Classroom Teachers on the Problems Encountered during the IYEP Process

The opinions of the classroom teachers about the problems encountered during the IYEP process were received and presented in Table 9.

Table 9. Teacher Opinions on the Problems Encountered During the Program

Theme	Sub-Themes	Sample Statements for Sub-Themes	Participants	f	%
Identified Problems	Appropriate Time Period	Problems related to implementation hour of the program on weekdays	T3, T5, T7, T8	4	22,2
		Arrival and departure times of commuting students	T1, T3, T8	3	16,6
		Problems experienced in meeting students' nutritional needs	T1, T3	2	11,1
	Parents Dimension	The parents lack knowledge of IYEP and thus disapprove	T1, T6, T10	3	16,6
		Parents are indifferent to student's education	T10	1	5,6
	Student Dimension	Students with different levels are taught together	T1, T4	2	11,1
		Difficulties are experienced in maintaining classroom control lesson breaks	T1	1	5,6
	Teacher Dimension	The teacher who implements the program does not know the student	T1	1	5,6
		The additional wage paid to teachers who implement the program is low	T1	1	5,6
	Total				18

When Table 9 is examined, it is observed that the opinions of the teachers about the problems that arise during the process were consulted, and the problems were discussed in the dimensions of “Appropriate Time Period”, “Parents”, “Student”, and “Teacher”. The problems that the teachers put forward regarding “Appropriate Time Period” include respectively those related to implementation hour of the program on weekdays (22.2%), arrival and departure times of commuting students (16.6%), and those experienced in meeting students' nutritional needs (11.1%). The problems in the “parents” dimension are expressed as the lack of knowledge of the parents about IYEP, thus their disapproval of the program (16.6%), and their indifference to the education of the student (5.6%). The problems that arise in the “student” dimension are respectively stated as students with level differences taught together (11.1%) and difficulties in maintaining classroom control during lesson breaks (5.6%). The problems encountered in the “teacher” dimension are emphasized as the practitioner teacher's lack of knowledge about the student (5.6%) and the low wage paid to the teachers who implement the program (5.6%). Accordingly, some of the sample statements from the opinions of the teachers are presented below:

T1: *“We encountered problems such as transportation of students to and from school, control of students in break times, lessons conducted as similar to the application of multi-grade classes, not having your own students, parents' reluctance to send the kids, and nutritional problems of students. I would like to state that the most important problem is transport. There were also inequities about the allowance. It is an issue to be questioned that the branch teacher with whom we teach at the same time is paid doubly.”*

T8: *“We had a problem due to the implementation time. The commuting students who stayed for IYEP had problems in arriving at their homes after the course.”*

T5: *“I had a problem with the implementation time.”*

T6: *“The reluctance of the parents.”*

T10: *“The parents’ indifference and unwillingness to give permission for their kid’s involvement in IYEP.”*

T7: *“I believe that the efficiency decreases because it is after school.”*

T4: *“I think the class size is a problem. It is more efficient to work with students who have the same level.”*

While identifying the problems that they encountered during the IYEP process, the teachers participating in the study mostly expressed opinions about the problems that they had due to the implementation hour of the program on weekdays (22.2%). Moreover, other main problems stated include the arrival and departure times of the commuting students (16.6%) and lack of knowledge of the parents about IYEP, and thus their disapproval of the program (16.6%). Furthermore, the teachers emphasized the other problems encountered during the process as students with level differences taught together (11.1%), problems in meeting the nutritional needs of the students especially during the weekdays (11.1%), difficulties in maintaining classroom control during break times (5.6%), lack of knowledge of the practitioner teacher about the student (5.6%), the low allowance paid to the teachers implementing the program (5.6%), and parents’ indifference to the students’ education (5.6%).

10. Suggestions of the Classroom Teachers for the Improvement of the Program

In order for IYEP to be more efficient, the opinions of the classroom teachers participating in the study were received and presented in Table 10.

Table 10. Teacher Opinions on the Improvement of the Program

Theme	Sub-Themes	Sample Statements for Sub-Themes	Participants	f	%
Improvement of the Program	Student Determination	Student Selection by the Teacher	T5, T9	2	5,4
		Candidate Student Selection by the Teacher	T1	1	2,7
		Testing the Candidate Students	T1	1	2,7
		Student Determination with Repetitive Assessment	T10	1	2,7
		Use of Different Assessment Tools	T10	1	2,7
		Identification of the Reasons Affecting Academic Success	T10	1	2,7
		Observation by Developmental Expert	T10	1	2,7
		Assessments by Counseling Center	T10	1	2,7
		Attention to Individual Differences	T1	1	2,7
		Creating a Homogeneous Class	T1, T3	2	5,4
Grade to Start the Program		Starting in 2 nd Grade	T1, T6, T7, T2, T4, T8	6	16,3
Implementation Time/Period		Long Time/Period Implementation	T3, T8	2	5,4
		Weekend Implementation	T3, T8	2	5,4
		Weekday Implementation	T5		

			1	2,7
Student Attendance and Monitoring	Compulsory Attendance	T3	1	2,7
	Long-term Student Monitoring	T2	1	2,7
	Decreasing the Number of Students	T4	1	2,7
	Including Mid-Level Students	T8	1	2,7
Learning Outcomes	Aiming to Exceed the Comprehension Level	T1	1	2,7
	Increasing the Number of Learning Outcomes for Turkish	T1	1	2,7
	Combining Module 2 and 3 in Turkish	T1	1	2,7
	Extending the Durations for Math Modules	T1	1	2,7
Implementation Process	Activity-Based Practices	T3, T4	2	5,4
	Spiral Implementation	T2	1	2,7
Parent Involvement	Parent Support	T3	1	2,7
	Informing Parents	T3	1	2,7
Materials	Varying the Materials	T4	1	2,7
Total			37	100

When Table 10 is examined, it is observed that the teachers made their suggestions regarding the improvement of IYEP under the sub-themes of student determination, grade to start the program, implementation time/period, student attendance and monitoring, learning outcomes, implementation process, parent involvement, and materials. Considering the sub-theme of student determination, the participants emphasized the importance of determination of students by the teacher (5.4%), creating a homogeneous class (5.4%), determining candidate students (2.7%), and testing only the candidate students (2.7%), determining students with repetitive assessments (2.7%), using different assessment tools (2.7%), determining the reasons affecting the academic success of students (2.7%), observations of developmental experts (2.7%), assessments of guidance and research center (2.7%), and paying attention to individual differences (2.7%). As for the grade to start the program, the importance of starting IYEP in the second grade (16.3%) was mentioned. Regarding the implementation time/period, the teachers emphasized respectively the long-term implementation (5.4%), the weekend implementation (5.4%) and the weekday implementation (2.7%). The teachers mentioning student attendance and monitoring considered it necessary to ensure compulsory attendance (2.7%), to monitor the students participating in the program in the long-term (2.7%), to reduce the number of students in IYEP classes (2.7%) and to include mid-level students in the program (2.7%). In addition, based on the opinions about the learning outcomes, it is required that the outcomes of the application should exceed the level of comprehension (2.7%), the number of outcomes for Turkish should be increased (2.7%), the 2nd and 3rd modules of the Turkish course should be combined (2.7%), and the durations for the math modules should be extended. For the implementation process, it was considered necessary to pay attention to activity-based practices (5.4%) and spiral implementation (2.7%). Besides, the teachers mentioned the importance of parent involvement and pointed out that the parents should have more information about the application (2.7%) and parent support was required (2.7%). Finally, it was emphasized that the materials should be varied (2.7%). Accordingly, some of the sample suggestions by the teachers are as follows:

T1: *“Instead of applying IYEP student determination activities to all students, I would start by applying them to students who are likely to attend the IYEP course and make the process easier for the classroom teachers and*

school administrators. The determination exam causes a waste of paper, energy, time and motivation. Here, it is necessary to trust the teachers and administrators and conduct the exam on certain students. I would reduce the number of lesson hours by combining the 2nd and 3rd Turkish modules in the program because when module 2 is finished, students reach a certain stage in reading and comprehension. I would otherwise extend the duration of the 3rd module and add from the 2nd and 3rd grade Turkish learning outcomes and aim to train students at the grade level. According to the studies to be carried out on these two suggestions, I could start the program in 2nd grade. Addressing the program with special education approach (BEP) and turning it into a combined classroom causes students and teachers to stay away from the program, and it is against the principle of individual differences of the curriculum. In the math modules of the program, I would aim to go above the level of comprehension by extending the duration of the 2nd and 3rd modules a little longer because students participating in the program are apparent. It is obvious that these students have difficulties in ensuring the continuity of knowledge.”

T8: “First of all, it should start in the 2nd grade. The duration of the program should be arranged in a way that continues throughout the education period. The time allocated to the learning outcomes should be extended. Mid-level students can also benefit from the program. It can be more efficient if implemented at the weekend.”

T3: “I would suggest that the lessons are delivered at the weekend by spreading over a wider period and that only the students from the same module are involved in the same class in the program. I also suggest that more activities should be performed, and that it is taken more seriously by families. First, a meeting should be held with the parents, they should be informed and included in the process. The program should definitely be planned as 1 day at the weekend. Students who really need the program should be identified, and their participation in the process should be mandatory.”

T4: “If it were possible, I would work with 1, maximum 2 students. A single book about the lessons is not enough, it is necessary to prepare activity books and materials. In addition, it would be more appropriate to start from the 2nd grade.”

T2: “Starting from the 2nd grade, these students should be made to repeat the learning outcomes every year. The IYEP implementation should continue. Students participating in IYEP should be monitored during secondary education as well.”

T10: “I used to organize OBA not at one time, but at 3 times in 2-week periods with different measurement tools. I would conduct other tests on the student to be accepted with OBA, and determine different underlying problems. It is necessary for development specialists to examine the biological reasons that affect academic achievement of the student, and for counseling and research center to carry out the necessary psychosocial tests.”

The teachers participating in the study mostly emphasized the sub-theme of student determination (32.4%) in their suggestions proposed for IYEP to be more efficient. Accordingly, it was considered important that the classroom teacher had more influence in determining the student to be included in the program (10.8%) and more homogeneous groups with approximate student levels were formed (5.4%). Moreover, the teachers particularly stated that the program should be started in the second grade (16.3%). Besides, in the sub-theme of implementation period/time, the prevailing opinions included long-term implementation of the program (5.4%) and the implementation on weekends (5.4%). As for the sub-theme of the implementation process (8.1%), it was stated that the program should include more activity-based practices (5.4%). Apart from these, views on the sub-themes of student attendance and monitoring (10.8%), learning outcomes (10.8%), parent involvement (5.4%), and materials (2.7%) were also emphasized regarding the improvement of the program.

4 | DISCUSSION & CONCLUSION

It is known that learning deficiencies have consequences that may occur in further education levels such as academic failure, grade repetition, absenteeism, and getting out of formal education and these consequences may cause both individual and social harm. It is a fact that an early intervention is required to minimize such consequences and that IYEP has an important function in this regard (TEDMEM, 2020, p. 129). In this study, the opinions of the participating teachers about the IYEP process were taken, and they were asked to evaluate the

program. In this section, the findings were discussed in line with the purpose of the study, and suggestions were proposed by presenting the results. Therefore, the teachers' opinions were received regarding the adequacy of Turkish and math learning outcomes of IYEP, its contribution to student achievement and self-improvement, psychosocial support aspect, and student determination process. Additionally, teachers were also asked about the activity books, weekly duration, and briefings for the teachers prior to the program. In this context, the problems identified and the suggestions proposed by the teachers for the improvement of the program shed light on the purpose of the study.

The opinions of the teachers about the adequacy of Turkish and math learning outcomes in IYEP are included within the scope of the research. In this context, the majority of the teachers find the learning outcomes in Turkish lesson adequate. The teachers think that reading, writing and reading comprehension activities are appropriate for the level of students, and that these activities will help students overcome their deficiencies in the field of literacy. In parallel with the findings obtained, it is concluded in the research conducted by Balantekin (2020) that IYEP contributed to Turkish lesson of the students. In another study, it is revealed that it contributes more to the development of listening, speaking and reading skills (Avlukyari, 2019). Besides, the opinions expressed by the teachers include that the learning outcomes in the 3rd module of Turkish should include the outcomes of subjects such as text knowledge, punctuation marks, and vocabulary. As a matter of fact, in the study conducted by Kırmık, Susam, and Özbek (2019), the learning outcomes of IYEP Turkish course were considered inadequate by the participating teachers, due to lack of learning outcomes in certain fields such as vocabulary, punctuation, interpretation and questioning skills. Regarding the math learning outcomes, it is expressed by the teachers that they are appropriate for the level of the students. The learning outcomes for comprehension of four-operation skills and acquisition of problem-solving skills are appropriate for the student level. On the other hand, in the study conducted by Kozikoğlu and Tosun (2020), nearly half of the teachers participating in the research indicated that achievements learning outcomes developed within the scope of IYEP were very simple. In addition to the relevant study, the opinions of teachers in other studies support the findings, provide similar results and state that the math learning outcomes are considered suitable for the student level (Kırmık et al., 2019; Toptaş & Karaca, 2019). Besides, in the study conducted by Aydın and Yakar (2020), teachers stated that they had the opportunity to care for students one-to-one during the implementation process and thus students completed the learning outcomes and skills that they lacked. This shows that the learning outcomes in the program are suitable for the level of students, and that the opportunity to pay individual attention to fewer students can prevent incomplete learning.

The opinions of the classroom teachers assigned in the IYEP process were received regarding the contribution of IYEP to student achievement, and they stated that the program contributed to Turkish and math courses. In addition to academic success, the program also increases students' motivation and self-confidence towards the lessons. The findings obtained in the study by Dilekçi (2019) are similar, and a great majority of the teachers have positive opinions regarding the effect of IYEP on the lesson performance and motivation of the students. There is a direct proportion between motivation and course performance, and the more the student's motivation increases, the more the course performance will improve (Vatansever Bayraktar, 2015). On the other hand, in the study conducted by Yıldız and Kılıç (2019), regarding whether IYEP increases academic achievement or not, some teachers state that there is a partial increase or that this achievement is not permanent, while others indicate that it does not cause an increase. According to the available findings, the teachers think that IYEP Turkish course helps improve reading, reading comprehension and writing skills in particular. It is also revealed in various studies that it contributes to student achievement in Turkish lessons, development of literacy skills and positive attitudes towards school (İğli & Ulutaş, 2020; Kırmık et al., 2019). Moreover, regarding IYEP math course, the teachers think that it mostly contributes to the development of four-operation skills and motivates students for math. In the study conducted by Toptaş and Karaca (2019), the teachers generally think that IYEP math course is highly efficient, and that students experience achievement more and their self-confidence increases with these courses. On the other hand, in the study by Avlukyari (2019), it is stated that problem-solving skills and the ability to gain mathematical concepts are partially achieved in mathematics lessons. It is also indicated that individualizing the program more, reorganizing the application period, having activity resources for grades and workbooks for home will be beneficial to achieve the learning outcomes for mathematics course. 2019 Education Evaluation Report by Turkish Education Association states that, among the 3rd and 4th grade students involved in the program, 87.06%

of the students instructed in math, 87.08% of the students instructed in Turkish and 87.41% of the students instructed in both courses were successful in all modules according to the Student Evaluation Tool (ODA) results (TEDMEM, 2020, p. 129). Consequently, even though the program seems to make substantial contribution to student achievement, it also means that the same program does not contribute enough to the Turkish and mathematics course achievement of approximately 13% of the students. In this case, it is considered that the program increases student achievement, but there are measures to be taken (such as ensuring the continuity of all students in the program, increasing the number of resources, applying individualized education) in order to prevent incomplete learning. It can be stated that allocating more time to students who have problems in learning will contribute to their learning (Kırnık et al., 2019).

Within the scope of the research, the teachers were asked for their opinions about the psychosocial support dimension of the program, and it was identified that a great majority of the teachers did not have an idea about the psychosocial support of IYEP. It is believed that this situation is due to the lack of any informative/educational activity for teachers that will enable them to provide psychosocial support throughout IYEP, and it is stated that schools' guidance teachers and guidance research centers (RAM) should play a more active role in this area (TEDMEM, 2019, p. 138, 139). According to Gençoğlu (2019), providing psychosocial support together with Turkish and math courses is one of the strengths of the program, and recognizing and working on the obstacles against learning is important in reaching the objectives of the program; however, in the study conducted by Avlukyari (2019), it is revealed that teachers have problems regarding psychosocial support and cannot find time to carry out relevant activities. When the literature is reviewed, it is also observed that teachers carry out more classroom activities increasing motivation as regards to psychosocial support dimension (Kırnık et al., 2019).

The teachers participating in the study indicate that the program, as regards to supporting students' self-improvement, contributes to promotion of their cognitive, affective and social development such as taking responsibility, actively participating in the lessons, gaining self-confidence, improving their attention levels towards the lesson, gaining a positive attitude towards school, expressing their emotions correctly, recognizing their strengths, feeling the sense of socialization and achievement.

Achievement increases individuals' effort to be successful because a successful student will be motivated to learn in order to succeed again, and it will bring in new achievements (Akbaba, 2006). As a matter of fact, the research conducted by Kozikoğlu and Tosun (2020) supports the findings, indicating that teachers consider IYEP helpful in developing a sense of responsibility, making students feel the sense of achievement, increasing self-confidence, academic success, level of willingness to study, self-efficacy, and the number of positive relationships between students. Likewise, in the study conducted by Dilekçi (2019) in a similar direction, some positive opinions that teachers have mostly expressed on IYEP include that the program allows students to improve themselves and increase their self-confidence, and contributes to reducing level differences between students and developing a sense of belonging to the school. Therefore, it is believed that the activities performed by the teachers during the program are of great importance in supporting students' self-improvement.

The opinions of the teachers regarding the adequacy of the student determination tool (OBA) used to determine the students to be included in the program were consulted, and the majority agreed on that OBA was adequate. The opinions about the adequacy of the student determination tool include that the questions serve the purpose, the instructions are clear and understandable, and the tool does not cause exam anxiety. In the study conducted by Toptaş and Karaca (2019), teachers' opinions on student determination and assessment tools were asked, and the majority of the teachers who participated in the study found the questions in the student tools for the mathematics course suitable for the purpose of IYEP. In the present study, there are also opinions indicating that the student determination tool is partially adequate. The common view here is that OBA is sufficient and that innovations are required in its current form. For instance, the implementation period may be longer, it may be conducted and evaluated by a different teacher, or subjects from previous years may be included for review. On the other hand, the study also involves opinions considering OBA inadequate. In particular, the teachers agree on that the questions do not serve the purpose and that teacher observation should be more determinative. Some teachers also state that the classroom teachers know their students best, and it would be appropriate if they determine the students to be included in the program. In the study conducted by Yıldız and Kılıç (2020), the majority of the teachers expressed

that the student selection was not carried out properly. In the relevant study, it was stated that the exam was not suitable for determining the students and that teachers should be involved in the process. Findings from different studies also support this view, and indicate that the student selection/determination process for IYEP is not sufficient and it brings in some problems (Dilekçi, 2019; Kozikoğlu & Tosun, 2020). Nonetheless, it is known that IYEP has a flexible design regarding the mistakes that may arise from measurement errors in the assessment and evaluation process, such as inclusion or removal of the student in the program with the decision of the commission, and changing the module of the student (Gençoğlu, 2019). This is very important in minimizing the mistakes that may arise from measurement errors in the student determination process.

The classroom teachers who participated in the study were asked about their opinions on the adequacy of the activity books (Turkish and mathematics) used in IYEP courses. As a result of the opinions expressed, the activity books are found partially adequate. Even though the content of the books is considered interesting and suitable for the purpose of IYEP, the majority thinks that the books need improvement. Accordingly, it is stated that the books should be revised in order to be more interesting (increased print quality, more visuals, etc.), include more reinforcement activities, and increase the number of sources (modular books suitable for the level differences between modules). The activities in the books should be selected from activities that complement each other, enable active participation and interaction, and increase students' language and mental skills (Çevik & Güneş, 2017, 285). In addition, books with vivid and bright-color covers, and content including a lot of pictures, which are of quality, relevant, authentic and interesting, are liked more by primary school students (Altunkaynak, 2018, 114). In the research conducted by Balantekin (2020), the importance of preparing a flexible book including more activities reserved for modules and offering alternatives for teachers is emphasized. In the study by Kozikoğlu and Tosun (2020), the opinions of the teachers indicate that it is wrong to gather different modules in a single book. It is also stated by the teachers that lack of materials constitutes a problem and that the materials should be diversified for a more effective and efficient implementation of IYEP (Dilekçi, 2019; Kozikoğlu & Tosun, 2020). The findings obtained from these studies are parallel with the present research results. On the other hand, in the study by Toptaş and Karaca (2019), it is stated by the participating teachers that the activities in the math activity book are sufficient and that the book is interesting and colorful.

The teachers participating in the study were asked their opinions about the adequacy of having a maximum of 10 lesson hours per week in terms of program duration, and all of the teachers considered a maximum of 10 lesson hours per week as sufficient. It is observed that the teachers' opinions considering the weekly lesson hours sufficient are determined by certain factors such as that commuting students are included in the program, students attend IYEP courses after their daily lessons in class, and this situation causes fatigue. Moreover, it is observed that none of the participating teachers used the maximum 10 lesson hours per week since there are 6 lessons per day in primary schools. Adding a few more lesson hours every day will decrease students' interest in the program, and factors such as fatigue and hunger will interfere and cause problems in motivation and concentration on the lesson. Adding IYEP courses to the weekly lessons may cause fatigue and low motivation in the students involved in the program (Kozikoğlu & Tosun, 2020). In the program, 96 lesson hours are determined for the 16 learning outcomes of Turkish course, and 64 lesson hours for the 22 learning outcomes of the math course (MoNE - Directorate General for Basic Education, 2019c). In the research by Kırnık et al. (2019), it is stated that since IYEP learning outcomes are suitable for student level, no additional time is required during the implementation of the program, and the course duration is sufficient. On the other hand, one of the teachers in the study emphasizes that the course duration is sufficient, but the difference in student levels prevents the effective use of time so the course duration should be made more efficient. In order to solve this problem, it is suggested that more time should be allocated for individual work by making the program more flexible, and individual work should be focused on by decreasing the number of students in class (Avlukyarı, 2019).

The teachers were asked whether an in-service training was delivered to explain the details, scope and procedure of the IYEP program before starting the implementation. In line with the data obtained from the teachers, it was identified that 5 teachers received training seminar whereas 5 teachers did not. The research covers the 2019-2020 school year, and it is observed that the teachers participating in IYEP application in previous years received training seminar about the process, but the teachers included in the program that year obtained information through school board meetings or school commissions. As a result of the study conducted, it is

anticipated that an in-service training to be held at the beginning of the year for the 3rd grade teachers and the implementers of the program who have not received training before will be beneficial because even though the school board/commission meetings are held for informative purposes, they cannot replace in-service training, and some information is given only superficially. In the study conducted by Toptaş and Karaca (2019), it is also stated that school administrators and classroom teachers should be informed more about IYEP. As a result of in-service trainings, the quality of the instruction delivered by the teachers increases (Erdem & Şimşek, 2013, 99). In order for the program to be successful and achieve the intended outcome, it is important that the teachers who will conduct the implementation have sufficient knowledge about the program (Kozikoğlu & Tosun, 2020).

The teachers participating in the study were asked about the problems that they encountered during the IYEP process and they stated the problems respectively as the limited period available for the implementation of the program, arrival and departure times of commuting students, lack of knowledge of parents about IYEP and therefore their disapproval of the program, teaching students with level differences together, problems experienced in meeting nutritional needs of students, difficulties in maintaining classroom control in break times, lack of knowledge of the practitioner teacher about the student, low allowance to the teachers implementing the program, and the indifference of the parents to the student's education. In line with the results of the present study, it is stated in the TEDMEM (2019) 2018 Education Evaluation Report that some problems may be encountered in double-shift schools, schools with commuting students and multi-class schools regarding the IYEP implementation process. It is presented in the report that, especially in these schools, there is need for time, place, teachers, and arrangements in student transportation on weekdays, and for food and transport at the weekends. The problems revealed in the research by Aydın and Yakar (2020) show similarities with those identified in this study. These problems include teaching students from different modules at the same time, the allowance paid to the teachers being less than that of the teachers working in DYK (Remedial and Training Courses) in secondary and high schools, the absenteeism of the students, their tiredness, inadequate quality and quantity of the course materials, classroom problem and parents' indifference to the program. Gençoğlu (2019) states in his study that the motivation of teachers is important for the healthy execution of IYEP and that the teachers expect to be paid an incremental allowance or given additional service points. In their research, Yıldız and Kılıç (2020) indicate in their study that the planning of IYEP is not well-prepared, the courses have started without the necessary infrastructure and materials, and the stakeholders including the teacher-student-parent group have not been informed enough. In addition to the identified problems, in the study by Kırnık et al. (2019), it is stated that certain problems arise from that participation of students in IYEP depends on parents, teachers do not want to be assigned in IYEP, the assigned teachers work in different schools, the number of students included in IYEP is high, and there is no control mechanism for IYEP.

Within the scope of the research, a general evaluation of IYEP was made by the classroom teachers who were the implementers of the program. Accordingly, the participating teachers were asked to make some suggestions for the program to be executed more efficiently and improved. Various suggestions made by the teachers include starting the program in second grade, forming more homogeneous groups so that the student levels in the groups are close to each other, increasing the influence of the classroom teacher in determining the students to be included in the program, identifying the reasons that affect academic success, focusing on activity-based practices by considering individual differences, varying the materials, planning the implementation for the long term. They made various suggestions, such as planning it as a semester/term and implementing it at the weekends. In particular, that the program should be started in second grade and cover a long period/term is a suggestion made by the teachers predominantly. It is also observed in studies that this issue is frequently mentioned by teachers for the improvement of IYEP (Balantekin, 2020; Dilekçi, 2019; İğli & Ulutaş, 2020; Kırnık et al., 2019).

In order to improve IYEP and ensure a more efficient execution, as well as to contribute to the program's developers, practitioners and researchers, some recommendations have been made in parallel with the study results. For the developers and practitioners of the program, it can be recommended that the activity books used during the program should be separated as modular books rather than a single book and be prepared in a more interesting way, more activities should be included, and material support should be provided for teachers to use in the lessons. It can also be suggested to form more homogeneous classes where the levels of the students are close

to each other. Moreover, the program can be planned as one day at the weekend, and transportation and meal support may be provided for students who need to commute. Another recommendation is that the program is implemented starting from the 2nd grade and continued throughout the primary education; the student's education and success may be monitored later on. It can be planned that the opinion of the classroom teacher becomes more effective in the student determination process (For example, OBA is applied to the candidate students determined by the teacher...). In order to provide more detailed information about the function, purpose and scope of the program, it can be suggested to organize seminars for school administrators, classroom teachers and school counselors within the body of Directorates of National Education, and parent meetings for parents within the body of school headships. Another suggestion is that activity-based practices considering individual learning speed can be performed by decreasing the number of students in IYEP groups. In order for the psychosocial support dimension of the program to serve the purpose, the teacher implementing IYEP, the student's own classroom teacher, school guidance counselor, and guidance and research centers work more coordinately within the provincial directorates of national education. In order to increase the motivation of teachers, the allowance paid for IYEP courses can be increased. Furthermore, it can be suggested that IYEP, which mostly involves disadvantaged children, should be supported by experts and various institutions and organizations (developmental experts, psychologists, provincial directorates of family and social services...) to identify and solve the problems that affect academic achievement of students. For researchers, it may be suggested to conduct research based on the opinions of school administrators and parents in addition to the opinions of teachers about the program, to carry out quantitative and mixed studies apart from qualitative ones, and to conduct more research on the content or the psychosocial support dimension of the program.

Statements of Publication Ethics

Ethical permission of the research was approved by Bartın University Social and Human Sciences Ethics Committee. Ethics committee document number is 2021-SBB-0263.

Researchers' Contribution Rate

Authors contributed equally rate to the research.

Conflict of Interest

We confirm that there are no conflicts of interest associated with this study.

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