

## TEACHER'S OPINIONS REGARDS TO ENCOUNTERED PROBLEMS ON 4+4+4 EDUCATIONAL MODEL

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### Abstract

**Introduction:** Educational changes and arrangements affects not only educational systems but also politic, social and economic systems. For this reason educational systems changes should be permanently and systematically. Republic of Turkey Ministry of National Education implemented a new educational model called "4+4+4" in the 2012-2013 academic year. It brings about both partial and impartial criticism with the onset of the implementation of the model. The main point of this criticism is not oriented to model's structure but for models implementation. 4+4+4 educational model put in practise without the pilot implementation, regardless of the physical characteristics of schools and classrooms and teachers inadequate training on the model so this factors have brought many problems to our educational system. These problems effects especially primary school teachers. To overcome the shortcomings of the model, primary school teacher's feedbacks must be taken

**Research Aim:** Republic of Turkey Ministry of National Education implemented new model called 4+4+4 in the academic year 2012-2013 but debates keep going. Examining the primary school teachers opinion ,who implementing this model, about 4+4+4 education model may shed light on arrangements with scientific view. This research main aim is to determine primary school teachers opinions and views on 4+4+4 education model and its arrangements.

**Research Method:** In this research qualitative research method was used for analysis teachers opinions and views. In types of qualitative research, action research has been adopted. Action research is a process that determine problems and proposed solution after implementing. In research process " critical action research " approach is used. This

approach's aim is give some details about research to researchers and explain the problems that encountered in research. Thereby researcher may improve critical view about their applications. On the basis of critical action research trying to determine 2. 3. and 4. grade primary school teachers opinions and views about "4+4+4" education model.

**Population and sample:** Research datas were obtain from 2. 3. and 4. grade primary school teachers who works in Denizli provincial centre. In this research maximum diversity sample was used. 50 lower, middle and upper socia-economic schools were examining.

**Data Gathering Tools:** In this study, "The Open-Ended Questionnaire" was used for the 2nd,3rd and 4th grade primary school teachers as to "4+4+4 Model", which was developed by researchers. Then, the question form was put into the comment of five expert as well as four primary school teachers. In the light of feedback provided by the expert comment, the number of questions in the form were declined to seven as well as finalizing the measurement means. The open-ended question form, with its latest way, is consist of seven open- ended questions along with personal information. The qualitative data set obtained by the application of the interview form was, then, exposed to content analysis process by the researchers. Then, the codes determined by the researchers were compared in their consistency while the accreditation of the data input were made up by the percentage of consensus.

**The Data Collection and Analysis:** For the analysis of the data provided by the study, the content analysis was used. The qualitative data provided by the interviews with the 2nd, 3rd and 4th grade primary school teachers was examined line by line and then was transmitted into the computer. During this process, the method of "open-coding" was utilized and the codes provided were compared with one another by taking its consistency into consideration. Then, to determine the efficiency of the data, the percentage of consensus was detected through the Formula. Later, the codes obtained by the examination of the data were clarified, and by bringing the related ones of these codes, certain themes were built up. Through the presentation of the themes and the codes, a number of supportive extractions were made up.

## **Results and Discussion**

The analysis of the obtained data and the findings of the study revealed that, most teachers view were not taken before the application of the model and therefore, teachers indicate that they will not be in charge of problems experienced in the process, In addition, the change has created a situation of uncertainty and forward-looking estimates and assessments have been identified can not be done. Compliance with the first 12 weeks of the school was successful, but the preparatory work for 66 months and under 66 months and older students indicated that

led to a 12-week process to get bored. Teachers indicate that 4 +4 +4 education model needs rectifications and make the necessary arrangements with the model can be applied successfully . Here are some of the suggestions brought as a result of the research . Republic of Turkey Ministry of National Education should research teachers' perceptions of applications brought by educational model 4 +4 +4. The views from the new regulations should go in line with. Primary schools under the Republic of Turkey Ministry of National Education should be revised in accordance with the characteristics of the physical state of the model. The Ministry, in order to avoid the problems faced in the future with respect to the model should research each year

**Key Words:** 4 +4 +4 education model, primary school teacher , teachers' perceptions, qualitative research.