

THE IMPACT OF İSTANBUL BEYKOZ MUNICIPALITY “CULTURE, ARTS
AND EDUCATION COURSES” ON STUDENTS’ LIVES

BETÜL BETİNA YOLAK

BOĞAZİÇİ UNIVERSITY

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Betül Betina Yolak

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The Impact of İstanbul Beykoz Municipality “Culture, Arts and
Education Courses” on Students’ Lives

The thesis of Betül Betina Yolak

has been approved by:

Assoc. Prof. Zeynep Kızıltepe _____

(Thesis Advisor)

Assist. Prof. Sibel Akmehmet Şekerler _____

Assoc. Prof. Sumru Akcan _____

(External Member)

May 2015

DECLARATION OF ORIGINALITY

I, BETÜL BETİNA YOLAK, certify that

- I am the sole author of this thesis and that I have fully acknowledged and documented in my thesis all sources of ideas and words, including digital resources, which have been produced or published by another person or institution;
- this thesis contains no material that has been submitted or accepted for a degree or diploma in any other educational institution;
- this is a true copy of the thesis approved by my advisor and thesis committee at Boğaziçi University, including final revisions required by them.

Signature.....

Date2.06.2015.....

ABSTRACT

The Impact of İstanbul Beykoz Municipality “Culture, Arts and Education Courses” on Students’ Lives

This qualitative study intends to investigate the impact of İstanbul Beykoz Municipality “Culture, Arts and Education Courses” on students’ lives and tries to find the answer to the research question “How do the top three remedial courses offered by the municipality contribute to students’ lives?”. These courses consist of school subjects, arts, music classes. This study is an initial attempt to analyze how remedial courses help students improve academically, psychologically, socially, and how these courses contribute to and change the lives and future of the students. *Dershanes* will have been closed down by September, 2015, so these remedial courses will be an alternative to *dershanes* and private tutoring. This study was conducted in two locations of Beykoz via semi-structured interviews. The subjects of this study were 12 students, 12 parents and 16 teachers and administrators; 40 people in total. Each interview was transcribed, translated into English and prepared for data analysis; emergent themes were found using the constant comparative method and the interviews were studied by using content analysis. On the basis of the findings of this study, these courses had academic, social, psychological, economic and career development impacts on students’ lives. The students, parents, teachers and administrators had similar views, as students’ the school success improved, students learned to spend their leisure time effectively in a secure environment, got socialized, increased their self-confidence and realized their potentials.

ÖZET

İstanbul Beykoz Belediyesi “Kültür, Sanat ve Eğitim Kurslarının” Öğrencilerin Hayatları Üzerindeki Etkisi

Bu nitel çalışmanın amacı İstanbul Beykoz Belediyesi “Kültür, Sanat ve Eğitim Kurslarının” öğrencilerin hayatları üzerindeki etkisini araştırmak ve belediye tarafından verilen en çok gidilen üç kursun öğrencilerin hayatlarına katkıları nasıldır sorusuna cevap bulmaktır. Bu kurslar, okul dersleri, sanat, müzik kurslarından oluşur. Bu çalışma takviye kurslarının, öğrencilerin akademik, psikolojik ve sosyal olarak gelişimine nasıl yardımcı olduğunu, katkıları ve öğrencilerin hayatları ve geleceğini nasıl değiştireceğini analize etmek için yapılan ilk girişimdir. Dershaneler Eylül 2015’te kapanacağı için bu takviye kursları özel ders ve dershanelere alternatif olacaktır. Bu çalışma yarı-yapılandırılmış mülakatlarla Beykoz un iki yerinde uygulanmıştır. Katılımcılar on 12 öğrenci, on 12 veli, 16 öğretmen ve yöneticilerden olmak üzere toplam 40 kişidir. Her bir mülakat için transkripsiyonu yapılmış, İngilizce ye çevrilmiş ve mülakatlar içerik analizine, temalar sabit karşılaştırma yöntemine tabii tutularak analiz edilmiştir. Bu çalışmanın bulgularına dayanarak, bu kursların öğrencilerin üzerinde; akademik, sosyal, psikolojik, ekonomik ve kariyer geliştirmede etkileri vardır. Bulgulara göre katılımcıların benzer görüşleri vardır; öğrencilerin okul başarısı gelişti, öğrenciler güvenli bir ortamda boş zamanlarını geçirmeyi öğrendiler, sosyalleştiler, öz güvenleri arttı, potansiyellerini fark ettiler.

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DEDICATION

To my precious father I will always love you.

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CHAPTER 1

INTRODUCTION

“All that is valuable in human society depends upon the opportunity for development accorded the individual.”

Albert Einstein

Education helps individuals to learn skills and knowledge and also empowers people, societies and countries to develop and become successful so that as the citizens could be lively, energetic and operative. Education is the basic tool that takes the countries one-step forward. A right to education is recognized for everybody in Turkey.

Education is under the control of Ministry of Education.

Istanbul, which is the largest city of Turkey commercially, economically, historically has the highest population. İstanbul Metropolitan Municipality has started remedial courses for students in different districts of Istanbul. The municipality’s aim is to help individuals to learn in small sized classes, to grasp the information, to consolidate, to compensate for the knowledge they lack or to prepare them better for the following academic year. Students go to school and attend those courses during weekdays and after school or at weekends. Apart from the remedial courses, they also have a chance to attend art classes free of charge. These courses provide an equal opportunity in education since every schoolchild can join these courses. The school success of the child has an effect not only on students but also on parents, teachers and administrators because it will open doors to all education programs as education is like a triangle; consisting of parents, teachers/administrators and students (Cosden, Morrison, Gutierrez & Brown, 2004).

As an English teacher, working in the municipality, I learned that firstly the students were keen on learning. The students always admitted that they felt free to ask questions and a lot of practice was done in the courses, as there were no exams, no anxiety or stress in these courses. Secondly, the parents were generally either waiting for the students outside or joined a course at the same place or picked the students up at the end of the course. They all wanted their children to have the best education, fill in their gaps and become well - educated because they believed that good education would change their futures. They were grateful that their children were given the chance to attend those courses because economically, they could not afford private tutoring or paid courses. The parents stated that they were unable to have the education they wanted when they were young but wanted the best education for their children and they would do whatever they could for their children. The parents added that they rewarded their children if they got higher marks as they had a chance to make revision of school material in these courses and also developed better learning skills. Because of higher motivation, their children felt self-confident and socialized and met new friends.

All teachers were graduates of universities from education departments, who studied pedagogy. They were good at classroom management. Apart from the working experience as an English teacher, I also had the experience of being a student in two courses of the municipality myself. The first one was to learn how to play the violin. The music teacher was a graduate of a conservatory. The second one was to practice French in a French course. The French teacher had two university diplomas and had studied French in Morocco. In municipality courses, they teach not only school subjects but also arts. This has an influence on students' music, drawing and arts courses. This study is not going to be on the influence of arts courses, but

many of the students who attend remedial classes join art classes as well. According to Massoni (2011), arts have positive influences on learning mathematics and reading and students to find out their talents with higher self-esteem, positive attitudes towards school, and higher marks.

1.1 Turkish education and courses

All children according to the Constitution of Republic of Turkey, have the right to education. Education is under the control of the state through the Ministry of National Education (MoNE). It is free in state schools and compulsory from ages six to 18. In March 2012, Turkey legislated a law “Primary Education Law no 6287” which is called 4+4+4 in order to make the educational system believed to be more effective and qualified. With this new law the aim is to catch up with the other developing countries and increase the period of compulsory education like in the EU (European Union) and OECD (Organization for Economic Cooperation and Development) countries. In this way there will be improvements in educational programs, which will enable the country to keep up with the standards of developed countries. Education does not only aim at training individuals but also at providing them with the best job so that they could provide for their needs. Because of globalization and various kinds of changes countries have been searching for the best education for their citizens. After the establishment of the Republic of Turkey, Turkey has also made many changes in the education system in order to create the best atmosphere for education although it could not succeed in some of the targets as some problems occurred (Baloğlu, 1990; Akyüz, 2004, Gür and Çelik, 2009). Eight year compulsory primary education was first discussed in the 3rd National Education Council in 1946, was made law on 14 June 1973 with the “National Education Basic

Law no. 1739”, but was only applied to some pilot primary schools on 16 August 1997 with the Law no. 4306. This law made the students finish the eighth grade with regular attendance and with more qualified education. On 11 April 2012 the “4+4+4 Law” was declared in the Official Gazette, it made compulsory education 12 years and was defined by the Minister of National Education at the time as a “paradigm shift” (Gençdal, 2012). With this new extended compulsory education various changes have emerged. Firstly, compulsory education would be four years in primary school, four years in middle school and four years in high–school, instead of eight years of compulsory primary education. Secondly, children were 66 months of age would go to primary education and children with 60 to 66 months would enroll in primary education if their parents allowed. (Ministry of National Education, Private Secretariat, 2012). The students would start life early and this would make them choose their occupations. The students would have vocational guidance at the age of nine and 10 so that they would select their profession according to their interests, abilities, skills, talents, values, etc. They would decide what they want to study, general education or religious vocational education which also gives them a chance to study at *İmam Hatip* school (religious school). Thirdly, various electives were added to the new system by considering the expectations of the social and cultural needs. In this way a fifth grade student, if he/she has a talent in arts, sports or any other areas, he/she would have a chance to develop in these areas at early ages. Fourthly, it is believed as the students would have higher education in separate buildings, this would reduce some of the problems, like sexual abuse, which was an unfavorable condition with the eight-year compulsory primary education (Öztürk, 2012)(Gün, & Baskan, 2014).

According to Gök, the schooling one gets in Turkey depends on gender, social class, ethnicity and income. She further claims that rural areas, eastern and southern provinces get less service in the quality of education, and even though education is free, children of the upper class get more benefits (1980). Turkey's education system is a centralized one. All decisions are taken at the top level and central government supplies almost 100% of the educational expenditure. University is a road to occupation and future. In university entrance exams lower class children have less chance as they cannot afford private tutoring and *dershane* (a private teaching institution for entrance exams). Gök (2010) analyzed such "private preparation courses" and found that they encourage the inequalities in the education system. All private tutoring centers, meaning *dershane*, will have been closed by September 2015 by the decision taken by the Turkish Parliament and they will be converted into private schools, as the principle of equal opportunity in education is violated. "*Dershanes* are an obstacle in providing equal opportunities in education," then Prime Minister Erdoğan said (2014).

From the report of the Union of Chamber and Commodity Exchanges of Turkey (TOBB), private tutoring services were given by 4,055 firms in Turkey and private tutoring courses in 2012 were attended by more than 1.2 million students. The people working in *dershane* will be employed in public schools by the state (*Hürriyet Daily News*, 2013).

MoNe (Ministry of Education) is organizing supplementary courses for students on weekdays after school, at weekends, during semester breaks and in summer holidays, which go on until 22:00. The instructions for registration are prepared by MoNe.

1.1.1 Formal and informal education support and remedial courses regulation

“Dersanelere Alternatif Okul Kursları Geliyor” (2014), article describes the remedial courses’ regulation. These students can be accepted to those courses:

- 1- Students who are still enrolled in primary and secondary schools,
- 2- Students and adults who finished middle school,
- 3- Students of other schools unless there is a course in their own school.

1.1.1.1 The duration and hours of the courses:

1-There will be lessons all year meaning 365 days. One course will be at least one semester with 36 hours, 72 hours per year.

2-Each lesson will take 40 minutes.

3-At weekends there will be eight hours of lessons at the most and the same lesson cannot be given more than two hours on the same day.

4- For *Halk Eğitimi* (public education) courses’ time and duration will be organized by local or central governance and municipality.

In order to open the course there should be at least 10 students and 20 at most, but if it is only one group it can be 25 students.

Parents and their children have the right to choose the teacher. The courses that are going to be opened will be decided upon according to the needs of the students.

1.1.1.2 Attendance and discipline

Attendance is compulsory and the parents will be informed by phone with short messages about absenteeism. If a student does not attend the course seven times during the year, s/he will be expelled.

Misbehaviors during courses will be punished.

At the beginning, students will be given placement tests and will be grouped accordingly. Each month the students will be tested and according to the results, precautions will be taken and revisions will be made.

All these directives are prepared according to the “article 3 (1) of this Directive, dated 07.26.2014 and numbered 29072, published in the Official Gazette of the Ministry of National Education Regulation on Pre-school and Primary Education Institutions, by Regulation No. 27587, dated 05.21.2010, published in the Official Gazette 7-formal Education Institutions / 09/2013, dated and published in the Official Gazette No. 28 758” and Ministry of Education Secondary Education Institutions are based on these regulations.”

The application of all directives is under the control of Ministry of National Education. The academic year of the courses starts with the same date when the school lessons begin and ends at the same time when school lessons are over, including two semesters. The course centers are schools, institutions, municipalities, etc. The directorate and principal of education for secondary and higher education and training will be there for preparation of the provincial or district.

Courses will be opened in formal schools, *İmam-Hatip* (religious middle schools), secondary schools and public educational (*Halk Eđitim*) centers depending on the physical capacity and potential number of students or adults who attend those courses.

For graduates or adults the courses will be in *Halk Eđitim*. However, in districts or local areas that do not have public education centers, adults can benefit from other course centers.

Courses will be opened upon the request of the school or institution principal and by the confirmation of the national education principal.

Student registration will not be done a week after the course has started. Lessons are going to be opened according to the preferences, needs of the students and requests of parents and students. They cannot only choose the lessons but also the teachers (“Dersanelere alternatif okul kursları geliyor”, 2014).

The most important thing is the planning and the preparation of the courses as they will be supportive and bring growth and development in training and education.

1.1.1.3 Teachers

Teachers who want to take part in these courses will apply to the director of MoNE (Milli Eğitim Müdürü). Course teachers who are experienced and specialized in their fields are chosen by a commission. Success of the students in exams such as TEOG (Temel Öğretimden Ortaöğretime Geçiş), YGS (Yüksek Öğretime Geçiş), LYS (Lisans Yerleştirme Sistemi), and education level of the teacher will also play an important role in this selection. Teachers’ experiences, relations with the society and environment, knowledge of teaching methodology, and use of technology are important criteria. Teachers will get an extra pay for the courses, but they may not exceed 40 hours in total, which means that if a teacher has 21 hours, s/he can have 19 more hours of lessons (Çelik, 2014).

Basic source books in the courses are the textbooks.

In some of the courses for adults, certificates will be given upon request.

Last but not least, all the courses are free.

1.2 Municipality abroad and in Turkey

Yusuf Alpaydın (2006) classified local governments abroad into four categories. The first one is the federal system like in the United States of America (USA), Australia, Canada, Germany and Switzerland. For instance, as the U.S.A consists of 50 autonomous states, all have different local governmental units and administrations. The school district administrations manage the primary secondary and higher education institutions. The second one is the unitary system like in Britain and Scandinavia. According to Özer (2000), in England, as an example, local governments are self-governing. Education, health, energy transportation, security services, etc. are the main service of these local governments. The third one is like in the old Soviet Union countries and Cuba, which are the examples of socialist local governmental systems. In this case, local governments have little control as they are connected to the central government. The last one is the French system in which local governments are the continuation of the central government. In France there are districts, provinces, and municipalities. The central government appoints district administrators. It is the responsibility of local governments to construct and maintain primary and secondary schools. All programs for higher education are prepared by the central government. As a local government structure, Turkey is similar to the French system, by law whose powers and, responsibilities are organized on the basis of decentralization in Turkey. The 127th article of the Constitution of the Turkish Republic (<http://www.tbmm.gov.tr>) defines local governments as follows:

Local administrative bodies are public corporate entities established to meet the common local needs of the inhabitants of provinces, municipal districts and villages, whose decision-making organs are elected by the electorate described in law, and whose principles of structure are also determined by law. The formation, duties and powers of the local governments shall be regulated by law in decentralization (The Constitution of the Republic of Turkey, 2001).

1.3 Municipality law and education

When we look at the history of municipalities in relation to education there is not any direct article on education .The municipality law number 1580 was accepted in 1930 and implemented until 2000. The ruling on opening courses, *dershanes*, courses given at weekends and after school, at nights, etc. is mentioned and summarized in the 15th item. In 1984, a separate law of Metropolitan Municipality was accepted which again did not have articles on education. However, in 1997, the 6th article was added which was about education for opening training centers for jobs and vocations with the association of relevant institutions, especially for labor markets. In 2004 Municipality Law number 5215 replaced the law number 1580 and then the law number 5393, replacing the law number 5215, was accepted. The law 5215 gave more responsibilities to municipalities for education. The new tasks of municipalities included culture, arts, youth and sports, trainings, etc. They have the right to open educational institutions for preschools as well as, form, build schools and supply all types of materials for these schools (item 14). In 2004, the law number 5216 by replaced the law number 3030 so as to give more social, cultural and educational responsibilities to metropolitan municipalities (Alpaydın, 2006). In accordance to Metropolitan Municipality Law number, 5216, *İstanbul Büyükşehir Belediyesi Sanat ve Meslek Eğitimi Kursları* (İSMEK) performs the metropolitan municipality's tasks and services. Alpaydın (2006) explains the articles related to education, and they are as follows:

All kinds of social and cultural responsibilities to adults, disabled and elderly people, women, hospitals, centers for children, are supplied in order to have social opportunities for jobs and training programs with the collaboration of vocational schools, universities, public institutions and civil public services ... When needed constructing buildings and facilities for health, education and culture services, maintaining and providing needed materials of buildings owned by public institutions to provide these services. (Item 7)

Opening and managing courses, lessons, educational institutions (*dershane*) for nights and weekends, completion (*ikmal*) and apprentice, and housewife schools to train civil servants, experienced construction workers, and several craftsmen for the needs of city and municipality. (Item 15)

1.4 History of Turkish municipality and need for education

Alpaydın (2014) claims that there is a direct relation between education and the welfare level of a country. Education is the basic determiner in the world in this regard, as it leads a country and its society to success in social and economic areas. In 1950, social sciences became the main focus of Turkey because of urbanization, immigration, employment and social changes. Therefore, public education became of the main importance for the adaptation of those people in 1960. Starting from the 1930, local governments started to take more responsibility in these areas and started to build buildings and create environments in order to help educational institutions. Until 1980 education was the main element of public institutions, whereas after that period private courses and education centers became the main centers of education. Starting in the 1990s, Ankara and İstanbul Metropolitan Municipalities began to offer education for adults. As people were migrating from rural places to urban areas the population of the cities was increasing. In addition, the changes in the concept of education influenced these migrated people. They were faced with difficulties such as adaptation, unemployment, etc. The need for adult education became important for the municipalities, as the government was inadequate (Alpaydın, 2014).

The first internal migration which took place between 1950 and 1980 happened because of automation. When the machines started to take the place of people in the villages mainly in agriculture, people started to migrate not only for jobs but also for better education, health and life conditions. Internal migration after the 1980s occurred due to security problems in the southeastern parts of the country (İçduygu, Sirkeci, & Aydıngün, 1998).

As the changes started in the cities municipalities needed new laws for these changes. Before that municipalities were responsible for cleaning, water supply, sewage, infrastructure, building roads and etc. As a new way of dealing with a new term “social municipality” was mentioned by political parties. Municipality law changed in 2004 (Kaya, 2007; Pekküçükşen, 2004; Uzun, 2006). Municipalities had to overcome of new problems of urbanization. With the change of law and the needs of the society, municipalities got engaged in social, cultural and educational areas.

1.5 Courses in different cities of Turkey

In 1994 municipality courses started in Ankara as *Büyükşehir Belediyesi Meslek Edindirme Kursları* (BELMEK; Manipulative Skills and Occupational Training Courses) started with the slogan, “Every house would be a workshop”, and *Belediye Teknik Eğitim Kursları* (BELTEK; Technical Training Courses of the Municipality). After that the municipality courses started in İstanbul as *İstanbul Büyükşehir Belediyesi Sanat ve Meslek Eğitimi Kursları* (İSMEK; İstanbul Metropolitan Municipality Art and Vocational Training Courses) and *İstihdama Yönelik Meslek Edindirme* (İYMEK; Employment Oriented Courses) and spread all over Turkey like *Konya Büyükşehir Belediyesi Meslek Edindirme Kursları* (KOMEK), *Kayseri*

Büyükşehir Belediyesi Sanat ve Mesleki Eğitim Kursları (KAYMEK), Antalya Sanat ve Meslek Eğitimi Kursları (ASMEK) and etc. Education, adult education has become a very important issue for municipalities for the integration and the adaptation of people who started to live in urban areas after migration (Ersöz, 2010).

1.6 İSMEK

İSMEK (İstanbul Metropolitan Municipality Art and Vocational Training Courses) is a huge organization with a systematic scheduled program for adult education. The Metropolitan Municipality Directorate of Human Resources and Training Department is continuing its activities under the Education Department. İSMEK was founded in 1996 (Alpaydın, 2006). It reached 580,000 people in 2008. In 2010-2011, it reached 810,000 people, and today in 2014, this number increased to 1,607,000 people in 218 branches in 233 course centers. Only since April 2013, 220,796 people have benefited from these courses (“230 bin kursiyer hedefine ulaştık”, 2014). İSMEK gives not only vocational and technical training for employment but also hobby and craft training, traditional Turkish handicrafts training, computer and language training, sports education for a healthy life, music education, social and cultural training, etc. It has a diversity of courses and training programs; the number of people who attend them is getting larger day by day. Thus, it is the biggest educational center for the people living in İstanbul. İSMEK defines its purpose of establishment, the target audience, mission, vision, fundamental values and principles, accessibility, quality in mass education, and, adding positive value on its web site called “İSMEK, İstanbul Metropolitan Lifelong Learning Center” (<http://ismek.ibb.gov.tr/vizyonmisyon.aspx>), and, they are explained below.

1.6.1 The purpose of establishment

İSMEK was established, firstly, to address the educational needs of İstanbulers and, then, to improve the professional and artistic knowledge of individuals, to make people active producers rather than passive consumers, to contribute to urban and social development culturally and, finally, to help residents to be equipped to live in urban culture and life in the metropolis for the purpose of education in complementary organizations

1.6.2 The target audience

İSMEK covers a wide range of people. The first group targets the people over the age of compulsory primary education. The second group consists of people who did not receive any professional training. The third group refers to those people who have a profession but want to make an improvement in their profession. The fourth group are the adults who want to learn a new art, skill or hobby. The fifth group are those who need rehabilitation for various reasons. The sixth group consists of people who have problems with adaptation to urban life. The seventh ones are those who want to have a new environment to meet new people and develop socially. The last group targets people who need support, as a form of social responsibility (prison, nursing home residents).

Istanbul Metropolitan Municipality takes into consideration the individual and societal needs for the activities and services so that they will be suitable to all people. Learning is a continuous, lifelong process and the municipality prepares the goals, objectives, trainings, education and employment according to the convenience of the society. All these plans enable people to take part eagerly.

Technology, teaching methods and equipment are developing and the municipality follows the innovations in the services and activities and follows all the improvements in accordance with İstanbul people.

1.6.3 The vision and the mission

The vision is to give importance to the education of people so that the society will be efficient and productive. The mission is to offer a lifelong learning notion that will provide better standard of living for İstanbulers.

1.6.4 Fundamental values and principles

The fundamental values and principles of İSMEK are to be an educational model. It presents a good example to the whole world. İstanbul, the heart of Turkey, symbolizes and exemplifies a good model in all services and activities regarding education. Groups of people from other countries have been coming to Turkey in order to investigate and understand the system, goals and targets of İSMEK so that they can apply this model to their country. United Nations, United States of America, Germany, China, Indonesia, Finland, Denmark, Austria, Bahrain, Holland, Spain, Saudi Arabia, Sweden, Scotland, Italy, etc. are some of the countries and organizations that visited Turkey to learn about and apply this system (“İSMEK Tecrübesini Bütün Dünya ile Paylaşıyor”, 2013). For example, the Spanish Education Institution is going to collaborate with İSMEK on a project. Moreover, many foreigners who live in Turkey benefit from all these courses.

1.6.5 Accessibility

All people living in Istanbul can easily have access to those various courses and with their rich content, they appeal to all people. It is a lifelong learning, as the range of the courses is from seven to 70. Regardless of age, everybody in Istanbul can benefit from those courses and get educated, even the ones who have not had formal education. The aim is to increase one's participation and indicate that learning is a lifelong activity.

1.6.6 Quality in mass education

İSMEK represents the master-apprentice relationship. The aim is to submit the modern teaching educational system to people in order to make them aware of the importance of education with the perspectives of rationalism, participation, continuity and knowledge.

1.6.7 To add positive value

İstanbul Metropolitan Municipality courses intend to all the participants to have satisfaction and positive experience with social responsibility by adding a positive value. This will lead labor to turn into production.

1.7 Beykoz and municipality remedial courses

Information about the district Beykoz, its importance and the municipality courses on culture, arts and education are below.

1.7.1 Beykoz and its importance

Beykoz, which is located in the Bosphorus, is popular for its view, picnic areas, ancient Ottoman fountains, forests and, mainly, the sea that opens to the Black Sea. Glassware factory, Tekel factory (producing wine and spirits) and leather factory affected the population of the district by attracting people from different cities during the migration period in Turkey.

In the 1940s and 1980s, Beykoz distinguished itself from other places because of its cultural environment. The people who migrated were mostly from the Balkans, Black Sea Region, such cities as Ordu, Rize, Kastamonu, etc. They came and settled down and built their lives as working class people. Some of them built *gecekondus* (shanties).

In the 1960s the factories not only provided nurseries but also other facilities for social rituals, which made a great impact on the social life and identity of the inhabitants of Beykoz. Workers' children were circumcised and lamb festivals were organized with feasts and competitions. All these made contributions to the social and cultural life of these people and developed their perspectives on and conditions of urban life. The workers only had the chance of going to primary schools but wanted more for their children. Parents always stated that they would do their best for their children and use all the facilities in order to have their children get the best education. Education for them is the key to a better career, better job which opens doors to a better life. According to Güler and Beşpınar's interviews, factories gave some jobs to the workers' children so that they could earn their allowances for their education. The factories were in a way a bridge to education for the workers' children. As the second generation was more successful and established a better life

for their families, other people from Anatolia came as newcomers, workers. They kept all their traditions and it is said that some of them could not adapt to this life and so stayed peasants.

In August 2002, it was decided to close down the glassware factory. Because of this, many unemployed people today attend the vocational courses of the municipality and İSMEK in order to get certificates and find jobs in other parts of the city. People claim that Beykoz will be opened to tourism, and new projects are on the way. It is said that the target is to make Beykoz a world city. Beykoz; because of its deep history, geography, culture and arts and the importance of its location, is the pearl of Bosphorus; it has a great significance not only in Turkey but also in the world. The three factories' Sümerbank Leather Factory, Tekel and Paşabahçe Glassware factory closures led, unfortunately, to unemployment for the immigrants of especially the Black Sea Region. Luckily, municipality would turn Beykoz into an education-culture and tourism center. The Turkish-German University, Marmara University, Medipol Universities and others are now located in Beykoz. The mission of education is improving day by day with new projects which will allow improvements not only educationally, but socially and economically as well.

1.7.2 İstanbul Beykoz Municipality “Culture, Arts and Education Courses”

Different municipalities in different districts provide remedial courses for students. İstanbul Beykoz Municipality is one of those. In culture and arts courses 15,000 people got education. In 23 different branches, there are courses for both children and adults. İstanbul Beykoz Municipality's “Culture, Arts and Education Courses” consist of mathematics, science, Turkish, English, arts, music, biology, chemistry,

physics, geometry, geography for students, children and teenagers who are enrolled in schools, and for adults and students, English, Arabic, Spanish, speed reading, photography, violin, guitar, ney, etc. On the one side, the same courses are taught in the curriculum of primary and secondary schools and also revisions and consolidations take place. On the other side, arts and culture courses for both adults and students are taught. Thus, while students are attending remedial courses, their parents can also attend other courses in which they are interested in the same area or even building. The arts courses also improve music, sports, and arts subjects of the students at school and they not only add pleasure and fun to their lives but ensure higher grades at school as well.

The aim of these courses is to support students in their school subjects, to offer them areas, where they can discover their skills and to provide also leisure time activities for adults. These courses are given during winter and summer so as to contribute to the education and social development of individuals. Courses, designed for the people of Beykoz, are free. In addition to this, courses are conducted in four different locations in Beykoz: Kavacık Hizmet Binası, Prof. Dr. Necmettin Erbakan Kültür Merkezi, Ahmet Mithat Efendi Kültür Merkezi, and Tokatköy Hizmet Binası. These courses provide an equal opportunity in education since every child going to school can come to these courses. With different qualified teachers, students feel free to ask questions and get more motivation. These remedial courses in Beykoz started in 2011 in Kavacık Hizmet Binası as summer courses. Since then people of Beykoz have got so interested in and benefited from these courses that today the municipality increased the number of the educational areas and buildings and include a variety of different subjects in these courses (Başlantı, 2012).

1.7.3 Aims of municipality remedial courses

They offer not only free and voluntary courses, but also an equal opportunity to every student. It is believed that education for families, students and parents is signified by better job opportunities as it leads to a better future. Education is a basic tool that opens all doors to modern life (Field, 2000). Municipality courses are an alternative to private tutoring and *dershane*. The aim of these courses is to avoid failures, dropouts, and to fill in the gaps and prepare the students for the next school year. Moreover, early precautions can be taken for academic gaps and new strategies for teaching and methodology can be carried out. These courses provide lifelong learning and training, which will enable students to grow socially and psychologically.

1.8 Purpose of the study

Education for families, students and parents means better job opportunities, which leads to a better life. İstanbul Beykoz Municipality remedial courses give equal chances for everybody in education and are an alternative to private tutoring and *dershane*. The aim of these courses is to prevent failures, dropouts, fill in the gaps and prepare the students for the following academic year. Moreover, early precautions can be taken for academic gaps and new strategies for teaching and methodology can be implemented. This lifelong learning and training will enable students to grow socially and psychologically. The aim of this study is to see how municipality courses help students (academically, psychologically and socially), what the contribution of these courses is and how these courses change the life and

future of the students. Therefore, the purpose of this study is to investigate how municipality remedial courses have an impact on students' lives.

1.9 Proposal- research question

How do the top three remedial courses offered by municipality contribute to students' lives?.

1.10 Significance of the study

Education is a whole process, which includes students, parents, teachers, administrators, curriculum, methodology, etc. It helps individuals to change and improve in order to have better life conditions and future. Courses' aims are to fill in the gaps, to prevent failures and dropouts so that they can lead to higher school success, better marks, higher motivation, and to develop learning skills, etc. Free courses will take the place of *dershanes*, as they will be closed down by September 2015. As well as that, these municipality courses give an equal opportunity for everybody, as they are free and voluntary. It is believed that the students who enroll in the courses can compensate for their gaps, taste success and improve their relationships with their peers and teachers, which will lead them to have greater self-confidence and less anxiety. When students discover the missing knowledge, they eagerly continue their education, participate more and the classroom atmosphere becomes warmer and more educative with less discipline problems. To the best of my knowledge, nobody has done a study about the municipality remedial courses and their impact on Turkish students' lives.

CHAPTER 2

LITERATURE REVIEW

2.1 Remedial courses abroad and examples from the world

Remedial education is identified as compensatory education, developmental education, basic education, preparatory education and academic upgrading. It is related to education given to children and adults whose reading, writing, mathematics and other skills are not fluent or adequate. Even though some students have the motivation to succeed in dealing with these problems and accomplish their educational goals, others cannot get through these barriers. Some students who do not have the basic skills cannot continue school and leave it. Thus, remedial education has become the main interest of educators and researchers for the students who lack information on what can be done for remediation. Some researchers argue for the positive effect of remedial courses whereas others dispute against it (Brothen & Wambach, 2004).

The significance of education is getting higher all over the world, and a lot of studies are done on remedial education. Remedial education is not a short-term process in the United States. In Canada, they use the term *academic upgrading* for the secondary school students so that they can have the prerequisites for the postsecondary education. Based on the article “Remedial education” (2010), in the United States and Canada remedial education is very common at all levels of education, that is to say from preschool to universities. It is mostly to improve students’ writing and reading skills and mathematics. In these programs they teach the subjects again and try to compensate for the inadequate knowledge. For instance,

for a preschool student it may be because of deficiency in the English language, whereas in higher education it may be to level up with mathematics lessons. In the United States they prefer to use the term *developmental education* rather than *remedial courses*. Before, if students fell behind their peers in school achievement and had difficulty in learning, they dropped out of school instead of attending those courses and started to work in jobs that did not demand high standards of education. After the 1960s, this changed and the number of students who joined remedial courses increased. Why those students need remedial education is another question. They need it firstly because if they come from economically disadvantaged places, they cannot afford a suitable environment for education at home. Secondly, people coming from the low-income level of society do not have high ambitions for education, so they do not give advice to their children, as they do not have high expectations. Thirdly, the schools of low-income societies have fewer funded schools than high-income societies. Classes are more crowded, libraries lack materials, teachers' qualifications, etc., differ and this results in lower quality education. Fourth, teachers are important factors for the education of students. Their qualifications, experience, methodology make a great difference in the learning process of students. The student may not need a remedial course if teacher A is there instead of teacher B. Fifth, the support of schools for the teachers is different. If teacher A has many of classes and is involved in many of work, s/he cannot concentrate like teacher B, who has ideal hours of teaching. Sixth, parents are the main milestones for the learning of their children. Students need less remedial courses if their parents are highly interested in their education. Which students will have remedial courses for which lessons, is decided by schools using standardized tests. If the students' scores are below the standard scores, they will attend those

courses. For primary and secondary schools, teachers recommend remedial schools. For instance, a history teacher may ask the student to join reading courses if that student is behind his/her peers. In colleges and universities, the administrators check the courses taken and then ask for remedial courses. Remedial courses are not available all the time as sometimes there are more students than the courses provided. For college and university level, for some students it is obligatory. In elementary and high schools, remedial courses are more extensive and common since precautions must be taken earlier in education. Research indicates that the earlier the remedial courses are offered, the better the learning and grades will be in such courses as reading, writing and math. Remedial courses are needed for graduation in secondary schools. In the United States, US Department of Education administers the Title 1 program and funds 90% of the students' remedial courses for students who come from lower income families in school districts. It is mostly for elementary school. Title 1 funds about 11% of elementary and secondary school students' remedial courses in the United States. In the United States, funding is more centralized than in Canada for remedial education. In Canada, general funds are taken from the province of Ministry of Education for school districts. Each school district determines how much funding they need for remedial courses, but they mostly do not get the funds from federal funding. However, if the funds are for employment preparation programs for that school district, they may get funding from Human Resources Development Canada, a federal agency. The instruction in remedial courses is more or less like the regular program. Classes are smaller in number of students in remedial courses: not more than 10 students per teacher. One-to-one tutoring can be very effective in teaching and less time can be needed for achievement. Unfortunately, not all schools can provide it as they lack the facilities.

Remedial courses take place during school hours, after-school and in summer as summer school programs. After-school and summer school programs are more useful and influential as the students benefit not only from school lessons but also from remedial courses. As well as that, they do not miss any classes. In the United States, college and university remedial programs are sometimes called college prep programs. In Canada, universities do not supply remedial courses but ask the students to meet the basic entry requirements. Students can get this education by participating in summer school or adult education courses (“Remedial education”, 2010). In colleges and universities, students are asked to complete some courses in order to increase academic achievement. For remedial purposes, many colleges have support centers for academic writing, physics and mathematics.

2.2 Studies with positive effects of remedial courses

Division of Educational Research and Evaluation-Remedial Education Program was done in 2003 by the Ministry of Education on the basis of the Joint Committee on Standards for Educational Evaluation, which is American/ Canadian. They wanted to check and decide whether to continue or discontinue with this program. A total of 9,788 students were registered for remedial courses in 93 schools. The researchers used 16 schools. The method was both qualitative and quantitative. Like this study, in the qualitative part they interviewed administrators, teachers, parents and students about the benefits and weaknesses of the program and also sought to learn if the program was successfully implemented by the teachers. Students had timetables for the remedial courses. The methods the teachers were using differed from one class to another. The teachers and principals claimed that the program was working well as there were improvements in reading, writing, fewer discipline problems and as the

students were building positive relations with their teachers. Moreover, the parents were contented with the program as the Ministry of Education was using an intervention remedial program. However, the parents also thought the teachers should have more power to discipline the students.

Chin-Wen Chien (2013) analyzed a United States northwestern summer school in a school district to see the implications of remedial education. In the United States in K-12 schools, the students whose first language is not English face problems at school. Because of poverty, race, culture and language diversity, they are at risk of failure. The program was for disadvantaged students who had achievement gaps because of the English language. Borman (2001) claimed that the aim of the program was to decrease the school success gap and develop equality in education. One of the aims of these remedial courses is to supply equal opportunities for learning and give chances to all students regardless of their race, ethnicity and socio-economic status. The Southern Regional Education Board (2002) made recommendations as to the standards for the program, duration and schedule, which should be planned according to the needs of the individuals with creative teaching methods, especially in reading and mathematics. In these programs, an orientation is recommended before the courses begin and the goals, curriculum, teaching strategies should be planned in advance. In addition to this, educational background information should be provided so that the teachers could better understand the students. As a conclusion, it is suggested that research can be done by comparing and contrasting before and after summer school performance impact on students' learning and academic success (Chien, 2013). Thus, the impact of remedial courses and summer courses on school success and also improvements in learning will be

studied. Also the district that the study is going to be made in is full of immigrants—students from different social classes.

It was the Harvard Family Research Project (HFRP) that clarified what could be done to improve learning in “After School Programs in the 21st Century”. The aim was to see such programs’ potential and what they required to succeed. The researchers wanted to check the changes in academic success, social, socio-emotional growth and avoidance of dangerous behaviors. The purpose of after-school activities is to accelerate learning. With 3,000 young people in 35 elementary and middle school after-school programs in 24 cities and eight states, a two-year study was done. As a result, it was found that there was a difference in math exam scores, high school attendance and better academic results. As a result of this, students had better attitudes toward learning and were more engaged in learning, did homework, had fewer discipline problems, had better grades and had lower dropout rates. There was no statistically significant impact on test scores, according to “The national evaluation of the 21st Century Community Learning Center (CCLC) programs”; nevertheless, in a random assignment, social studies scores were better, and in the middle class, school attendance made a statistically significant development when compared to the other group. For social/emotional outcome, a random assignment for girls was done in Arizona and the result was: developed performance, self-confidence, self-liking and assertiveness. A meta-analysis of 93 studies of summer school programs came to a conclusion that there was an increase in learning knowledge and skills, as the purpose of such programs was to remedy learning deficits. Another meta-analysis of over 70 schools with this kind of programs indicated an increase in self-esteem and self-confidence. As social/emotional outcomes, self-esteem, self-efficacy, self-confidence showed an increase, while

behavioral problems became fewer. While social relationships among friends, parents and teachers showed an improvement, less depression and anxiety came out. Moreover, an after-school program makes the students' time pass effectively. Instead of passing the time in the streets, participation in this after-school program helps to avoid negative outcomes such as juvenile delinquency, drug abuse, etc. According to this HPRF research, such outcomes as academic achievement, social/ emotional outcomes and prevention of negative outcomes are also the outcomes that are expected with quality programming and with qualified and well-prepared staff. The well-prepared staff will give immediate feedback, be a good role model to the participants, develop student mastery skills and develop good relationships. Lastly, the involvement of parents will play an important role in the school success of students if they support such after-school programs and bring or send their children to them (Little, Wimer, & Weiss, 2008). Like in the municipality courses, parents register their children to the courses and take them to the courses. Parents of the primary school children often wait for their children at the municipality waiting areas until the courses end or sometimes they join other courses that they are interested in, such as German, English, arts, etc.

According to the Organization for Economic Co-operation and Development (OECD) Country Background Report of the Netherlands, the statements of education of the Dutch government is, "Everyone deserves a chance". It means that the government is engaged in reducing failures at school and dropout rates. The dropout numbers were 71,000 in 2002 and 41,800 in 2009 and the government is hoping to reduce these numbers to 25,000 in 2016. As a government policy, equity is very important. To achieve their goals, they give importance to higher success at schools and better qualified teachers and school leadership. The program that is used to

reduce school failures and dropouts is called “Aanval op de uitval”. It means, without getting the basic qualifications, very few students leave the school. The target is to reduce the number of students who leave at an early age. At the local level, municipalities are not as authorized as the national government but are suitable for reducing school failures. The “Local Education Agenda” (LEA) covers the compulsory link between schools, from preschool to early school, including responsibility in and around school, and the municipal executive. The aim is directly or indirectly to fight the disadvantages of education such as school dropouts and periods of transition. Also, it is under LEA’s responsibility to administer the Acts on Compulsory Education and on Basic Qualification Requirement (RMC) and they keep records for the ones who leave school early. They take care of and fund the ones who do not have sufficient education as well as dropouts, newcomers and old comers, that is to say people who migrated before but cannot speak the language well—also meaning adult education. The newcomers’ induction classes are run through local authorities and induction classes are mutually planned by local authorities and school boards. Induction classes show the policy of compensation. The municipality gets the money from the national “municipalities fund” and mostly use this money for the purposes of education. Although their power seems limited, the municipalities are successful and have formal competency in many other areas, all related to education, such as sports, culture, employment and social welfare. The municipality directs all these educational fields in order to motivate and form good partnerships for the improvement of learning and development of children and young people. Attending school is compulsory and it is under the control of municipalities. If a child of school age is not registered in a school, the municipality can fine or even sue the parents. The penalty is too high. As all children are supposed to have an

education in order to have a qualification, they are supposed to go to school up to 18 years of age. The municipalities are in charge of the children who are under 18 and cannot get this qualification. They get a full-time education and work until they get their certificates. The municipalities work together with youth centers, institutions for education and work centers because these provide a suitable environment for the young people who leave school early and let them work and learn so that they can get their qualification. The statistics in the Netherlands indicate that this works well, as approximately a quarter of the young people are back at school so as to get the qualification. Youth care is very important and the government wants the municipality, instead of the province, to take care of the youth so that it would be better for the schools on a local level. For the students who confront with difficulties and need help, remedial teachers are provided. As well as that, they use mentoring projects, especially for small ethnic groups. With such projects, the student is supported by another student or a person who acts as a role model. Moreover, education courses are offered and socio-emotional assistance is provided. Mentoring leads to improvement in learning. Adult education is funded by the municipality. It can be basic things like mathematics and Dutch or it can be to get a diploma as a second opportunity. In the Netherlands, municipalities, schools and care institutions in each region decide what can be done for better education and to reduce dropouts. Extra money for remedial courses and educational programs is ready and the important thing is education is tailored to individuals (Buis, Tjoa, Korteweg, & Slikkerveer, 2011).

Israel is a member of the OECD. It is known that matriculation exams are key to the universities. Students who lag behind are put into remedial courses, which consist of three or four students and are given by the schoolteachers. I was also

giving remedial courses in English for students who had academic problems. Lavy and Schlosser (2004) made a study on the short-term impact of the remedial education program supplying extra instruction for low-performing high school students in Israel. There are matriculation exams, and for underperforming students an intervention program was prepared. Matriculation exams are the prerequisite in order to enter universities. Schools that took place in the program were compared to others that did not get intervention. The difference-in-differences estimation strategy was used, and as a result of the intervention the school mean matriculation rate was raised 3.3 percent. The target of the program was to see the impact of success in using remedial education program, that is to say, to increase the number of students who can pass matriculation exams. “Targeted extra teaching time” is an intervention for students who are disadvantaged in small classes. The study also analyzed the costs and benefits of the program. The mean matriculation rate was increased to 3-4%, and among the participated students there was an 11-12% increase, which led to 22%. Early intervention for underperforming or disadvantaged students plays an important role in their getting matriculation certificates and helps to prevent school dropouts (Lavy & Schlosser, 2004). Like the intention of remedial courses in Turkey, the target is also to prepare the students for high school or university entrance exams.

As educators have the responsibility for education as standardized and beneficial for all, they have started to give more importance to remedial courses like summer schools for underperforming students. With these courses or programs they could have standards for academic success. A quantitative regression-discontinuity analysis was done by Jacob (from Harvard University) and Lefgren (from Brigham Young University) in 2004 in order to see the effects of remedial education on students' school achievement. A previous study had a problem regarding the impact

of the program. Educational reforms done in Chicago gave a chance to analyze the effectiveness of remedial courses and programs. In 1996 in Chicago, a highly linear relationship was found between success in public schools and summer school attendance. The researchers used a regression discontinuity analysis and found that the net impact of the programs on school success worked well for third graders, but it did not work for sixth graders. Contrary to the previous research, the programs for sixth graders had little impact on mathematics success, whereas higher success for the third graders was recorded (Jacob & Lefgren, 2004). İstanbul Beykoz Municipality's "Culture, Arts and Education Courses" consist of mathematics, science, Turkish, English, arts, music, biology, chemistry, physics, geometry and geography for children and teenagers who are enrolled in schools. The same courses as in the curriculum of primary and secondary schools are taught, revised and consolidated, and the courses' impact differs on school success at different levels.

In India, international schools have remedial classes for students who are weak at their school lessons. These students are put in these classes in order to improve and develop their academic skills. Top boarding schools in India conduct those courses because they want to supply the students with extra coaching so that they could gain the level that is targeted. After school the students attend two hours of courses and are also checked by tests every week. The aim is to increase the depth of learning and speed up the students' performance. The subjects that are taught in remedial classes are parallel to what is taught in the regular school system ("Remedial classes after school program", 2012).

The 2011 Annual Status of Education Report (ASER) points out that at the primary level the school enrollment is approximately 93%, including both girls and boys in rural areas ("Needs Improvement: Despite Progress," 2013). Remedial

classes in municipal schools in Delhi, in slum areas, have been held by the Center for Security Action and Research (CSSAR) since 2008 (Mukerji & Walton, 2012).

Regular school subjects are taught in those courses. The aim is to cover the gaps and make the children and their parents interested in education. Children become more confident as they attend those courses and this reduces school dropouts. Some courses are at the primary level and some are at the secondary level. Some of them are only for female children from the slums as the aim is to prevent the girls from being neglected and to give them the right education so that they would have a better future. At all levels of these courses, the administrators plan to supplement the gaps in regular education. At the secondary level, English language learning, reading and writing skills are emphasized. Classes are held after school. Each class takes one hour. It is 1 pm to 7 pm. At the beginning entrance tests are conducted and also during the courses quarterly tests are given to see the performance of each child. Feedback from parents is taken, and for the poor students, meetings are arranged to see what else could be done. These remedial courses not only reduce school dropouts but also increase school attendance, especially for girls, while improving their learning in reading and writing.

A research by J-PAL indicated that remedial teaching develops better learning results. In 19 states in India, Pratham's "Read India" program reached more than 33 million students in 2008-2009. In India children between the ages of six and 14 are registered in schools, but 47% of them have reading problems and even after five years of schooling 62% of them still have arithmetic problems. There are many reasons that make these students fall behind. There are less qualified teachers, very crowded classes, absenteeism of teachers and students, poor teaching methodology and strategy, which leads to little learning. After-school camps worked effectively,

and children who had problems in reading started to read stories. It was a voluntary program and, as a disadvantage, it was not sufficient for the huge number of children who needed supplementary education. Because of this, the researchers started “Read India” with qualified teachers working in public schools. Similar methodology and materials, which resulted in success by reaching more than 300 districts, were used. An improvement in reading, writing and arithmetic for the children of six to 14 years old was the positive learning outcome (Abdul Latif Jameel poverty action lab, n.d.).

In Nigeria and Akwa Ibom State, primary school students need remedial education for literacy, as most of them cannot read. They leave school at a very early age and become dropouts as they cannot succeed in the goals needed for education. They can neither continue their education nor acquire the skills needed for coping with life. The goal is to have them learn the skills of reading and writing at their levels. A quantitative method was used with pre- and post-experimental design. It was in a vacation-reading program in 2008. The participants were empowered with skills of literacy so that they would be successful in reading. A data analysis indicated that post-test results were better than the pretest results, as the remedial education program was full of different activities. As a result it was recommended to spread this remedial program all over the country with free education and prepared teachers as the program worked successfully (Udosen, Udofia, Ekukinam, & Akpan, 2010).

In March 2011, “The National Collaboration for Youth” (NCY) prepared a paper called “The impact of youth development programs on student academic achievement”, in which examples of programs that helped students for achievement were written. In the US, municipalities and school districts are looking for the best quality education so that there will be more youth graduates who could find jobs and

enter into rivalry with other people in the world. Outside schools, community-dependent organizations are training, educating, assisting and guiding children. It was written by Reed Larson, an American psychologist, 20 years ago that the youth that attended community-based programs had higher motivation and concentration in these informal programs than they did in regular schools. This indicated a positive effect of these programs on school success (Larson, 2000). In 2005, a study called “Boys and Girls Club Education Enhancement Project” was done. It was found that the students who took part in youth organizations had higher school success, better grades in science, history, reading, etc., than the ones who did not join such organizations—the control group. Moreover, the research showed there was a small increase in homework completion of the participants (Arbetron, Sheldon, & Herrera, 2005). There is a relation between school success and non-school factors such as poverty, race, ethnicity, health, family and peer influence. The intention of these youth organizations is to set goals in order to develop positive behavior and support family and peers. As well as that, Gordon (2005) discussed in “Supplementary education” that high-quality schools are important but it is not enough for high academic improvement. In addition, he stated that supplementary education has a connection with family and community-based activities and enhanced learning both in and outside school. “Ten Ways to Promote Educational Achievement and Attainment beyond the Classroom, a July 2010” document defined 10 goals that can be accomplished. One of them was to supply high-quality learning after-school and summer programs. Community-based programs’ aim is to promote school success and form non-academic abilities that help school success. These programs promoted school success. The ones who joined these programs had higher marks, improvement

in school involvement, higher school confidence and higher GPAs, as well as fewer dropouts than the control group.

Mary Terzian, who is a research scientist, developed the “theory of change” for NCY. According to this theory, youth development programs improve school success by means of after-school or summer learning programs. The outcomes for individual levels are on psychological, social and cognitive, academic and career development. The effects on psychological development are feeling qualified academically and socially and having a positive self-concept. Avoiding risky behaviors, positive relations with people (peers and adults), problem-solving skills are the examples of social and cognitive development (Terzian, Andrews, & Moore, 2011). Improvement in reading and mathematics skills, being engaged in school, getting skills for college preparation are some types of academic and career development. As a result, all these three outcomes led to educational achievement, which means school success, school graduation, college registration and graduation. The most important thing in education is the cooperation of municipalities, districts, schools, parents and teachers. The association of those leads to the school success of the students and so of the generations.

Although the study is going to be about middle-school-level courses, there is also going to be some information about postsecondary remedial courses. A lot of studies have been done on first-year students in colleges. A Community College Research Center (CCRC) Brief article focused on the impact of courses on student success (Zeidenberg, Jenkins, & Calcagno, 2007). It was explained that students who came to college for the first time were underprepared and had deficiencies in reading, writing and mathematics college. Community colleges open remedial courses for these students who do not have adequate academic skills. At the Florida Department

of Education, a quantitative research was done by Dr. Patricia Windham (2006). The outcomes of the students who did not take remedial courses were compared with those of the students who took these courses. The result was the students who completed these courses were more likely to be successful in one of those: getting a credential from the college, moving to a state university, or getting registered in college after five years. In some colleges students are asked to take these courses, whereas in others these courses are given as elective courses. These “student success” courses are getting popular day by day as students with inadequate academic skills are taught how to take notes, manage their time, develop study habits and encourage the students (Zeidenberg, Jenkins, & Calcagno, 2007).

Every year thousands of students start universities without having the adequate academic skills, so they are put into remedial classes. There is little information about the effects of these courses on students’ outcome. The question is who should be put into these courses and how the development of the students will be. Bettinger and Long (2009) conducted a project with approximately 28,000 students in order to see the impact of these courses on mathematics and English. They also took into consideration institutional variations, meaning a student who is required to have a remediation course in college A is not required a remediation course in college B because the standards are different in different universities. Their policies about placement are different. Thus, if a student does not want to join remediation courses, he/she can prefer another college that does not require remediation courses. Grouping was another effect as students with lower academic success are affected by their peers negatively in remedial classes compared to students who benefit positively from higher-ability students in non-remedial classes. As a result, it was estimated that students who went to remedial courses had better

academic outcomes than the ones who did not have remediation. Students who have remedial courses persist in college better than the ones with similar background and test results who do not. Moreover, students with remediation are more likely to transfer to other colleges that are higher in level and to graduate than the ones who do not have remediation (Bettinger & Long, 2009).

2.3 Study with mixed effects of remedial courses

Although postsecondary remediation is not going to be addressed in this study, the studies where the outcomes on the students' achievement were mixed will be mentioned. Calcagno and Long (2008) used a regression discontinuity approach to investigate the effects of postsecondary remediation with approximately 100,000 students in Florida. The benefits of reading and mathematics remedial courses were mixed. The students with remediation persist for the second year and complete the total number of credits, as a positive outcome. On the other hand, it does not help with graduation or getting a degree.

2.4 Studies with negative effects of remedial courses

Up to here, all the studies done on after-school programs had positive outcomes and supported these programs. According to PISA (Program for International Student Assessment) 2006 findings, time for learning used in after-school classes has a negative relation to the performance of individuals. It is claimed that this is because of the time spent on remedial intentions and not on developing in school subjects. If the time were spent on normal class lessons, the performance would be better, according to the studies done across several countries. For instance, in countries with high performance, such as Australia, Japan and New Zealand, 70% of learning in

science lessons occurs in normal class hours. The same thing is seen in language and mathematics. This means performance depends on the quality of lessons and not the amount of time spent on learning, meaning the quantity. The socio-economic situation of children plays an important role. Students from poorer countries spend more time in after-school lessons than students coming from higher socio-economic background. When students who are disadvantaged attend these courses, their performance becomes better than that of the students who do not attend. Students who are socio-economically better off participate in these courses, they have a greater tendency to succeed than the ones who do not. In after-school lessons, the teacher is an important factor. According to OECD PISA 2006 database, group lessons with the schoolteacher increase fairness and equity in after-school lessons when compared to group lessons with other educators. Lastly, the attitudes of students to learning are very significant since the students should understand the power of education and believe that learning and doing well effect suces and why it is important to learn (Borgonovi, Ikeda, & Park, 2011). Students in OECD countries who stated that doing well in science lessons is significant earned about 26 points more in PISA if one normal science hour was added. If socio-economic background is considered, this will be 22 points more. What is important in investing in after-school classes is not the time spent but the attitudes of students toward learning and the quality of teaching.

Martorell and McFarlin (2011) did a study with Texas college students about the impacts of remediation in math by investigating not only academic but also labor market outcomes. As a result for academic success, the impact of remedial courses was small in size and was not statistically significant. In addition to this, no difference was found for getting a college degree. Moreover, some evidence was

found that remedial courses even make the outcomes worse for the students. No evidence was found that remediation results in better salaries. For the students who are on the borderline of the standard scores remediation is not effective. (Perhaps, they may lower the passing score and have fewer students for developmental education; Martorell & McFarlin, 2011).

CHAPTER 3

METHODOLOGY

3.1 Settings

The study took place in two locations of Beykoz: Kavacık Hizmet Binası and Prof. Necmettin Erbakan Kültür Merkezi (Prof. Necmettin Erbakan Culture Center). Information about those two settings is below.

3.1.1 Kavacık Service Building (Kavacık Hizmet Binası)

Kavacık Hizmet Binası, located in Kavacık, has four floors and a basement. On the ground floor, there is an information desk, security room, kitchen and a multi-purpose room. The information desk is responsible for registration and attendance of the students. There is a security all day, checking in and outside the building, and all the floors have cameras. The second floor has classrooms and a waiting room area for the parents who wait for their children during the courses. The third floor has a computer room and classrooms. The basement has classrooms for music lessons and a ping-pong table. Students learn how to play different musical instruments there. The building has an elevator, which is mostly used by the administrative people as it has a code. There is no photocopy machine, and in case it is needed photocopying is done outside the building.

3.1.2 Prof. Necmettin Erbakan Kltr Merkezi (Beykoz)

The second building is Prof. Necmettin Erbakan Kltr Merkezi. It is located in Beykoz and consists of four floors. On the ground floor, there is a security guard and outside in the same part there is a wedding registration as well. On the second floor, there is BELNET (İnternet ve Bilgi Eriřim Merkezleri), an Internet service with free printouts of up to five pages. There are also classrooms and a big waiting area for the people on the second floor. On the third floor, there is the registration office and classrooms. The registration office is divided into two rooms. One is for the registration and information and the other one is a room where teachers can rest, make their photocopies and drink tea, etc. On the fourth floor, there is a conference room and a library, which belongs to Istanbul Metropolitan Municipality. In the conference hall, seminars are given on different topics. Apart from the remedial courses, students are invited to watch films at weekends together with their teachers and parents. The aim, as one of the administrators explained, is to get them socialized, educate them and help them spend their leisure time with amusement. All people can benefit from the library; they can borrow books and study there. The top floor is a cafeteria and a restaurant with a big terrace with a sea view. As none of the buildings have canteens for students, this top floor caf or restaurants are used instead. After or before the courses, people pass time there, celebrate weddings, anniversaries and birthdays. Luckily, there is free drinking water supplied by the municipality for all people and students. This building is very lively all days because of the library, seminar hall and cafeteria.

In both of the buildings, there are smart boards in classes and access to the Internet for the administration, but students cannot use it. As one of the

administrative persons said, next year they are planning to renew Prof. Necmettin Erbakan Kültür Merkezi and this will enable all people to use free Internet there.

3.2 How municipality courses work

This academic year all these remedial courses have been taught like the *dershane* system by the municipality as it is compulsory to join all of the four lessons: Turkish, English, mathematics and science, and this made the study easier. According to the report given by Beykoz Municipality (Appendix G), the results demonstrated that in 2012 there were 10,103 participants, in 2013 there were 11,542 participants and in 2014 the number of the participants increased to 15,991, consisting of adults and students who attended these courses and branches. The municipality's previous year's report indicates that students could attend the courses in which they thought they were weak, e.g. only English, mathematics, etc. The highest numbers of people who attended were: 3,146 for English, 2,600 for mathematics, 1,860 for Turkish and 1,989 for science, among 33 courses. For arts side, it was 462 for guitar, 200 for violin and 128 for *bağlama* (a musical instrument), etc. Apart from these remedial courses, the students could choose two or at most three other courses to attend.

These courses have been given for four years. Courses like İSMEK do not give service for people who are under 15, but municipality courses are also for students. Their number of people is increasing every year. The courses started with 500 to 1,000 people and today it is approaching to 20,000 people. Municipality remedial courses' are for school students who need to revise, compensate for and consolidate the school subjects and get prepared for the exams such as TEOG, YGS, etc. The remedial courses based on school lessons start from the third grade and arts

classes from the second grade. A lot of information about the system of the courses was learned during the interviews with the administrators and teachers. Firstly, the same curriculum is applied in the courses. Teachers follow the same program according to the academic calendar. Some schools may be behind or ahead of the program. If the school is behind the program, the student will learn the lessons in advance; if it is vice versa, there will be a revision and consolidation for the students. Secondly, the teachers are all specialized in their areas and are all university graduates. If there are three complaints about a teacher from the students and parents, the teacher is fired. The same notion applies if a student causes problems in the courses. On the other hand, if a teacher is demanded by a group of students, the municipality tries to hire that teacher. In addition to this, if a course is needed by a group of people, they open that course. Thirdly, attendance is also very important. If a student does not attend courses three times or more without an excuse, the registration is cancelled and the one who is next in line can come and join if it is in the beginning of the courses. That is why there were many parents coming and showing a doctor's report and informing the registration about the absence of his/her child. If a student does not come to the course, immediately the parent is called, and if a student wants to leave earlier, again the parent is informed and permission is taken. Parents' address and telephone numbers are taken during the registration. Students who do not have cell phones and need to make a phone call can make their calls through the secretary. Last year one student could choose and attend any of the remedial courses, but this year they changed the system and made it like a *dershane* system. Fourthly, it is compulsory for a student to attend four of the remedial courses: English, Turkish, mathematics and science. Before, they could choose and attend only one or two, depending on the need of the student. These courses are

spread into twelve months, and it is a non-stop program. The students can benefit the whole year. There is group for all levels of students. The number of students in classes is limited to twenty students. The courses are announced via web sites, Facebook, Twitter, banners, posters, Beykoz magazine, etc. They can reach different school students of Beykoz as transportation is easy. Fifthly, the students who are economically very poor are directed to *Sosyal Masa* so that they can get some help. Lastly, they also have social activities for the students to make them socialize, including picnics, films, year-end shows in the program.

3.3 Ethical procedures

Permission was taken from both Boğaziçi University and İstanbul Beykoz Municipality, and also the consent form prepared for the participants were sent to Boğaziçi University Ethics Committee, İNAREK (İnsan Araştırmaları Kurumsal Değerlendirme Kurulu) in order to get approval for the study. The research started after the approval was taken from İNAREK (Appendix B). The consent forms were signed by the participants (Appendix A). Students' participants' parents' signatures were also taken as these students were under the age of 18. As written in consent forms, confidentiality was promised.

3.4 Sample

There were three groups of participants. The first group was administrators and teachers. The administrators and teachers participants consisted of 11 females and five males; in total 16 participants. This group was formed of three managers, two secretaries, one security guard and 10 teachers. They were the most crowded group

as they added different ideas and perspectives to the study. Among the 16 participants, 14 were university graduates, one was a high school graduate and the other one was a primary school graduate. One of the teachers was a graduate of two universities with two different majors. The first group of participants was very eager to help as they knew the concept well.

The second group was parents. This group consisted of eight females and four males, in total 12 people. Among the eight females, seven were housewives and one was working as a cook. The four males were working in different places or in the municipality, with one owning his business. In this group, three of participants were primary school graduates, five were middle school graduates, three were high school graduates and one was a university graduate. There were two couples who enjoyed sharing and adding ideas, that is to say doing the interview together. The one who was a cook was also planning to join chef courses in İSMEK in order to become a professional in this area. All of their children were attending lessons, science, mathematics, Turkish and English, as this was taught like the *dershane* system, all in one package. Additional to remedial courses, eight of their children were also going to music classes (violin, guitar, etc.).

The last group was students. All the students were from public schools. The student participants consisted of six females and six males, in total 12 participants. Among the 12 participants' parents, 11 of were primary school graduates, and nine of the mothers and two of the fathers represented these graduates. Eight of them were middle school graduates; six of the fathers and two of the mothers were in these group. As high school graduates, there were two fathers and one mother, in total three parents. Lastly, two of the fathers were university graduates. Nine of the mothers were housewives and three were working at homes. Two of the fathers were

taxi drivers, two of them were security guards, two were construction workers, two were working freelance, one was a waiter, one was a manager and one was retired. The age range of the students was from 10 to 14; all were going to the middle school, that is to say they are under 18. All the interviews were done while they were together with their parents, after having taken their consent as well. All of these children were attending remedial classes: science, mathematics, Turkish and English, as one package, except one student coming from Şile. In addition to remedial courses, eight of the students were also going to music classes, theatre and arts. Three of them were learning to play the guitar, two of them were learning to play the violin, and one was learning to play *bağlama* in music lessons. One was joining the theatre classes, while another one was joining arts lessons. (Detailed information about the participants can be found in Appendix E.)

3.5 The design and procedure

It was a qualitative research based on semi-structured interviews, with 40 participants in two locations of the municipality. Triangulation was made possible through collecting data from three different sources: parents, students and teachers and administrators. The participants were: parents whose children attended those courses, students who attended the courses, teachers and administrators who worked there. Sixteen administrators and teachers, 12 parents and 12 students were the participants.

Demographic information was gathered from all the participants. To administrators and teachers questions about their job experience and education, to parents questions about their job and education and to the students questions about

age, parents' job and education were asked. As well as that, the courses the students had been attending were included in the demographic questions. The parents and students were chosen using convenience sampling. The parents and student participants were the ones who accepted to do the interviews. The interviews were done with almost all the administrative and teacher participants, especially teachers who were teaching students aged 10 to 15. It took two months, including all weekends in the two locations of the municipality in order to find the participants. Firstly, an interview of seven questions was done with the parents whose child attended these courses. Secondly, an interview of three questions was done with the students who attended these courses. Finally, an interview of three questions was done with the teachers and administrators who taught and worked in the municipality remedial courses. In order to get this information, the students were questioned before or after the courses. The parents were interviewed while waiting for their children or when they came to the municipality buildings with their children. Appointments were arranged with the teachers and administrators in order to do the interviews.

The teachers and administrators were the first group for the interview as they were familiar with the topic. After having made the appointments with the teachers and administrators, the interviews took almost 30 to 45 minutes. It took almost 45 to 60 or even more with parents to do the interviews, to explain the consent form again and again and make them join the interview. Unluckily, there were times when we spoke for 45 minutes and at the end it was a failure as the participants did not accept it. Luckily, some parents and administrators who took part also acted as gatekeepers; they explained to their friends and asked them to join and become participants. There were also some participants who joined enthusiastically, even brought their husbands

and asked if they could do the interview together. There were even two other parents who approached and asked if they could do an interview as they heard about it from another parent, but unfortunately their children were younger than the age of eight years old and started courses just a month ago. Once one gained the parents, the students were ready to answer the interview questions.

3.6 Interviews

The interviews were mostly done at weekends all day or in the afternoons after 1 pm since it was the time for the courses of the middle school students. As observed, the pessimistic atmosphere of dark, cloudy weather was dispersed by the energetic voices of the students who were coming from their schools on weekdays. At weekends, the students who joined the courses were coming from home, usually with their parents, as some of them were coming from other parts of Beykoz. Only one interview took place in Beykoz Municipality. Six of the interviews with teachers and administrators took place in Kavacık Hizmet Binası, and nine of the interviews took place in Prof. Necmettin Erbakan Kültür Merkezi. It could also be vice versa as the same teachers also worked in the other building except for one person—the man working in security. He was continuously working only in one location. The nine of the interviews with parents took place in Kavacık Hizmet Binası and three of the interviews took place in Prof. Necmettin Erbakan Kültür Merkezi, mostly at weekends while they were waiting for their children. Eight of the interviews with student participants took place in Kavacık Hizmet Binası and four of the interviews took place in Prof. Necmettin Erbakan Kültür Merkezi.

The answers given to the interview questions by the students were short. They just wanted to answer the questions quickly and leave. It took some time to warm them up and explain everything. As observed, they were also checking the faces of their parents after answering the questions. Most of the parents also joined the interviews, and this made the interviews more colorful. Among the 12 student participants, seven did the interviews while their parents were sitting next to them and five did the interviews while their parents were waiting outside the room.

3.6.1 Demographic questions

Some background information questions were asked so as to get demographic information before the interview questions, in order to get an idea of the participants' job and experience for the teachers and administrators; age, parents' job and education and the courses attended for the students, and job and education for the parents. Demographic questions in Turkish can be found in Appendix C. The demographic questions were as follows.

3.6.1.1 For parents

1-What is your and your wife's or husband's job?

2-What is your wife's or husband's education?

3-How old is your child?

4-Which courses has your child been attending?

The demographic information for parent participants is given in Table 1.

Table 1. Demographic Information for Parent Participants

Participant	Location	Gender	Age/Class	Courses	Education	Job
1	Beykoz	Female	13/7 th	4	High	Housewife
2	Kavacık	Male	13/7 th	4	Primary	Security
3	Kavacık	Female	10/5 th	4	High	Housewife
4	Beykoz	Female	11/5 th	4	Middle	Housewife
5	Kavacık	Female	11/5 th	4, violin	Middle	Housewife
6	Kavacık	Male	10/5 th	4, guitar	Middle	Electrician
7	Kavacık	Female	12/6 th	4, <i>bağlama</i>	High	Cook
8	Kavacık	Male	12/6 th	4, <i>bağlama</i>	University	Security
9	Kavacık	Female	11/5 th	4, <i>bağlama</i>	Middle	Housewife
10	Kavacık	Female	10/5 th	4, guitar	Primary	Housewife
11	Kavacık	Male	10/5 th	4, guitar	Middle	Retired
12	Beykoz	Female	10/5 th	4, violin	Primary	Housewife

3.6.1.2 For administrators and teachers

1-What is your job?

2-How many years have you been working for?

The demographic information for administrative and teachers participants is given in Table 2.

Table 2. Demographic Information for Administrative and Teachers Participants

Participant	Location	Gender	Education	Job	Experience
1	Beykoz	Female	University	Teacher	2
2	Beykoz	Female	University	Secretary	1
3	Beykoz	Female	University	Teacher	2
4	Beykoz	Female	University	Teacher	8
5	Beykoz	Female	University	Teacher	1
6	Municipality	Male	University	Administrator	6
7	Kavacık	Female	University	Administrator	3
8	Kavacık	Male	Primary	Security	2
9	Kavacık	Female	University	Teacher	12
10	Beykoz	Female	University	Teacher	1
11	Beykoz	Female	University	Teacher	2
12	Kavacık	Male	University	Teacher	11
13	Kavacık	Female	High school	Secretary	1
14	Beykoz	Male	University	Administrator	4
15	Beykoz	Female	University	Teacher	12
16	Kavacık	Male	University	Teacher	10

3.6.1.3 For students

1-How old are you?

2-Which courses have you been attending?

3-What is your mother's job?

4- What is your father's job?

The demographic information for student participants is given in Table 3.

Table 3. Demographic Information for Student Participants

Participant	Location	Gender	Age/Class	Courses	Education. Father	Education Mother	Job-Mother	Job-Father
1	Kavacık	Female	12/7 th	4, theater	Middle	Primary	Cleaner	Workman
2	Kavacık	Male	12/6 th	4	Middle	Primary	Housewife	Taxi-driver
3	Kavacık	Female	14/8 th	4	Middle	Primary	Housewife	Taxi-driver
4	Beykoz	Female	14/7 th	4, violin	High school	Middle	Housewife	Waiter
5	Kavacık	Male	10/5 th	4, guitar	Middle	Primary	Housewife	Retired
6	Kavacık	Male	11/5 th	4	Primary	Primary	Maid	Security
7	Kavacık	Male	11/5 th	4	Middle	Middle	Housewife	Free
8	Kavacık	Male	12/6 th	Arts	University	Primary	Housewife	Manager
9	Kavacık	Female	10/5 th	4, <i>bağlama</i>	University	High	Cook	Security
10	Beykoz.	Male	10/5 th	4, guitar	Middle	Primary	Housewife	Electrician
11	Beykoz	Female	11/6 th	Guitar	Primary	Primary	Housewife	Welder
12	Beykoz	Female	11/5 th	4, violin	High school	Primary	Housewife	Free

Note: 4 stands for the four compulsory lessons: English, mathematics, science and Turkish.

3.6.2 Interview questions

After the demographic questions, interview questions were asked. The interview questions in Turkish can be found in Appendix D.

3.6.2.1 Questions for the parents

1-What made you decide to take your child to the courses?

2-What are your expectations from these courses?

3- Has it helped your child? If yes, how has it helped?

4-What have been the main benefits of these courses? What has improved?

5-What kind of barriers did your child come across in the courses or during the courses?

6-What else could be done in these courses to improve your child's success?

7-Do you have any other comments?

3.6.2.2 Questions for the students

1-What are your expectations from these courses?

2-What have been the main benefits of these courses? What has improved?

3-What kind of barriers did you come across in the courses or during the courses?

4-Please describe what the term "success" means to you.

3.6.2.3 Questions for the teachers and administrators

1-What is the target of these courses?

2-What is the contribution of these courses for the students?

3- What are the differences of municipality courses if we compare them with other courses of the same kind?

3.7 Data analysis

The consent forms were signed by the administrators and teachers, parents and students. Parent signatures were also taken from the parents for the interview of the students, as they were younger than 18. The interviews in the three groups went on until data saturation level occurred. The data was collected until there was no new relevant information and repetitions were going on.

The interviews with the 40 participants were transcribed. The transcriptions were organized and categorized according to similarity in meaning, eliminating some parts. Then the codes were generated by open coding. Distinct concepts and categories were formed and analyzed by numbering each participant and then were highlighted by using colored pens to distinguish each concept and category.

After searching and reviewing for themes, the data were categorized. Emergent themes were found with the constant comparative method, which is a widely used method in social sciences (Merriam, 1998). The three participant groups' findings were categorized, compared and contrasted and the themes' similarities and differences were found. Using content analysis, each interview question was studied one by one and the content of the interviews was analyzed, and the findings were presented as percentages in tables. The participants were given numbers so as to protect their confidentiality. Most of the participants did not accept

audio recording, so only hand-recorded data were used. All the participants explained how courses had an impact on the lives of the students who attended the courses.

The credibility of the data was checked in two ways. The first one was a member check and it was done by returning to the study participants and asking them to validate the transcriptions. The transcriptions were either sent to their e-mail address or read personally for approval. The second one was a peer review or peer-debrief, which is referred to as inter-rater reliability. This was done by having another qualitative researcher analyzing the data independently. The feedback given by the other qualitative researcher overlapped with the results of the study 100% because most of the participants did not use complex sentences and the words that they chose did not lead to ambiguity.

CHAPTER 4

RESULTS

4.1 Findings

The study focuses on the impact of remedial courses on students' lives. The results of the interviews with parents, students, administrators and teachers can be found below. The themes are presented; then a comparison of the themes among the students, parents, and teachers and administrators, and the results of the interviews are described. Finally, for each interview question, the findings are analyzed and percentages are indicated for the three groups of participants.

4.2 Themes

The culture, arts and education courses changed the lives of the students in different ways. Due to the analysis of interview questions, five emergent themes came out from the three groups of subjects. (The excerpts from the original Turkish text of the quotations from the interviews; are in Appendix F). The impact of municipality courses on students' lives can be categorized into five groups. They are:

- a) academic impact
- b) social impact
- c) psychological impact
- d) career development impact
- d) economic impact.

The academic impact was related to the improvements of students' school success and their motivation towards school. The students' learning became better, participation in class increased and their school marks got better. They learned the parts that they could not understand at school, made revisions and consolidated the material. All the findings of the three groups underlined the school success impact. Based on the findings from the parent participants, it was stated by participant 2:

Almost all lessons of my son became better. There is an improvement in Turkish, English, science and mathematics lessons. As education ... Before his lessons were weak, now that he came here they all got better. (excerpt 9)

The student participants' findings also indicated that school success increased, as student participant 6 highlighted that his lessons became better and he started to raise his hand and also participated more in class.

I was not good at mathematics and English. Now they are better and I participate more in class and also I raise my hand to answer as I understand better. (excerpt 72)

The social impact referred to the students' leisure time activities since students learned to spend their leisure time effectively by learning new things about school, arts and music. As one of the teachers highlighted, because the students were busy here learning new things, this kept them away from bad habits. They got hobbies, got engaged in new activities. Moreover, it was connected to getting socialized in this safe environment by meeting new friends from different schools. They enlarged their social environment and learned to have social relations with other people. The findings from parent, student, teachers /administrators participants emphasized and indicated the importance of the social impact, and the parent participant 4 said:

My son became more social by joining those courses, he was afraid of talking in front of people. He passes his leisure time by learning and also meets new people. He is better now and has courage to ask the questions he does not understand. (excerpt 73)

The teacher participant 2 explained the importance of the social impact by giving examples of the activities that help the students get socialized:

We prepare picnics, cinema days and year-end shows for the students. Our aim is to make them spend their leisure time effectively and get socialized through these activities. They not only meet new friends but also enjoy themselves and learn how to behave socially. (excerpt 74)

The psychological impact was another important effect because students' self-confidence increased and they felt psychologically better and happier. The same progress and growth were also underlined by the student, administrative and teacher participants as school achievement played an important role in building up the students' self-confidence. It was declared by most of the teachers since it was the target of these courses. The findings revealed the psychological impact, and student participant 3 explained that she felt psychologically better as her self-confidence increased and test anxiety reduced.

I think my school life is passing easier because of the support I get from the remedial courses, my test anxiety reduced and this made me feel having higher self-confidence and also new friends. (excerpt 31)

The psychological impact was conveyed by the parent participant 12 in the following statements:

My child is happier as she is learning to play the violin. I find her singing in her bedroom. Her self-confidence increased and she expresses herself easily and now she feels free to communicate with others. (excerpt 75)

The career development impact was connected with discovering talents as these courses would shape the students' future as a career orientation. Their education or learning a new musical instrument would help them to be in the place they wanted to be in the future. Another finding of the study underlined the importance of career development, and this impact was pointed out by the parent participant 9:

If he does not continue his education in the future, he can play a musical instrument, become a music teacher, his steps in profession will be in music. A Turkish expression is “*Ağaç yaşken eğilir*”. My mother gets angry with me as there is no need for the music course, but a music instrument is going to be in his pocket. (excerpt 8)

The teacher participant 12 underlined, “The targets of these courses are: we teach them drills, exercises, make rehearsals, we can have a good musician in the future” (excerpt 56).

Finally, the last theme was the economic impact. These courses provided an equal opportunity for the students who could not go *dershanes* or have private tutoring. Thus, with these free courses, the families who could not afford tutoring had their children benefited and had taken the advantage of these courses. For the ones who were economically poor, it was also the first chance to taste new hobbies and try new activities.

The parent and administrator/teacher participants focused on the economic impact of these courses, and this was explained by them in these lines by the administrator participant 6, who addressed the economic impact and said that the main difference of them was they were free.

The parent participant 4 echoed and said:

There is everything, I moved from another place, the courses are near where I live. Whoever wants can join courses, whenever he comes, something about swimming and sports may be ... Thanks. It is a safe place, with a free opportunity for people like us who cannot send their children to other places, the hours are appropriate, no money, free. (excerpt 17)

4.2.1 Similarities

The theme similarities among the three groups of participants are explained below.

4.2.1.1 Theme similarities among the three groups of participants

The similarities in the themes of parents, students and administrative and teacher participants were as follows. The first one was the academic impact; students' school success improved and their motivation towards school increased, which was underlined in all three of the groups. The students' attitudes towards school, class participation, better learning, higher grades were the examples of the academic impact on students' lives.

The second similarity in the themes, the social impact of these courses, since students' learned to spend their leisure time effectively, was explained by all three groups of participants. Students spent their leisure time after school or at weekends in the courses and learned new things; students got socialized in this environment, which also focused on the social impact of these courses. All three groups highlighted how students made friends, got socialized in a different atmosphere and expressed themselves freely.

The next one was the psychological impact: their self-confidence increased, they could ask questions if they did not understand in class. Tasting success, feeling that they could achieve it and could play a musical instrument and be part of the group increased their courage.

The last one was the career development impact. These courses would shape the students' future as a career orientation. They had similar lines as education was their future; learning not only school subjects but also musical instruments and arts would help them to figure out their professions, careers in the future. One could be a music teacher, a violinist or a guitarist in the future even if s/he was not good at school subjects.

4.2.1.2 Theme similarities between parents and administrative and teacher participants

The social and economic impacts as themes were common in parents' and teachers' participant groups. They also added that students learned to spend their leisure time effectively in a safe environment, which kept them away from harmful things. As well as that, they knew that the buildings were checked by the security through cameras. Both of the participant groups emphasized that students discovered and developed their abilities and realized their potentials. In arts and music classes they understood their talents, found out that they had the talent, for instance, for playing the guitar or the violin or both. The courses' being free was stated in these groups as most of the parents could not afford private courses or tutoring. The economic impact was a motivating factor for them.

4.2.2 Differences

The differences among the three groups are below.

4.2.2.1 Themes differences among the three groups of participants

Only administrative and teacher participants' group mentioned that students would be multi-talented as they would have a free chance for tasting all the other courses they wanted. They had the chance to fulfill their dreams and taste different fields. If they could not attend one, they could attend at another time of the year as the courses were given all through the year for all levels.

Educators and administrators were aware that the education system was changing and there were not going to be any *dershanes* any more and these courses would be the alternative to private tutoring. Moreover, as the law states, “Education is everybody’s right”, an equal opportunity in education would be given to every child. On the other hand, none of the students mentioned that these courses were free of charge.

4.2.2.2 Theme differences between students and administrative and teachers participants

Neither of the students mentioned the economic impact of these courses, that they were free of charge and that the students got educated in a safe environment. The students, unlike teachers, did not say that they were going to be multi-talented and did not consider the issue of the equal chance for learning. On the contrary, these themes were underlined by the teacher and administrative participants.

4.3 Results related to parent interviews

Twelve parents’ interviews whose children were aged 10 to 15, all attending municipality courses were analyzed. The answers to the interview questions are summarized in detail below, based on the seven questions with verbatim quotes from the original transcripts.

4.3.1 What made you decide to take your child to the courses?

The majority of the interviewees responded to this question saying it was for school success. Out of the 12 parents, eight (50%) participants’ reason was to send them for

the children to learn school subjects better. Four (33%) of the parents sent their children to get them socialized and have their self-confidence increased. Leisure time and school success were mentioned only by one parent (8%). There was only one parent (8%) who supported all of the topics: school success, passing leisure time effectively, getting socialized, help for future job and career development. Table 4, shows the number of parents' answers to the interview questions and their percentages.

Table 4. Number of Parents' Answers to Interview Questions

Answers	Number of parents=12 and percentages
Increase school success	6(50%)
Get socialized and increase self-confidence	4(33%)
Make use of leisure time and increase school success	1(8%)
Make use of leisure time, increase school success, get socialized, help for future career	1(8%)

There were two couples, mothers and fathers, whose interviews were done together. While signing the consent form, one of the mothers shared the study questions with her husband. They both underlined using leisure time effectively here, learning a new musical instrument, making revisions and consolidations for the lessons, getting socialized and increasing her self-confidence. The parent participant 7 (mother) stated:

My daughter uses her leisure time by learning lessons and a musical instrument, which will also teach her to plan time in the future. As both of us are working, we cannot help her in the lessons and do not have enough time. She gets the help for the lessons here, learns new songs, and is socialized. She makes revisions and the lessons are good for consolidation. The classes are very crowded in schools; here it is easier to learn in small-sized classes. Education is her future, learning a new language. Musical instruments will play an important role in her career and future. She will know her abilities and will be directed in that way. One can learn new things when one is young and then it becomes difficult and the courses are free. Computers, books are all in other languages. (excerpt 1)

The parent participant 8 (father) added that they sent their daughter “to make use of her time, to increase school success” (excerpt 2).

Other eight participants talked about school success and said: “To increase school success” (participants 1, 2, 5); “To revise, consolidate, learn better” (participants 3 and 4; excerpt 3), and other five parents (participants 5, 6, 10, 11, 12) noted their reasons, for example: “To make him socialized, to have his self-confidence better” (excerpt 4).

4.3.2 What are your expectations from these courses?

The expectations and the reasons why they sent their children (questions one and two) sometimes overlapped as their expectation and reasons to send the child were mostly the same. Out of the 12 parents, seven of the participants’ expectation was to send them for learning school subjects and discovering their talents. It was 50% of the parents who supported this idea; it was 34% of the parents whose expectation was for the children to get socialized, have their self-confidence increased and discover talents, and 8% of the parents, respectively, sent them for the children to spend their leisure time effectively or have a career orientation. Table 5, shows the answers of the interviewees as percentages.

Table 5. Percentage of Answers to Interview Questions

School success, discover their talents	Get socialized and have higher self-confidence, discover talents	Spend leisure time effectively	Career orientation
50%	34%	8%	8%

The answers of the parent participants 1, 2, 3, 8, 10, 11 stated: “To raise school success, discover talents” (excerpt 5).

The parent 6 stated: “To make him more busy and social, to discover his talents, and to increase his self-confidence. His self-confidence increased. He discovered his talents and potentials by joining remedial courses and the guitar course” (excerpt 6).

The answers of the parent participants 4, 5, 12 indicated that that they wanted their children to get socialized and discover their talents, express themselves better.

Parent 7 said, “To pass leisure time in a safe environment” (excerpt 7).

One another parent (9) mentioned career orientation, and she stated:

If he does not continue his education in the future, he can play a musical instrument, become a music teacher, his steps in profession will be in music. A Turkish expression is “*Ağaç yaşken eğilir*”. My mother gets angry with me as there is no need for the music course, but the music instrument is going to be in his pocket. (excerpt 8)

4.3.3 Has it helped your child? If yes, how has it helped?

(What have been the main benefits of these courses? What has improved?)

These two questions were answered together by the parents since they explained the improvements in their children because these were the benefits of these remedial courses.

All of them answered as it has helped them. Out of the 12 parents, eight of the participants said the benefits and improvements were for getting socialized and having self-confidence increased. It was 67% of the parents who supported this idea. It was 17% of parents whose children's school success increased and 16% of the parents who thought the benefit would be good for the future as the children learned how to play a musical instrument. Table 6, shows the answers of the interviewees as percentages.

Table 6. Percentage of Answers to Parent Interview Questions

Get socialized and have higher self-confidence	School success	Learned how to play a musical instrument
67%	17%	16%

Parent participants 1, 2 said that there was an increase in school grades and success.

Parent participant 2 highlighted:

Almost all lessons of my son became better. There is an improvement in Turkish, English, science and mathematics lessons. As education ... Before his lessons were weak, now that he came here they all got better. (excerpt 9)

Parent participants 3, 4, 6, 7, 8, 9, 10, 12 all informed me that they sent their children to the courses in order to get them socialized. They met new friends not only from different schools but also from different classes and their social environment was getting bigger.

Some parents explained that they wanted their children to express themselves comfortably in social environments and this environment was a key for that. As well as that, their self-confidence increased. Participant parent 9 said her son was joining the remedial classes and the music class. She explained that they had family and

economic problems, and she was sending her son in order to change the environment so that he could psychologically feel better and forget these problems. She noted:

My son is not social, and he does not have any relations with people. He is shy. His self-confidence became better, and he was more introverted, now he is more willing to come here. He also wants to go to the theater course but it clashes with other remedial courses and our house is not near here. (excerpt 10)

Parent participant 3 stated: “There will be improvements. Different environment, different friends, enlarge the environment” (excerpt 11).

Parent participant 11 concluded: “In the future my child will have the level she wants, she will come to the place she wants in life” (excerpt 12).

Another mother, while her daughter was answering the questions, added that:

There is a change in my daughter as she was introverted before and even could not ask a question in class. Now she feels psychologically better and free to ask questions. She is happy to learn a musical instrument, which is also going to be a profession for her in the future. It is much better to spend leisure time effectively by learning a musical instrument, instead of passing time with the computer. (excerpt 13)

4.3.4 What kind of barriers did your child come across in the courses or during the courses?

In this question, all the parents were asked if their child had come across any kind of barriers in the courses or during the courses. All of the parents, 100%, replied that up to this time they had not had any barriers, and 100% of them stated that they were grateful to have these courses free of charge, which caused positive outcomes in the lives of their children. These positive outcomes were about school success, spending time productively in a safe environment, learning arts and music, which would shape their career and could be a profession for them in the future. Their children psychologically felt happier, as they tasted success, made new friends and their self-confidence increased.

4.3.5 What else could be done in these courses to improve your child's success?

The question was answered differently by the parent participants. Twelve of the parents (100%) wanted to continue these free courses, as being free was a motivating factor. They expressed their wishes, including their satisfaction below.

The parent participant 1 said: "Homework also can be given in these courses, more revision should be done and of course continuation of the courses" (excerpt 14).

The parent participant 2 stated: "What else can be done? We want computer lessons, Internet access in the classes, there is the Internet in the building, but children cannot use it" (excerpt 15).

The parent participant 3 stated: "All the courses, language, they have everything" (excerpt 16).

The parent participant 4 thanked and said:

There is everything, I moved from another place, the courses are near where I live. Whoever wants can join courses, whenever he comes, something about swimming and sports may be ... Thanks. It is a safe place, with free opportunity for people like us who cannot send their children to other places, the hours are appropriate, no money, free. (excerpt 17)

The parent participant 5 recommended: "We can direct, recommend elders ... sisters, brothers ... Sports and a musical instrument for every Turkish teenager" (excerpt 18).

The parent participant 6 said: "Sports centers and activities must be increased" (excerpt 19).

The parent participant 7 added:

Counselors should work here and direct our children, we do not know what kind of tendencies or abilities they have, we do not understand, for career orientation ... Sometimes they face psychological problems, they should have their psychology well, the basis is important ... In summer language courses, extra language courses. (excerpt 20)

The parent participant 8 added: “In public schools we lack things, and my wife works in a kindergarten, there is swimming pool there. In municipality there is swimming pool, more sports centers and activities” (excerpt 21).

Both couples echoed and underlined: “We want municipality to have the music classes’ hours increased” (excerpt 22).

The parent participant 9 noted:

Increase in the hours of music lessons, they should be at least two hours, I live far away, need other centers where I live ... Psychologists, counselors, we need both for me and for my son. Also something should be done for the parents who are not economically strong as my son wants to wear expensive clothes, but we cannot afford [them], he does not understand ... If I cannot buy [something], our relationship with him is a problem ... He should be aware or I do not know. (excerpt 23)

The parent participant 10 complained: “There should be fewer people in classes, more hours in one day; for music, hours must be increased; time is not enough, it is crowded” (excerpt 24).

The parent participant 11 concluded: “She comes once a week, one lesson from another, and hours are not enough” (excerpt 25).

As a conclusion, two of the parents (17%) asked for counselors, three of them (25%) of them asked for more sports centers and educational centers. The rest (42%) asked for Internet access and also wanted additional hours for language and music classes. Only one parent (8%) asked for extra homework, whereas another one parent (8%) requested smaller classes for music lessons.

4.4 Results related to student interviews

Twelve students' interviews (ages 10 to 15, all attending municipality courses) were analyzed. The answers to interview questions are summarized in detail below, based on the four questions with verbatim quotes from the original transcripts.

4.4.1 What are your expectations from these courses?

The majority of the interviewees responded to this question saying that it was for school success. Out of the 12 students, six of the participants' expectation was only to learn school subjects better, make revisions and have better marks at school. It was 50% of the students who supported this idea; 42% of students shared the idea of learning a musical instrument, getting socialized and also have their self-confidence increased as well as to spend their leisure time effectively. It was only one student (8%) who combined school success and her future career together. Table 7, shows the answers of the interviewees as percentages.

Table 7. Percentage of Answers to Student Interview Questions

School success	Get socialized, use leisure time effectively, learn a musical instrument, increase self-confidence	School success and career development
50%	42%	8%

Student participants 1, 2, 6, 7, 8, 11 were the ones whose expectations were about school success and their quotations are as follows: “To study and learn better, improve my talents. I like theater, to study more for the lessons”, “To study, and, to be a good example”, “To make revisions, to learn the parts, I cannot learn, improvement in the lessons”, “To learn, and then, to revise”, “I am coming here, I like here to have my marks better and my aunt is also here”, “To learn something, to be active” (excerpt 26).

The student participant 3 declared that these courses were important for her future, to pass TEOG exam, to get better marks: “To choose my profession in the future in better positions, to do the job I want depends on the school, all goes there, TEOG exam results, get a good mark and my future” (excerpt 27).

Some students said that they wanted to learn musical instruments, such as participants 4, 5 and 10. The student participant 5, who came with her guitar hanging up her on back, explained: “I want to learn something, and I did not know to play the guitar, now I am learning how to play the guitar” (excerpt 28).

Participant 4 explained: “I like the violin and want to play it” (excerpt 29).

Participant 9 and 12 underlined respectively that they make use of their leisure time and participant 12 added having higher self-confidence and getting socialized: “To be successful, to pass leisure time, to make use of leisure time”, “To learn, to get self-confidence, to be involved in social activities, to make use of leisure time” (excerpt 30).

4.4.2 What have been the main benefits of these courses? What has improved?

Most of the interviewees responded to this question saying it was for school success. Out of the 12 students, eight of the participants mentioned learning school subjects better, making revisions and having better marks at school were the main benefits of these courses. Due to learning, as some stated, they felt happy. It was 67% of the students who supported this idea; 33% of students shared the idea of learning a musical instrument, getting socialized and spending their leisure time effectively as well as having their self-confidence increased. Table 8 shows the answers of the interviewees as percentages.

Table 8. Percentage of Answers to Student Interview Questions

Only school success, better marks, feel better	School success, get socialized, have self-confidence increased, make use of leisure time, learned musical instrument, felt happy
67%	33%

Some of the answers overlapped and Table 9 shows the distribution of the answers.

Table 9. Number of Students' Answers to Interview Questions

Answers	Number of students and percentages
School success, feel better	8 (67%)
Feel better, future career	2 (17%)
School success, feel better, new friends	1 (8%)
School success, leisure time, self-confidence increased, meet new friends	1 (8%)

The student participant 3 explained that she felt psychologically better as her self-confidence increased and test anxiety reduced.

I think my school life is passing easier because of the support I get from the remedial courses, my test anxiety reduced and this made me feel having higher self-confidence and also new friends. (excerpt 31)

The student participant 9 said:

I became more successful, more disciplined and organized and also spend my leisure time effectively. I am happy to play the *bağlama* and enjoy learning new things, songs and meet new friends. (excerpt 32)

The father added: "Her self-confidence and motivation increased as she is coming here enthusiastically" (excerpt 33).

The student participant 10 said: "To study lessons, learn something, to make new friends; I am learning to play the guitar, I feel better as I study my lessons" (excerpt 34).

His parent, smiling, intervened in the conversation and concluded: "To be active and also play for the girls in the future, he will play *Akdeniz Akşamları* for the girls" (excerpt 35).

The only girl from Şile, the student participant 11, explained:

My life became more enjoyable and happy. I also want to join the English classes only, but I cannot as I have to come to all lessons. Transportation is a problem. Although we live far away, I chose to use this chance for learning. I am attending a village school and there is not any other opportunity for me. My psychology is better, before I was introverted, I could not ask a question in the lessons; now I can ask, I learn a musical instrument, learning a profession, happy that I am learning to play the guitar. (excerpt 36)

A girl who was learning to play the violin said that because of music lessons, she was more attentive, listening to the teacher carefully and also learned to use her fingers.

She expressed those in these lines: “I learned to play a musical instrument, learned to use my fingers ... for example in a choir, I can sing with the musical instrument, I listen to my teacher, I am more careful” (excerpt 37).

The student participants 6 and 7 underlined that their English lessons became better and also the participant 6 said class participation increased and the participant 7 noted: “I am not afraid of getting bad marks in the exams. My English lessons improved, elective was good, but the other one was bad. It became better and now I raise my hand” (excerpt 38).

Participants 1 and 2 highlighted the improvement in school success and stated:

I am studying more for my lessons. They also give homework in the courses and this makes me learn better, also my marks got higher. The benefit is for school, to learn better, to give better answers to questions and [this] helped me to understand lessons better. (excerpt 39)

4.4.3 What kind of barriers did you come across in the courses or during the courses?

None of the students claimed that they came across barriers in the courses or during the courses. All of the students (100%) did not come across any barriers in the courses or during the courses.

4.4.4 Please describe what the term “success” means to you.

The last question to the student participants was for them to define the term “success”. The students combined this with their school success, talents, happiness, learning something, education and future. It seemed to be the most difficult question for them to answer. The students’ answers consecutively were defined as:

The student participant 1: “Success increases achievement in school lessons and helps to discover talents” (excerpt 40).

The student participant 2: “Success is not facing with barriers in life, to be able to give good answers” (excerpt 41).

The student participant 3: “Success is the gain, profit, education, and future ... Success is my future, the positive benefits that will influence my life, my education. My future is through education” (excerpt 42).

The student participant 4: “Success is achievement, peace and happiness” (excerpt 43).

The student participant 5: “Success is to achieve my target” (excerpt 44).

The student participant 6: “Success is to win something, being the first in a competition, success at school, prove that you are good at school” (excerpt 45).

The student participant 7: “Success is for example in a lesson, to achieve, to win a competition” (excerpt 46).

The student participant 8: “Success is to know something, [being] a qualified person, you can make things easily” (excerpt 47).

The student participant 9:

Success is being very very successful, being programmed, making plans, I became the first in the science class, I got the highest mark... (Her mother added she ran home.) I plan, work and getting a good mark motivates me, I spend my time here, I like it here. (Her father added that “her self-confidence increased”.) (excerpt 48)

The student participant 10: “Success is when I succeed I feel happy ... school, outside school, if I am successful outside school, I am better at my school lessons” (excerpt 49).

The student participant 11: “Success is to understand something completely and learn it” (excerpt 50).

The student participant 12: “Success is to study, being ambitious and having responsibility” (excerpt 51).

Seven of the students, 59% of them, attributed success to education, future, achievement of targets, being better at school, learning and understanding. Seventeen percent of them defined it as to win a competition. One of them (8%) defined it as being qualified, other 8% of them defined it as being programmed and the last 8% of them defined it as facing no barriers.

4.5 Results related to administrator and teacher interviews

This group consisted of three administrators, two secretaries, 11 teachers and a security guard, in total 16 people. Teachers were the ones who were teaching science, mathematics, English, Turkish, music and arts. The answers to the interview questions are summarized in detail below, based on the three questions with verbatim quotes from the original transcripts.

4.5.1 What is the target of these courses?

The target depended on the aim of the participant, but in remedial courses the main target was focused on school success. Out of the 16 teachers and administrators, 14 of the participants underlined the target as school success, almost 88% of them, together with the children's getting socialized, spending their leisure time effectively, having their self-confidence increased. Only two of the arts teachers (12%) noted that it could be a target of the student for a future job or profession. Table 10 shows the answers of the interviewees as percentages.

Table 10. Percentage of Answers to Administrator/Teacher Interview Questions

School success, better marks, learning, free education, get socialized, make use of leisure time, have self-confidence increased	Career
88%	12%

The target of these courses is defined by the participants below.

The administrative and teacher participant 1 defined the targets of these courses as:

The targets of these are firstly, to increase school success, secondly, make use of free time, leisure time, thirdly, to realize and increase their self-confidence, the teachers at school cannot deal with students one by one, the classes are crowded, here we increase a one-to-one relation. (excerpt 52)

The participants 1, 2, 3, 4, 7, 11 and 15 all shared similar lines about this question.

Courses were helpful for students, and the administrative and teacher participant 7 explained:

The target is to help the students who need help, free education, for school lessons and talent development is important, totally free, in a safe environment they pass their free time. (The participant 4 highlighted:) to increase school success, to come from friends environment, getting socialized, to get the ability to solve tests ... They can ask the questions they do not understand in school, [the courses'] being free gives the opportunity, especially for the ones who are economically poor. (excerpt 53)

The participant 13 defined the target of these courses as an opportunity for the students who cannot afford to go to *dershane*. She noted: "The main target of the courses is for the ones who cannot afford ... cannot go to *dershane*, these courses provide support economically and spiritually for the remedial courses also to have social environment" (excerpt 54).

The participant 15 started her words by saying:

The targets of these courses are to make the students more active, free help for school subjects and keep them away from bad habits as the most important ... they pass their time here and of course, to raise their self-confidence. (excerpt 55)

They discovered their talents. Some of them could gain golden bracelets; learn a profession. One could become a musician in the future, as one of the administrative and teacher participants (12) underlined: "The targets of these courses are: we teach them drills, exercises, make rehearsals, we can have a good musician in the future". (excerpt 56)

Another participant categorized the people who came to those courses according to different targets. Some came for the lessons, some came to get prepared for the exams such as TEOG, some came to learn a musical instrument, to learn a branch of arts, music, theater, some came to get a profession, and participant 14 added:

The target of these courses, the target is students ... changes category by category, age, students come for their school lessons as remedial classes, some to get prepared for the exams, mainly it is for school lessons, for arts to learn a branch of arts, it can be music, theater, speed reading, to have extra talents, to get professions; they are all done without money. Outside it is very expensive. With the sources of municipality, starting from ages seven to seventy, it is open to everybody, everybody's target differs. Some are studying in an open university, some are coming for school lessons, some are getting prepared for a university exam, LYS, LGS, come for the school lessons, exams and also to get a profession. (excerpt 57)

4.5.2 What is the contribution of these courses for the students?

On the economic side, it welcomes all children and gives equal chances as the courses are free. As one of the teachers mentioned, they can have the chance of tasting other courses and find out their skills, and another two of them underlined that the students can become multi-talented. Most of the participants, 81% of them, focused on the contribution to school subjects, preparation of entrance exams for high school and university. As well as that, the other contributions were: spending leisure time in a safe environment, getting socialized, having self-confidence increased, and discovering talents. Nineteen percent of the teacher and administrator group listed many of the contributions together, so the outcomes overlapped with the other results. Table 11 shows the answers of the interviewees as percentages.

Table 11. Percentage of Answers to Administrative/Teacher Interview Questions

School success, better marks, learning with free opportunity	Get socialized, make use of leisure time, have self-confidence increased
81%	19%

Some of the answers overlapped and Table 12 shows the distribution of the answers.

Table 12. Number of Teachers and Administrators' Answers to Interview Questions

Answers	Number of teachers and administrators and percentages
Economic support, school success	13 (81%)
School success, leisure time, get socialized	2 (13%)
Self-confidence increased, get socialized	1 (6%)

The majority of the administrative and teacher participants' responses were about school success. The teacher participant 4, who has been working for eight years, stated: "To contribute to the school success, follow the curriculum, to raise the school success by following the curriculum parallel to school system, this is my target for my lesson of course" (excerpt 58).

The administrative and teacher participant 9 highlighted not only the school effect but also spending time with people instead of screens, and said:

As far as I have observed, students are more active in the lessons, they participate more in the class, they focus more, especially the ones who have attention problems, and unfortunately most of them have ... helps to overcome the problems. The ones that have problems to express themselves ... Children have problems because the technology era brings the problems, as children do not talk with each other, and they pass their time by looking at the screens. Our aim is to have people that look at each other's face, talk with each other, this is what I hope. (excerpt 59)

The administrative and teacher participant 3 noted:

Apart from the lessons, their personality develops. With cultural activities, they make use of their free time and get socialized. Many of the students become multi-talented, because they join as many activities as they can depending on time and that leads them to be multi-talented and their abilities, talents come out in this way, this helps them. (excerpt 60)

Another administrative participant from the municipality, participant 2, added:

The main contribution of these courses is to give the same chance to the ones who cannot go to *dershanes*, are economically poor and cannot afford it and give them the education like the *dershane* system and also show that we are not different from them. (excerpt 61)

Later the same participant added more and said:

Ah ... The main attribution is of these municipality courses is they are free. Everybody from seven to seventy can benefit from it. Exactly the same education and curriculum with the schools. The teachers are specialized in their majors, university graduates and this makes the standards higher. (excerpt 62)

The administrative and teacher participant 16 mentioned the chance of tasting other branches and said:

These courses have a contribution economically to the lessons and branches. Whoever comes to the courses learns something, hears, listens and learns. The course that he cannot afford to go, he will have the chance to taste it. For instance, he has an interest in *bağlama*, but because of economical problems, he plays it, tries it for the first time here. (excerpt 63)

The participant 15 numbered the contributions as follows:

The first contribution is to have an active social life, the second thing is to help them have self-confidence, to develop self-confidence, the third is to express themselves with the language of music, the fourth is to learn the meaning of the group work ... to be united, to be one, to consolidate this, and the fifth one is inner discipline. (excerpt 64)

4.5.3 What are the differences of municipality courses if we compare them with other courses of the same kind?

All of the participants (100%) in this group had identical thoughts, as these courses' main difference was being totally free and this was the challenging, motivating factor. These courses not only provided an equal chance in education as an alternative to *dershanes* and private tutoring but also gave students the opportunity to discover, try new talents and spend their time effectively in a safe environment. As it was stated by the participants, being free does not make these courses low in quality since the teachers are qualified and the same curriculum as in schools is used. The answers of the participants are stated below. Moreover, one of the teachers underlined that there is no conditioning, or pressure applied to students, as the courses are free and voluntary.

A female teacher who had 12 years of experience in teaching highlighted:

I do not approve of the system of *dershanes*, meaning I do not approve of private education. Education is everybody's right. I think, especially the students with talents who want to develop themselves but did not have the opportunity, now by means of the municipality are coming these free courses, and by completing these courses, they come different levels in their education by this serious help and this makes me very happy as I am a part of it. In this way, real communication can be formed because I also worked in private schools and institutions. Due to the money the children pay to these private schools and institutions, the families express this idea a lot and the children become unbearable and disrespectful and I think this is wrong, it is wrong. The municipality is doing it as social responsibility for the ones who are in need and supplies an equal opportunity. This will lead the other children to have the opportunity of the ones who have money, who will be the boss in the future. (excerpt 65)

Another female teacher, participant 1, who has been working here for two years, stated:

The main difference is it is free obviously, also the difference from *dershanes* and İSMEK. İSMEK is for adults, not for school students; our target is school students, time that students pass outside is used here and [we] make it of good, high quality. I do not think we are different from *dershanes*, we give tests, use references, at least try to catch up with the *dershane* system. As the courses are in the center of the district, transportation for the students is easy. There are also additional buildings of the municipality and to reach every school's students is an advantage for us. (excerpt 66)

Another teacher, like the participant 9, who also worked in *dershanes* before and has been working here for two years, said that the students felt free and more comfortable as they do not pay and there was no pressure from the parents. The participant 3 noted:

The main difference is being free, of course. Because of this the student has the opportunity to benefit from different courses. I worked in *dershanes* before; the difference is here the atmosphere is more relaxing, liberated. In *dershanes* there is the pressure that the parents pay, they say you must go, I paid so much, so they condition them, and there is no conditioning here. It is also a social environment. Students and families can get educated in this liberated environment with their peers and friends. (excerpt 67)

If one goes to a course, one must buy materials for that course. This was expressed by the administrative and teacher participant 13 in these lines:

If one goes to a course, when they ask for a course material in one of the courses, you have to buy it, you are obliged to buy it...but we do not ask them to buy materials, we use our own sources, and do not expect anything. They do not have to look for money in order to buy materials, books and this is it. (excerpt 68)

Another female teacher participant 5 mentioned:

The main difference is, it is free and at the beginning they are not sure as they consider if it is good or not to send their children, but later as feedback, since they get positive answers, both the parents and students trust more ... They raise their marks, especially in the lessons that they are poor in, they revise the lessons that are good or bad; this takes them one step forward. They get socialized because these courses are activities that occur outside school. Also different teachers, different students come together and express themselves and develop themselves. (excerpt 69)

Later she also added:

The students come and say, “What you taught us here came to my mind in the exam, and I got higher marks,” that is what I hear, “Because you explained them here in advance I can answer the questions of the teachers easily”; this all also motivates us as this works as feedback. The families also spend time here, wait two or three hours till the course ends or come and take their children. (excerpt 70)

The administrative and teacher participant 7 explained that students have the choice of discovering themselves and said:

The main difference is the educational standard and the teachers’ quality is not different from other courses, but it is free, of course. The standards are high, the teachers are specialized in their branches, and they are experienced. The students discover their talents and potentials, and develop them. If one can do, he plays the guitar, *bağlama* or join arts classes, or if he is not talented, he tries the other one. It is the choice of discovering oneself. (excerpt 71)

4.6 Conclusion of the results

This study was conducted to investigate how municipality remedial courses have an impact on students' lives. It analyzed what the contribution of these courses is and how these courses changed the lives and future of the students. In this qualitative study, semi-structured interviews conducted with teachers, administrators, parents and students were used as the data.

One conclusion of this study is that municipality remedial courses changed the lives of the students academically and improved their school success.

Another conclusion in this study shows that there is a social impact of these courses as the students got socialized and spent their free time by learning and tasting new activities.

The findings in this study indicate that a psychological impact of remedial courses made the students have higher self-confidence. Students felt happier as they learned better by revisions and their marks got higher.

The results support that these courses shape the future of the students and have an impact on career development. All these impacts are related with each other, such as the academic impact causes the psychological and career development impact.

The last result of this study reveals that these courses' economic impact provides equal chances for all students and they not only prepare them for entrance exams like *dershanes* do but also give them the chance of tasting new things in life.

On the basis of the results of this research, it can be concluded that municipality culture, arts and education courses have academic, social, psychological, economic and career development impacts on students' life and future.

CHAPTER 5

CONCLUSION

5.1 Discussion

Because of globalization, technological improvements and urbanization problems, the needs of the society have been changing and to overcome this, the main importance is given to education, and education has always been the main issue in the development of countries. In 2004, with the change of law, municipalities also became responsible for social, cultural and educational areas (Kaya, 2007; Pekküçükşen, 2004; Uzun, 2006). There has been İSMEK, since 1996, but it has been only for adults, not for students under the age of 15. It was in 2011 when Beykoz Municipality started to get involved in “culture, arts and education courses” in Kavacık Hizmet Binası not only for adults but also for students as summer courses. This study, as an initial attempt, investigated the contribution of remedial courses offered by Beykoz Municipality on students’ lives. The findings indicate that culture, arts and education courses have changed the students’ lives in different ways. The impacts are academic, social, psychological, economic and related to career development. These courses lead the students to follow and make real their dreams by experiencing and tasting success at school and letting some of them try things for the first time in their lives, such as playing a musical instrument, acting in a theater.

The data focus on the results of the interview questions, “What are the differences of municipality courses if we compare them with other courses of the same kind?” and “What is the target of these courses?”. Students who cannot afford

to go to *dershanes* or have private teachers can get this education without paying a penny. It is crucial to state that *dershanes* will be closed down by law in September 2015. These free remedial courses given by municipalities will be an alternative to *dershanes* and private tutoring and will enable every child to have an equal opportunity in education. The students attend four of the main lessons—English, Turkish, mathematics and science—as remedial courses. It is made compulsory to attend all four remedial courses in order to correspond to the *dershane* system. Moreover, municipality remedial courses prepare the students for TEOG and university exams. As mentioned in the literature review, private preparation courses were analyzed by Fatma Gök in 2010 and she noted that social class and income affect education as the higher class benefits more. With these free courses, every child will have the chance of taking the advantage of them. Equal opportunity given by the municipality is an important outcome that emerged from the parents, teachers and administrators, as this is a motivating factor that has made the parents send their children to these remedial courses. This finding is in line with OECD Netherlands’ “Everyone deserves a chance” motto, as it is discussed in the literature review (Buis, Tjoa, Korteweg, & Slikkerveer, 2011).

The answers given to the interview questions (“What are your expectations from these courses?” and “What have been the main benefits of these courses? What has improved?”) on expectations from and benefits of these remedial courses according to the parents, students, administrators and teachers also gathered under the same umbrella. First of all, school success is very important. Education is like a triangle, consisting of parents, teachers and students. Parents are the ones who send their children to these courses, spending two or three hours waiting for them, taking and bringing them even on very rainy, snowy and stormy days. Thus, the

involvement of parents plays the important role in the school success as they support these remedial courses given after school or at weekends (Little, Wimer, & Weiss, 2008). The target of the system and the main reasons behind these remedial courses are to give the basis of education, revise, prepare for exams and increase school success. The curriculum of the remedial courses is the same curriculum that is taught in schools, so students go over the same school subjects. If they are behind the program at school, they learn it in advance in these courses and when the teacher starts the new unit, they come full of new ideas and knowledge of the new unit and understand it easily. Classroom participation becomes very active with these students, as they are ready to answer the questions before the ones who do not attend remedial courses. On the contrary, if they are ahead of the program at school, they make revisions, fill in the missing parts and consolidate the learning. Students understand better, learn in small-sized classes, as the classes are limited to 20 students. In schools it is difficult to get a one-to-one relationship with teachers since the classes are very crowded. As learning occurs with smaller numbers of students, understanding becomes easier and the relation between the teacher and students gets closer. Due to this, students feel free to ask questions and get answers to their questions and feel contented and satisfied. They have the chance to grasp the information, to make revisions and to consolidate what is learned. As well as that, they can compensate for the knowledge they lack, learn better and get higher marks. Some of the students are not afraid of getting low marks in the exams, and as some said their exam anxiety was lower. The implications of these findings indicate that there has been an improvement in school success and the motivation of students toward lessons increased. As discussed in the literature review, Chin-Wen Chien (2013) made a qualitative study in a US northwestern summer school in a school

district to see the contribution of remedial classes. In this district, the students were disadvantaged because of race, poverty, culture and language, as their first language was not English. In this qualitative study, interviews, documents and classroom observations showed that remedial classes, additional education and support helped the disadvantaged students to catch up with their peers. With these free courses in Beykoz Municipality the students also have the chance to come up with better results in terms of school success.

Remedial courses give extra hours of revision and learning. As administrators and teachers underlined, the targets of these remedial courses are to improve school learning, increase school success, get them prepared for the exams, and this emerged as one of the main results of this study. As was discussed in the literature review, a study made in Isreal by Lavy and Schlosser (2004) was on the short-term impact of a remedial education program for the students who were underperforming in matriculation exams. The students were provided with extra instruction and were compared with the ones who did not have remedial classes. The results showed that there was an increase of 3.3% in success in matriculation exams compared with the others who did not receive extra instruction. The target of the program was to see the effects of success after the remedial classes. Moreover, the costs and benefits were analyzed and the mean matriculation rate among the participants was an 11-12% increase and it was 22%. This early intervention helped the students to pass the matriculation exam and also helped to prevent dropouts. Like these Israeli students, Turkish students in Beykoz had education in smaller classes with extra hours of education. They benefited more in the municipality remedial courses as the classes in schools are more crowded, and it is difficult to have interaction with the teacher in crowded classes.

Harvard Family Research Project (HFRP), which was discussed in the literature review, wanted to clarify what could be done to improve learning in the “After School Programs in the 21st Century”, by checking the changes in academic success, social, socio-emotional growth. As a result, there was a difference in math exam scores, high school attendance and better academic results, better attitudes towards learning and the students were engaged more in learning, did homework, had less discipline problems, better grades and lower dropout rates, which showed similarities with these results of the study as school success improved.

The study explores the significance of the leisure time, which students spend effectively in a safe environment, and this keeps them away from harmful things. Students, instead of spending their time on watching TV, surfing the Internet or playing with their mobile phones, join not only remedial classes but also arts classes like music, drawing, theater, etc. As they mentioned, it is one of the benefits and targets of this education system of remedial courses. The results of the interview questions “What have been the main benefits of these courses? What has improved?” show that the students learned to pass their time in a fruitful and safe environment by learning to play a musical instrument such as guitar, violin, *bağlama*, etc. The municipalities and MoNE nowadays give seminars and have psychology counselors inform both the students and parents in school about harmful habits like drugs, cigarettes, alcohol, etc. The parents feel secure as these education centers are guarded by security guards and the students are under the supervision and control of the teachers and administrators as attendance is checked regularly. If the student wants to leave earlier or is absent, the parents are informed immediately. The parents know what their children are doing and where they are. They learn discipline in music

lessons, learn to play the notes and sing and most importantly learn to be a part of a group, a member of the group.

Furthermore, based on the outcomes of the study (the results of the interview question, “What is the contribution of these courses for the students?”), the administrators and teachers point out that some students become multi-talented by discovering their talents. As the courses are free, they can try as many courses as they can and see in which areas they are talented. If one is not successful in drawing, one can be successful in playing a musical instrument or instruments or speaking a language, etc. For some of them, it might be the opportunity to try new talents, activities for the first time in their lives. They have always wanted to do it, to try it, but because of economical problems they have given them up. It is easier to reach these courses as they are in the center of the district with available transportation.

The findings indicate that students make friends, get socialized in these education and arts classes. Some students who were shy felt it easier to express themselves both at school and outside school. Being the part of the group, feeling free to ask questions, learning to play a musical instrument, acting in a theater push them to act actively; joining the activities leads them to perceive the experience of success. The municipality at the end of the year gives concerts and prepares year-end shows with the student participants of these courses. As mentioned in the introduction, arts classes have an impact on learning mathematics and reading and help the students to discover their talents, together with higher self-esteem, positive attitudes towards school, and better marks (Massoni, 2011).

Some of the findings overlap or give rise to other results; for example, self-confidence of the students who participated in these courses increased was one of the findings. It was mentioned by all of participants of the study and it was also the

expectation, benefit and target of these education, culture and arts classes. One of the intentions of the parents and teachers was to have their children's self-esteem and self-confidence increased.

As a result of higher self-confidence, the students joined the courses enthusiastically, even as some of the parents underlined that their children preferred to come to the courses instead of going to a cinema. As stated in the literature review, CSSAR, Center for Security Action and Research, since 2008 has been targeting to cover the gaps and make children and their parents interested in education. As a result, children become more confident as they attend those courses, which will reduce school dropouts.

Based on the theories discussed in the literature review, such as "Ten Ways to Promote Educational Achievement and Attainment beyond the Classroom, a July 2010" document, ten goals were defined that can be accomplished. In community-based programs like municipality courses, the goal is to support school success and form non-academic abilities that help school success in after-school and summer programs. The outcomes of the study highlighted that the participants of these programs had higher grades, progress in school involvement, higher school confidence and higher GPAs, as well as less dropout than the control group. A research scientist, Mary Terzian built the "theory of change" for NCY (National Collaboration for Youth). In respect of her theory, youth development programs, after-school or summer learning programs have an impact on school success and have four outcomes for individual levels. These are: psychological, social and cognitive, academic and career development. The first one is the impact of psychological development, such as feeling a more positive self-concept, feeling socially and academically competent. The second one is social and cognitive

development, which takes into account producing positive relations, relations with other people like peers and adults, preventing dangerous, risky behaviors and also improving problem-solving skills (Terzian, Andrews, & Moore, 2011). The third and the last one is about improvements in school success, getting engaged in school life, getting skills for future academic preparations and career development. There are similarities between this study and her theory: feeling socialized, having a more positive self-concept, improvements in school success and getting skills for future academic preparations and career development. As written in the literature review, the collaboration of parents, teachers, schools, districts and municipalities is very important in education as it covers the needs of the society, leads to school success of the students from one generation to another.

The last conclusion to be drawn from this study is that these courses would shape the students' future as a career orientation. One challenge that emerges as an outcome is by having greater school success, studying arts, discovering their talents, the students' future will be shaped as education is one's future. As students learn school subjects better, they get higher marks. This influences their both school success and university exam results. School success is a gate that opens to better schools, university choices, so jobs and professions. This was stated when the students were asked to define "success" (the interview question, "Please describe what the term 'success' means to you"), since success was school success, talents, happiness, peace, achieving goals, good marks, winning a competition, being a qualified person, being responsible, learning completely and, lastly, the future. Besides, the teachers added that one can become a good musician, a music teacher, by discovering their one or multi talents. As well as that, some parents noted that learning a musical instrument could be the child's profession in the future. Being

weak at some lessons does not indicate that one cannot do anything in the future. Learning a musical instrument, being in drama, theater or arts classes can enhance their future success as a career in addition to the developments in learning school subjects, achieved by joining those remedial classes given by the municipality.

Most of the parents were thankful (the results of the interview question, “What else could be done in these courses to improve your child’s success?”) for this free choice of learning, supplied by municipality educational centers. Suggestions put forward by parents to improve their child’s success in these courses bring to light that there should be more educational and sports centers opened in the district, and music, arts and language classes’ hours can be increased. In addition to this, they requested guidance and counselors not only for their children but for themselves as well, which would help in psychological development of the society and for career orientation. As they lack information on understanding the talents of their children, teachers and counselors can direct the parents, as they are qualified and observe them better.

Luckily, in the findings, no negative effects of remedial courses were found, unlike as discussed in the literature, e.g. PISA (Program for International Assessment, 2006). It is stated that the time for learning used in after-school classes has a negative relation to the performance of students and the attitudes of students in learning and the quality of lessons are important. The amount of time spent on learning is not important.

To sum up, the results of this study point out how remedial courses given by the municipality have an impact on students’ lives and what is the contribution of these three top courses offered by the municipality in helping students to improve

academically, psychologically, socially, economically and in terms of career development. The themes and findings revealed how these courses have changed the lives and future of the students. As to my best knowledge, it is the first study in this area; more studies should be done in the following years, as the following years will be a transition and could reveal the real outcomes in more specific ways.

Learning is a lifelong process, so there are still many steps to be taken by municipalities and MoNE for education, as education is the future of the generation that sees innovations entering into our lives every day.

5.2 Implications for counselors

As stated by parent participants, one of the main benefits of these courses is that the students get socialized and gain higher self-confidence. Year-end shows, picnics and cinema days triggered these positive outcomes. The students not only met new people, friends, but also learned to be a member of a group. In music lessons they learned to act as a group, played together and sang the songs as a group. They became one with the choir, learned how to act socially in new environments.

Counselors are effective in education for the students who need support and guidance. This is more important during transitions to higher class levels, for instance from middle school to high school. Group activities for exam anxiety, having friends and anger management can be organized. Timetables can be prepared according to the needs of the students, that is to say tailored for the students. In this way, the students can develop study habits and also learn to use their leisure time effectively. When students are more successful in school, they feel better, participate more in class. Municipality remedial courses help students to spend their time

effectively in a safe environment. They not only learn new things but also discover their talents and skills. Moreover, one might also decide about his/her future job.

Counselors can be helpful for career development and direct the students according to their talents and interests by using surveys, questionnaires, etc. Students choose the appropriate electives, courses in the academic year and improve their skills for their future vocational life. Counselors inform them about the jobs, professions and different schools related to the areas of interest by giving seminars.

As a summary, it can be emphasized that the roles of the counselors are very important. The seminars given by the counselors are not only for students, as there is triangulation in education. Parents, students and teachers/administrators are involved in the educational process. The seminar topics can be on addiction to drugs, computers, puberty, healthy nutrition, using the time effectively, vocational education, exam anxiety, relations with friends, families, etc. Consequently, informed parents and teachers are believed to guide the children better, which helps to make the country have a healthier generation.

5.3 Limitations of the study

As far as it is known, this kind of study has not been done before, so it seems that it is the first example of its kind. The findings in this study indicated they were just snapshots of only one district in Istanbul, in two locations of Beykoz. Istanbul consists of many districts, all comprised of people, mostly immigrants, coming from different backgrounds, education levels and socio-economic status. Thus, the results cannot be generalized for the whole city or across municipalities. These results may show differences in different parts of Istanbul, even in different locations of Beykoz.

It should be considered that the data were hand-recorded. If people had accepted audio recording, the timing would have been different. The participants' gestures and visual clues would also have been included in the data and the data could have been richer.

The student participants' interviews were mostly done while their parents were in the same room. If they had been alone, they could have added more or said something different.

The results could have been different if the parents' interviews were not only done by the parents who brought and picked their children up from municipality, as they were very much concerned with their children.

The student participants' age ranged only from 10 to 15. The results might have been different if the participants had been younger or older, so other studies should be made with different ages of students or in primary school age or high school age, as the student subjects were attending middle school.

None of the participants complained about anything or said anything negative, maybe it was because, they signed the consent form and gave their telephone numbers, and the administrative and teacher participants were the ones who were working there.

5.4 Suggestions for further research

The educational system is changing and more studies should be conducted after *dershanes* will have been closed down as these remedial courses will replace them to see the effects of these courses on students' lives. With future additional studies and

further comparative studies, the effects of municipality “culture, arts and education courses” on school achievement, social life, talents, career, etc. in students’ lives can be discovered during and after this transition period in different districts of not only Istanbul but also Turkey, considering different age groups, levels of education.

An orientation for teachers, parents and students can be done before the courses start. Once in a semester they can have meetings, or surveys and questionnaires can be conducted in order to check the needs and training of the parents, students and teachers. There should also be an inspection system for the teachers and administrators who work there, as education depends on the teaching methods of the teachers. This feedback will guide the teachers and administrators to choose and apply the best methods and procedures in remedial and other culture and arts courses.

Gender differences were not taken into consideration since there were 26 females out of 40 participants, so considering gender differences, another study can be done to see if there will be a difference in the findings of the study.

A quantitative study can be done (Jacob & Lefgren, 2004) to see in which levels and in which lessons the courses are the most effective, especially considering the levels that they have in general exams such as TEOG for the eighth grades, for instance, in primary school, middle school or high school and at which grades, as each section consists of different learning levels.

APPENDIX A

CONSENT FORM FOR THE INTERVIEW

KATILIMCI BİLGİ ve ONAM FORMU

Araştırmayı destekleyen kurum: Boğaziçi Üniversitesi

Araştırmanın adı : İstanbul Beykoz Belediyesi “Kültür, Sanat ve Eğitim Kurslarının” Öğrencilerin Hayatları Üzerindeki Etkisi

Proje Yürütücüsü/Araştırmacının adı: Betül B. Yolak

Adresi: Beykoz

E-mail adresi: : betinayolak@yahoo.com

Telefonu: : 0532 433 04 34

Sayın Veli, Öğrenciler, Öğretmen ve Yöneticiler,

Boğaziçi Üniversitesi Psikolojik Rehberlik ve Danışmanlık Bölümü Yüksek Lisans öğrencisi Betül B. Yolak, İstanbul Beykoz Belediyesi “Kültür, Sanat ve Eğitim Kurslarının” Öğrencilerin Hayatları Üzerindeki Etkisi adı altında bilimsel bir araştırma projesi yürütmektedir. İstanbul Beykoz Belediyesi Kültür, Sanat ve Eğitim Kursları” adıyla öğrencilere yönelik Matematik, Türkçe, İngilizce, Fen Bilgisi, Biyoloji, Coğrafya, keman, gitar gibi takviye ve sanat branşlarında hafta içi, okuldan sonra ve hafta sonu olmak üzere kurslar açmıştır. Bu kurslar ücretsiz ve isteğe bağlıdır. Bu çalışmanın amacı kursların öğrencilerin hayatları üzerindeki etkisini incelemektir. Araştırma Beykoz bölgesinde velilere, öğrencilere, öğretmen ve yöneticilere yönelik hazırlanmış belediyenin iki farklı hizmet binasında yapılacak mülakatla gerçekleştirilecektir. İstanbul Beykoz Belediyesi bu çalışmaya izin vermektedir.

Proje konusu: Ortaöğretimde belediye tarafından verilen kurslardan en fazla gidilen üç tane kursun öğrencilere katkıları nelerdir. Bu projenin gerçekleşmesi için Beykoz belediyesi kurslarına katılan 10-15 yaşlarındaki ortaöğrenim öğrencileri, veliler, yöneticiler, öğretmenlerin yüz yüze mülakatları ve cevaplarına ihtiyaç vardır. Çalışmalar Boğaziçi Üniversitesi etik kurulu ve Beykoz Belediyesi onayı ile yapılacaktır.

Onam: Belediye tarafından verilen takviye kurslarından en fazla tercih edilen üç kursun öğrencilerin hayatlarına katkıları üzerine yapmak istediğimiz çalışmaya katılmaya sizi davet ediyoruz. Bu çalışma kapsamında bu kursların öğrencilerin hayatlarındaki etkilerini bulmayı umuyoruz.

Bu araştırmaya katılmayı kabul ettiğiniz takdirde araştırmaya katılan veliler ile kursların onların çocukları üzerindeki etkiye dair 7 soruluk, öğrenciler ile 4 soruluk, öğretmen ve yöneticiler ile ise 3 soruluk bir mülakat yapacağız Orta öğretim öğrencilerininin mülakatları velilerinden izin formları doldurulup imzaları alınarak

yapılacaktır. Ayrıca velilerden/vasilerden, öğrenci, öğretmen ve yöneticilerden kısa bir demografik bilgi formunu doldurmalarını rica edeceğiz. Demografik form velilerin/vasilerin yaşı, eğitimi ve çalışma durumu hakkında sorular içerecektir. Bu bilgileri toplamak için velilerle/vasilerle çocuklarını kurslardan almaya geldikleri zaman ya da çocuklarını beklerken 45-60 dakikalık bir görüşme yapacağız. Öğrenciler ile kurs çıkışında, 30-45 dakikalık, öğretmen ve yöneticilerle ise belli bir saat belirleyerek 45-60 dakikalık bir görüşme yapacağız.

Çalışmaya katılmanız tamamen isteğe bağlıdır. Sizden ücret talep etmiyoruz ve size herhangi bir ödeme yapmayacağız.

Mülakat sırasında ses kayıt cihazı kullanacağımı bilmeniz önemlidir. Lütfen mülakatların birini veya hiçbirinin kaydedilmemesini isterseniz bana söyleyin. Bu kayıtlar veri analizi sonrasında yok edilecektir.

Bu araştırma bilimsel bir amaçla yapılmaktadır ve katılımcı bilgilerinin gizliliği esas tutulmaktadır.

Bu araştırmaya katılmak tamamen isteğe bağlıdır. Katıldığınız takdirde çalışmanın herhangi bir aşamasında herhangi bir sebep göstermeden onayınızı çekmek hakkına da sahipsiniz. Araştırma projesi hakkında ek bilgi almak istediğiniz takdirde lütfen Boğaziçi Üniversitesi Eğitim Bilimleri Bölümü Öğretim Üyesi Doç. Dr. Zeynep Kızıltepe ile temasa geçiniz. (Telefon: +902123596794. e-mail: zeynep.kiziltepe@boun.edu.tr, Adres: Boğaziçi Üniversitesi, YD211, 34342 Bebek, İstanbul).

Eğer bu araştırma projesine katılmasını kabul ediyorsanız, lütfen bu formu imzalayıp bize verin.

Ben, (katılımcının adı), yukarıdaki metni okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları tamamen anladım. Çalışma hakkında soru sorma imkanı buldum. Bu çalışmayı istediğim zaman ve herhangi bir neden belirtmek zorunda kalmadan bırakabileceğimi ve bıraktığım takdirde herhangi bir ters tutum ile karşılaşmayacağımı anladım.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Formun bir örneğini aldım / almak istemiyorum (bu durumda araştırmacı bu kopyayı saklar).

Katılımcının Adı-Soyadı:.....

İmzası:.....

Adresi (varsa Telefon No, Faks No):.....

.....

Tarih (gün/ay/yıl):...../...../.....

Ses kaydını kabul ediyorum..... Ses kaydını kabul etmiyorum.....

Varsa Katılımcının Veli/ Vasisinin Adı-Soyadı:.....

İmzası:.....

Tarih (gün/ay/yıl):...../...../.....

Araştırmacının Adı-

Soyadı:.....İmzası:.....

Tarih (gün/ay/yıl):...../...../.....

APPENDIX B

İNAREK APPROVAL

BOĞAZIÇI ÜNİVERSİTESİ
İnsan Araştırmaları Kurumsal Değerlendirme Kurulu (İNAREK) Toplantı Tutanağı
2015/01

16.02.2015

Betül Betina Yolak
Boğaziçi Üniversitesi, Eğitim Fak. Eğitim Bilimleri, 34342 – Bebek - İstanbul
betinayolak@yahoo.com

Sayın Araştırmacı,

İstanbul Beykoz Belediyesi "Kültür, Sanat ve Eğitim Kurslarının" Öğrencilerin Hayatları Üzerindeki Etkisi, başlıklı projeniz ile yaptığınız Boğaziçi Üniversitesi İnsan Araştırmaları Kurumsal Değerlendirme Kurulu (İNAREK) 2015/02 kayıt numaralı başvuru 16.02.2015 tarihli ve 2015/01 sayılı kurul toplantısında incelenerek etik onay verilmesi uygun bulunmuştur.

Saygılarımızla,

Prof. Dr. Hande Çağlayan (Başkan)
Moleküler Biyoloji ve Genetik Bölümü,
Fen-Edebiyat Fakültesi, Boğaziçi Üniversitesi,
İstanbul

Prof. Dr. Yeşim Atamer
İstanbul Bilgi Üniversitesi
Hukuk Fakültesi
İstanbul

Prof. Dr. Betül Baykan-Baykal
İstanbul Tıp Fak. Nöroloji Bölümü
Çapa/İstanbul

Yrd. Doç. Dr. Özgür Kocatürk
Biyo-Medikal Mühendisliği Enstitüsü
Boğaziçi Üniversitesi,
İstanbul

Doç. Dr. Özlem Hesapçı
İktisadi ve İdari Bilimler Fakültesi,
İşletme Bölümü, Boğaziçi Üniversitesi,
İstanbul

Yrd. Doç. Dr. Ekin Eremsoy
Psikoloji Bölümü, Doğu Üniversitesi,
İstanbul

APPENDIX C

DEMOGRAPHIC QUESTIONS IN TURKISH

Demografik sorular

Veliler

- 1- Mesleğiniz, sizin ve eşinizin nedir?
- 2- Eğitim durumunuz, sizin ve eşinizin nedir?
- 3- Çocuğunuz kaç yaşında?
- 4- Hangi kurslara katılıyor?

Öğrenciler

- 1- Kaç yaşındasın?
- 2- Hangi kurslara katılıyorsun?
- 3- Annenin mesleği nedir?
- 2- Babanın mesleği nedir?

Öğretmenler ve Yöneticiler

- 1- Mesleğiniz nedir?
- 2- Kaç yıldır çalışıyorsunuz?

APPENDIX D

INTERVIEW QUESTIONS IN TURKISH

Mülakat-sorular

Veliler

- 1- Çocuğunuzu ne sebepten dolayı bu kurslara yazdırdınız?
- 2- Bu kurslardan beklentileriniz nelerdir?
- 3- Çocuğunuza yardımcı oldu mu? Evet...ise nasıl yardımcı oldu?
- 4-Bu kursların başlıca faydaları ne olmuştur? Ne geliştirdi?
- 5- Çocuğunuz kurslarda veya kurs sırasında herhangi bir engelle veya sorunla karşılaştı mı?
- 6-Öğrencilerin başarısını artırmak için bu kurslarda başka neler yapılabilir?
- 7-Ekleme istediğiniz bir yorum var mı?

Öğrenciler

- 1- Bu kurslardan beklentileriniz nelerdir?
- 2-Bu kursların başlıca faydaları ne olmuştur? Ne geliştirdi?
- 3- Kurslarda veya kurs sırasında herhangi bir engelle veya sorunla karşılaştınız mı?
- 4- Lütfen bana başarı sizce ne anlama geliyor tarif edebilir misiniz?

Öğretmenler ve yöneticiler

- 1- Bu kursların hedefi nedir?
- 2-Bu kursların öğrencilere katkısı nedir?
- 3-Belediye kurslarının diğer kurslarla karşılaştırıldığında farkı nedir?

APPENDIX E

INFORMATION ABOUT THE PARTICIPANTS

Parents

Parent Participant 1: She is a graduate of high school. She is a housewife. Her child is attending remedial courses. Her husband has associate degree and is an ironsmith. Her child is in middle school, going to the seventh grade.

Parent Participant 2: He is a primary school graduate and works in security. His wife is a primary school graduate. His wife is working in the kitchen. His child, who is 11 years old, is attending remedial courses.

Parent Participant 3: She is a graduate of high school and is a housewife. Her daughter, who is 10 years old, is attending remedial courses.

Parent Participant 4: She is a graduate of middle school and is a housewife. Her daughter, who is 11 years old, is attending remedial courses and the guitar course.

Parent Participant 5: She is a graduate of middle school and is a housewife. Her daughter, who is 11 years old, is attending remedial courses and the violin course.

Parent Participant 6: He is a middle school graduate, working as an electrician. His son, who is 10 years old, is attending both remedial classes and the guitar course.

Parent Participant 7: She is a graduate of high school and works as a cook. Her daughter, who is 12 years old, is attending remedial courses and the *bağlama* course.

Parent Participant 8: He is a graduate of high school and works in security. His daughter is 12 years old and is attending remedial courses and the *bağlama* course.

Parent Participant 9: She is a graduate of middle school, a housewife. Her son, who is 11 years old, is attending remedial courses and the *bağlama* course. Her husband is an electrician.

Parent Participant 10: He is a graduate of primary school. He is retired. His daughter, who is 10 years old, is attending remedial courses and the guitar course.

Parent Participant 11: She is a graduate of primary school, a housewife. Her daughter, who is 10 years old, is attending remedial courses and the guitar course.

Parent Participant 12: She is a graduate of primary school, a housewife. Her daughter, who is 10 years old, is attending remedial courses and the violin course.

Students

Student Participant 1: She is going to the seventh grade, attending all four lessons and the theater course. Her mother is a graduate of primary school and works at home as a cleaner. Her father is a graduate of middle school and works in the construction as a workman.

Student Participant 2: He is going to the sixth grade, attending all four lessons. His mother is a graduate of primary school and is a housewife. His father is a graduate of middle school and is a taxi driver.

Student Participant 3: She is going to the eighth grade, attending all four lessons course. Her mother is a graduate of primary school and is a housewife. Her father is a graduate of middle school and is a taxi driver.

Student Participant 4: She is going to the seventh grade, attending all four lessons and the violin. Her mother is a graduate of middle school and is a housewife. Her father is a graduate of high school and works as a waiter.

Student Participant 5: She is going to the fifth grade, attending all four lessons and the guitar course. Her mother is a graduate of primary school and is a housewife. Her father is a graduate of middle school and is retired.

Student Participant 6: He is going to the fifth grade, attending all four lessons and the guitar course. His mother is a graduate of primary school and works in a kitchen. His father is a graduate of primary school and is a security guard.

Student Participant 7: He is going to the fifth grade, attending all four lessons. His mother is a graduate of middle school and is a housewife. His father is a graduate of primary school and owns a restaurant.

Student Participant 8: He is going to the sixth grade, attending the arts classes; the other four lessons, he is taking them from *dershane*, but he is going to join the municipality remedial courses. His mother is a graduate of primary school and is a housewife. His father is a graduate of university and is a manager in the municipality.

Student Participant 9: She is going to the fifth grade, attending all four lessons and the *bağlama* course. Her mother is a graduate of high school and is a cook. Her father is a graduate of university school and is a private security guard.

Student Participant 10: He is going to the fifth grade, attending all four lessons and the guitar course. His mother is a graduate of primary school and is a housewife. His father is a graduate of high school and is an electrician.

Student Participant 11: She is going to the sixth grade, attending the violin course, but she wants to join only English classes; as she lives far away, it is a problem for her. She is the only one who comes from Şile and attending a village school. Her mother is a graduate of primary school and is a housewife. Her father is a graduate of primary school and is a welder.

Student Participant 12: She is going to the fifth grade, attending all four lessons and the violin. Her mother is a graduate of primary school and is a housewife. Her father is a graduate of high school and works as a freelancer.

Administrators and teachers

Administrator and teacher participant 1: She is a university graduate. She has been working as a teacher in the municipality for two years.

Administrator and teacher participant 2: She is a university graduate. She has been working as a secretary in the municipality for a year.

Administrator and teacher participant 3: She is a university graduate. She has been working as a teacher in the municipality for two years.

Administrator and teacher participant 4: She is a university graduate. She has been working as a teacher for eight years, but she has been working for a year in the municipality.

Administrator and teacher participant 5: She is a university graduate. She has been working as a teacher for a year.

Administrator and teacher participant 6: He is a university graduate. He is an administrator and has been working for six years.

Administrator and teacher participant 7: She is a university graduate. She has been working in another job for three years, but she has been working for a year in the municipality.

Administrator and teacher participant 8: He is a primary school graduate. He has been working in the security for two years and he has started working when he was 13 years old.

Administrator and teacher participant 9: She is a university graduate. She has been working as a teacher for 12 years.

Administrator and teacher participant 10: She is a university graduate. It is her first year as a teacher.

Administrator and teacher participant 11: She is a university graduate. She has been working as a teacher in the municipality for two years.

Administrator and teacher participant 12: He is a university graduate. He is a teacher and has been working for 11 years.

Administrator and teacher participant 13: She is a high school graduate. She has been working as a secretary for a year.

Administrator and teacher participant 14: He is a university graduate. He is an administrator and has been working for four years.

Administrator and teacher participant 15: She is a university graduate. She has been working as a teacher for 12 years.

Administrator and teacher participant 16: He is a graduate of two universities. He is a teacher and has been working for 10 years.

APPENDIX F

ORIGINAL TURKISH TEXT OF THE QUOTATIONS FROM THE INTERVIEWS IN CHAPTER 4 “RESULTS” (EXCERPTS)

Excerpt 1- Kızım boş vakitlerinde bu kurslara, derslere ve müzik kurslarına gidiyor ve bu gelecekte planlı olmasını öğretecek. İkimizde çalıştığımız için biz ona vakit ayıramıyoruz. Derslerine yardım alıyor, şarkılar öğreniyor, sosyalleşiyor. Tekrarlar yapıyor, dersleri pekiştirmek için iyi. Okulda sınıflar kalabalık, burada küçük sınıflarda öğrenmek daha iyi. Eğitim geleceği, yeni lisan öğrenmek. Müzik aleti öğrenmesi geleceği ve de kariyeri için önemli rol oynayacak. Yeteneklerini bilip, öyle yönlendirilecek. Gençken bir şeyler öğrenilir, sonra zor oluyor ve kurslar bedava. Bilgisayar, kitaplar başka lisanlarda.

Excerpt 2- Vaktini iyi kullansın, okul başarısı artsın.

Excerpt 3- Okul başarısını arttırmak ... Tekrarlamak, pekiştirmek, daha iyi öğrenmek

Excerpt 4- Sosyal olması kendine güveninin gelmesi.

Excerpt 5- Okul başarısını artırıp, yeteneklerini keşfetmesi.

Excerpt 6- Sosyal ve meşgul olması, yeteneğini keşfetmesi, kendine güveninin artması. Kendine güveni arttı. Takviye kurslarına ve de gitar kursuna katılarak kendi yetenek ve potansiyelini keşfetti.

Excerpt 7- Boş zamanını güvenli bir yerde geçirmek.

Excerpt 8- İlerde de okumazsa bir müzik aleti çalar, müzik öğretmeni olur, mesleğe müzik olarak adım atsın. *Ağaç yaşken eğilir*. Annem kızıyor, kursa gerek yok ama bu müzik aleti cebinde olsun.

Excerpt 9- Hemen hemen bütün dersler fen, matematik, Türkçe ve İngilizce dört ders faydalı oldu ... Eğitim olarak ... Önceden dersleri zayıftı, şimdi buraya geldikten sonra düzeldi.

Excerpt 10- Fazla sosyal değil, kişilerle iletişimi yoktu, çekingen bir yapısı var ... Özgüveni geldi, daha çekingendi, açıldı, isteyerek geliyor. Tiyatroya da gitmek istiyor, ama saatleri uymuyor evimiz uzak.

Excerpt 11- Olacak. Farklı ortam, değişik arkadaşlar, çevresi genişliyor.

Excerpt 12- Çocuğum ilerde hani ileriki dönemlerde istediği seviyeye gelmesi, hayatta istediği yere gelmesi.

Excerpt 13- Çocuğumda değişim oldu, içine kapanıktı, hatta sınıfta soru soramazdı. Psikolojisi daha iyi, hocalara bir şey soramıyordu, şimdi soruyor. Müzik aleti çalmasını öğrendiği için mutlu ki, bu onun geleceği için mesleği. Boş vaktini bilgisayar başında geçirmek yerine, müzik aleti çalmasını öğrenerek geçirmesi daha iyi.

Excerpt 14- Evlere ödev verilebilir, daha çok konu tekrarı olmalı ve tabii ki kursların devamı olmalı.

Excerpt 15- Neler yapılabilir? Bilgisayar dersi isteriz ve sınıflarda internet olması, binada var ama çocuklara yok, çocuklar kullanamıyor.

Excerpt 16- Bütün kurslar, dil, her şey var.

Excerpt 17- Her şey var yapılmış ben başka yerden taşındım, kurslar oturduğum yere yakın. Her şey var gibi istediği kursa katılabiliyor, istediği zaman geliyor, yüzme var mı sporla alakalı olabilir. Teşekkürler. Bizler gibi çocuklarını başka bir yere yollayamayacak olanlara güvenli bir yer, imkân sağladıkları için, saatlerin uygun olması, ücretsiz olduğu için teşekkürler.

Excerpt 18- Teşvik edebiliriz, yönlendirebiliriz, ablaları, ağabeyleri..Her Türk gencine bir spor bir enstrüman.

Excerpt 19- Spor faaliyetleri artsın merkezler çoğalsın.

Excerpt 20- Rehberlik çalışmaları olsun, bizler anne ve baba olarak çocuklarımızın bazı yönlerini bilmiyoruz, anlamıyoruz, neye eğilimli, meslek seçimleri olsun, yönlendirilmesi olsun önemli ... Öğrenciler bun alıyor, eğitim zor ... psikolojik olarak zorluklar yaşıyorlar, psikolojisi düzgün olsun diye taban eğitim önemli ... yaz dil kursları, ekstra dil kursları.

Excerpt 21- Devlet okulunda eksiklerimiz var. Eşim ana okulunda çalışıyor; orada da havuz var. Belediyede de havuz var. Sosyal ve spor faaliyetleri artsın.

Excerpt 22- İkimiz de belediyenin müzik dersi saatlerini arttırmalarını istiyoruz.

Excerpt 23- Enstrüman saatlerini, müzik saatlerini arttırmak, evim uzak, gelince en az iki saat kurs olsa ... oturduğum yere yakın merkezler açılrsa, merkezler çoğaltılrsa, rehberlik uzmanı olsa bana ve çocuğa da ... hem kendim için hem de çocuk için... Gücü olmayan veliler için bir şeyler yapılsın, çocuğum özeniyor, marka giyinmek istiyor, gücümüz yetmiyor, alamayınca benden uzaklaşıyor ... bilinçlendirme mi ne?.

Excerpt 24- Sınıflar kalabalık daha az öğrenci olsun, saatler artırılsın, güne sığdırılsın, müzik sınıfında saatler artsın daha az kalabalık olsun herkese saat yetmiyor.

Excerpt 25- Haftada bir geliyor, birinden diğerine, saatler yeterli değil.

Excerpt 26- Derslerime çalışıp daha iyi öğrenmek, yeteneklerimi geliştirmek, tiyatroyu seviyorum, derslerime daha çok çalışmak için.

İyi ders yapmak, çalışmak. İyi örnek olmak.

Bu kurslara tekrarlamak için, öğrenemediklerimi öğrenmek için, ve ... gelişimi derslerde sağlamak .

Sevdiğim için geliyorum, derslerim için derslerim iyi olsun diye, teyzem burada olduğu için.

Öğrenmek, sonra tekrarlamak.

Bir şeyler öğrenmek için, aktif olabilmek için.

Excerpt 27- Geleceğim açısından mesleğimi seçerken daha iyi şartlarda olmak, kendi istediğim mesleği, yapabilmek hepsi ona çıkıyor. TEOG sınavını başarmak, iyi not almak ve geleceğim.

Excerpt 28- Bu kurslara daha çok şey öğrenmek ... gitar bilmiyordum, öğreniyorum.

Excerpt 29- Kemani seviyor ve çalmak istiyorum.

Excerpt 30- Başarılı olmak, daha güzel zaman geçirmek, boş zamanlarını değerlendiriyorum...Öğrenmek için geliyorum ... özgüven kazanmak için, sosyal faaliyetlere katılmak ... boş vakitlerimi değerlendirmek için.

Excerpt 31- Derslerdeki verimimi arttı, aldığım desteklerle, okul hayatımın daha kolay geçtiğini düşünüyorum. Motivasyonum arttı. Sınav kaygısı azaldı, ders destekleri kendimi özgüvenli hissettirdi ve de yeni arkadaşlar.

Excerpt 32- Daha başarılı oldum, düzenli, disiplinli oldum, boş zamanlarımı değerlendiriyorum. Bağlama çaldığım için mutluyum, yeni türküler öğrenmek, söylemek eğlendiriyor ve de yeni arkadaşlarla tanışıyorum.

Excerpt 33- Kendine güveni ve motivasyonu arttı, buraya koşa koşa, isteyerek geliyor.

Excerpt 34- İyi ders çalışmak, bir şeyler öğrenmek, arkadaş edinme, gitar çalmayı öğreniyorum, derslerime çalıştıkça kendimi daha iyi hissediyorum.

Excerpt 35- Girişken olmak büyüyünce kızlara çalmak -Akdeniz Akşamlarını kızlar için.

Excerpt 36- Hayatım daha mutlu ve eğlenceli oldu. İngilizce kursuna da katılmak istiyorum, fakat katılamıyorum, çünkü bütün derslere katılmak lazım. Ulaşım sorun. Çok uzak oturmamıza rağmen, öğrenmek için bu şansı kullanmayı seçtim. Köy okuluna devam ediyorum ve benim için başka şans yok. Psikolojim daha iyi oluyor, içine kapanıktım, hocalara bir şey soramıyordum şimdi soruyorum ... meslek öğreniyorum, gitar çalmasını öğrendiğim için çok mutluyum.

Excerpt 37- Enstrüman çalmayı öğrendim, parmaklarımı kullanmayı öğrendim ... mesela koroda müzik aletiyle söylemeyi, beraber müzik öğretmeni dinliyorum, daha dikkatli oluyorum.

Excerpt 38- Artık sınavlardan düşük not alacağım diye korkmuyorum. İngilizce dersim gelişti, seçmeli iyi idi ama ... normal ders kötüydü. Buraya gelince iyi oldu, artık parmak kaldırıyorum.

Excerpt 39- Derslerime daha çok çalışıyorum. Kurslarda da ödev veriyorlar, hem kurs hem ödev daha iyi öğrenmemi sağlıyor hem de notlarım yükseldi.

Okulumda faydalı oldu, sorulara daha iyi cevap verebilmek, daha iyi ders öğrenmek, ders konularını, anlamamda yardımcı oldu.

Excerpt 40- Başarı öğrencilerin derslerindeki başarısını arttırıp, yeteneklerini ortaya çıkarıyor.

Excerpt 41- Başarı insanın kendi hayatında engelle karşılaşmaması, sorulara iyi yanıt verebilmesi.

Excerpt 42- Geleceğimi etkileyebilecek kazançlarım, eğitimim, geleceği ... Başarı geleceğim, hayatımı olumlu yönde etkileyebilecek kazançlarım, eğitimim. Geleceğim eğitimden geçiyor.

Excerpt 43- Başarı huzur, yetenek ve mutluluk

Excerpt 44- Amacımızın üstesinden gelmek.

Excerpt 45- Başarı bir şeyi kazanmak, yarışmada birinci olmak, okulda başarı, okulda iyi olduğunun kanıtlamak.

Excerpt 46- Mesela 1 derste 1. olmak, başarmak, yarışma kazanmak.

Excerpt 47- Başarı bilmeme ... nitelik sahibi bir insan yapmak, istediğini daha kolay yapıyorsun.

Excerpt 48- Çok başarılı ... planlı, programlı ... fende sınıf birincisi oldum, eve koşu koşu geldi(anne ekledi) ... planlı, programlı çalışıyorum, iyi not almak mutlu, motive ediyorumhafta sonu boş vaktimi değerlendiriyorum ... buraya severek geliyor özgüveni arttı(baba ekledi).

Excerpt 49- Başardığımda mutluluk hissediyorum. Okul ... okul dışında başarılı olunca derslerim de daha iyi oluyorum.

Excerpt 50- Başarı bir şeyi tam anlamıyla öğrenmek, anlamak.

Excerpt 51- Çalışmak, azimli olmak, sorumluluk sahibi olmak.

Excerpt 52- Öncelikle kursların hedefi okul başarısını arttırmak tabii ki, ikincisi, boş vakitlerini değerlendirmek, üçüncüsü, kendilerine fark etmek biraz daha özgüvenlerini arttırmak, okulda öğretmenler öğrencileriyle birebir ilgilenemiyorlar, okullarda sınıflar kalabalık, burada daha birebir ilgiyi arttırmak diyebiliriz.

Excerpt 53- Hedef yardımı ihtiyacı olan çocukların ücretsiz eğitim alması, okul dersleri veya yetenekleri geliştirme alanında tamamen ücretsiz, boş vakitlerini, güvenli bir ortamda değerlendiriyorlar.

(Katılımcı 4 ekledi). Okul derslerinde başarı oranını arttırmak, başarıyı arttırmak, arkadaş ortamında gelip giderek sosyalleşmek, test çözme becerilerini geliştirmek, okulda anlamadıklarını konuları sorabiliyorlar, ücretsiz olması ayrı bir olanak sağlıyor, maddi durumu olmayan öğrenciler için özellikle.

Excerpt 54- Kursların hedefi, asıl amacı maddi imkanı fazla olmayan ... dershaneye gidemeyen maddi imkanı olmayan çocuklara maddi ve manevi açıdan destek sağlamak yardım takviye derslerine ... hem de daha sosyal bir çevreye sahip olması etken.

Excerpt 55- Bu kursların hedefi öğrencilerin sosyal hayatlarının daha aktif olması, derslerine yardım, ücretsiz onları kötü alışkanlıklardan uzak tutmak ... en önemli şey saatlerini burada harcıyorlar. Tabii ki özgüvenlerini arttırmak.

Excerpt 56- Bu kursların hedef olarak, onlara alıştırmalar, şarkılar öğretiyor, provalar yapıyor ve gelecekte iyi bir müzisyen elde edilebilir.

Excerpt 57- Kursların hedefi öğrenci okul ... kategori kategori değişiyor, yaş grubuna göre değişiyor...öğrenciler için okul derslerine takviye artı girilecek olan sınavlara hazırlık ...ağırlıkta okul takviye kursları ve sanatsal kurslarda belli bir sanat aktivitesini öğretmek bu müzik kurslarında müzik branşında tiyatro, hızlı okuma tarzı kendine ekstra yetenekler ekstra kalite kazandırmak ... vasıflar kazandırmak için kurslar ücretsiz olarak yapılıyor. Piyasada çok ücretli olan kurslar belediyenin kaynaklarıyla tabii burada kurslar bizim yediden yetmişe herkese açık olduğu için herkesin geliş hedefi, amacı farklı oluyor. Kimisi Açık öğretimde okuyan öğrenciler var okul derslerine takviye için gelenler, kimisi üniversite hazırlık kursu, LGS, LYS kursu olanlar var, için açık öğretimde yine okul dersleri için genelde sınavlara hazırlık için geliyorlar bir sanat bir ekstra vasıf kazanmak için geliyorlar.

Excerpt 58- Öğrencilerimizin okul derslerine katkıda bulunmak, müfredatı takip etmek, okul derslerine paralel okul başarılarını arttırmaya çalışmak, benim dersim açısından olarak hedefim.

Excerpt 59- Gözlemlediğim kadarıyla derslerde daha aktif rol alabiliyorlar, derse katılım artıyor, odaklanma ve çocuklardaki o dikkat eksikliğini ne yazık ki bir çoğunda olan ... Problemleri aşmada yardımcı oluyor. Kendilerini gerçekten ifade ederken sıkıntıya düşen çocuklar, çünkü gelişen teknolojinin teknoloji çağının getirdiği problem çocuklar birbirleriyle konuşmuyorlar, ekrana bakarak ekranda vakit

geçiriyorlar. Biz bu en azından birbirlerinin yüzlerine bakan birbirleriyle konuşan ve ne istediklerini aktaran bireylere dönüştürmeye başladık diye umut ediyorum.

Excerpt 60- Derslerin yanında kişisel gelişimleri gelişmiş oluyor, kültürel faaliyetlerle boş zamanlarını değerlendirerek yeni arkadaş çevresi elde etmiş oluyorlar. Birçok öğrencimiz çok yönlü oluyor. Çok yönlü oluyor, çünkü birçok branşa katılan öğrenciler zamanları yettiğinde diğer tüm branşlara katılıyorlar bu da çok yönlü olmasına ve dolayısıyla eğer varsa herhangi bir alanda yeteneklerinin ortaya çıkmasına neden oluyor, yardımcı oluyor.

Excerpt 61- En büyük katkısı aslında dershaneye gidemedikleri için, durumları olmayan, maddi durumu düşük olan öğrencilere dersane sistemi gibi eğitim verebilmek, dershanelerden farkımız olmadığını gösterebilmek.

Excerpt 62- Ah ... Bizim kursların, belediye kurslarının en büyük özelliği ücretsiz olmasıdır. Herkesin yediden yetmişe yararlanabilmesidir. Okulla birebir aynı eğitimi vermesidir. Öğretmenlerin sadece kendi branşlarında ders yapan, üniversite mezunu olması da öğretim kalitesini yükseltmektedir.

Excerpt 63- Maddi açıdan derse katkı ve branş katkısı var. İster istemez kursa gelen kulaktan dinleyerek bir şey öğreniyor. Maddi açıdan gidemeyeceği kursu burada tatmış oluyor. Örneğin, saza ilgisi var, ama maddi sebeplerden dolayı ilk kez sazla çalışıyor.

Excerpt 64- Bu kursların birinci katkısı öğrencilerin sosyal hayatlarının daha aktif olması, ikincisi özgüvenlerini sağlamak, özgüvenlerini geliştirmek, üçüncüsü kendilerini müziğin dili ile ifade etmelerini sağlamak dördüncüsü ekip çalışmasının anlamını öğretebilmek ... bir ve birlik olmanın anlamını pekiştirebilmek beşincisi iç disiplinin geliştirilmesi.

Excerpt 65- Dershanelerdeki sistemi hiç doğru bulmuyorum zaten paralı eğitimi doğru bulmuyorum. Eğitim herkesin hakkı. Özellikle kendisini yetiştirmek isteyen, fırsat bulamayan nice yetenekli çocuklara öğrencilere belediyeler vasıtasıyla bu tür ücretsiz kurslara gelerek kendilerini bu kurslarla tamamlamalarına, eğitimlerinde çok farklı bir noktaya ulaşmalarında ciddi bir yardım olduğunu düşünüyorum, o yüzden de çok mutluyum bu çalışmanın içinde var olabildiğim için. Böyle olunca daha gerçekçi doğru iletişim kurulabiliyor çocuklarla çünkü özel, kolej ve etüt merkezinde de çalıştım. Çocuklar parasını verdikleri kurumlarda azımsayacak kadar çok para harcıyorlarsa aile olarak burada ailede de dillendirilmesinden dolayı fazla ukala ve tahammül edilmez küstahlıklar gösterdiklerini gördük ve bunun yanlış olduğunun düşünüyorum, bu yanlış. Belediye sosyal sorumluluk göstererek ihtiyaç sahiplerine fırsat eşitliği sağlıyor. Parası olup ta zaten ilerde patron olacak, çocukların sahip oldukları birçok imkâna sahip olmalarını sağlıyor.

Excerpt 66- En büyük farkımız ücretsiz olması tabii ki, bunun dışında özel dershanelerle ya da diğer İSMEK kursları farkı. İSMEK yetişkinler için, okul öğrencileri için değil, biz okul öğrencilerini hedefliyoruz, onlara yönelik, okul öğrencilerinin dışarıda geçirecekleri boş vakitlerini burada geçirip, daha kaliteli olmasını sağlıyoruz. Dershanelerden fazla bir farkımız olduğunu düşünmüyoruz, testler veriyoruz, kaynak temin etmeye çalışıyoruz. En azından dersane sistemini yakalamaya gayret ediyoruz diyebilirim. Kurslar ilçe merkezinde olduğundan ulaşım öğrenciler için kolay olmaktadır. Çevrede ek hizmet binaları olduğu için her okulun öğrencilerine ulaşmamız da öğrenciler için bir avantaj olmaktadır.

Excerpt 67- En büyük farkı ücretsiz olması tabi ki. Bu sebepten dolayı bu çocukların birçok alandan, branşlardan yararlanma imkânı sağlıyor. Daha önce dershanelerde çalışmıştım. Farkı burada samimi rahat bir ortam var daha rahat hissediyorlar.

Dershanelerde zorunlu ve baskı altında olduklarını düşünüyorlar. Ayrıca kaynaşma ortamı ... Ama dershaneler ... Veliler, aileler ödeme yaptıklarından dolayı bu kadar para ödedim, gitmek zorundasın diye şartlandırma yapıyorlar. Burada şartlandırma yok. Çocuklar ve aileler burada rahatça ve özgürce arkadaşlarıyla birlikte öğrenim görüp yaşama şansı var.

Excerpt 68- Bir kursa gidince materyal istendiğinde kursla ilgili herhangi bir derste bunu almak zorunda oluyorsun kursla ilgili bir destek ... maddi herhangi bir şey beklemeden veriyoruz, gerekli materyalleri aldirmaktansa kaynak olarak kendi imkanlarımızı kullanıyoruz sıkılmıyorlar, daha rahat geliyorlar para bulup kitap alayım şeye girmiyorlar demiyorlar ... sanırım budur.

Excerpt 69- Farkı en azından en dikkat çekici özelliği ücretsiz olması, kimi zaman ücretsiz olduğunda bir güven sorunu olabiliyor ama geldiklerinde hem veliler olsun hem öğrenciler olsun olumlu karşılık aldıklarında onlara güven duygusu sağlıyor bu kursla. Sınavlarında en azından düşük olduklarını gördüğü sınavlarda, kendilerini yükseltmeleri, tekrar etmeleri, başarıda da başarılı oldukları derste, bir adım daha başarıya ulaşmalarını sağlamak, sosyal hayatlarını da geliştirmektedir. Okul dışında tekrar bir aktivite ile bir araya gelerek farklı öğretmenler farklı öğrencilerle bir araya gelerek iletişim, çeşitlilik kendilerini ifade etme bakımından da gelişebilecekleri yer.

Excerpt 70- Öğrencilerden aldığımız en azından benim aldığım duyular ... sizin anlattıklarınız sayesinde sınavda aklıma gelip yüksek notlar aldım demeleri, öğretmenin sorduğu sorulara sizin anlattığınız sayesinde öncesinden hazırlanıp kolay cevaplar verebiliyorum demeleri hem bizlere de teşvik hem de öğrenciler için gerçekten işe yaradığını görüyoruz. Aileleri de teşvik ediyor bu şekilde çocuklar için çok uğraşıyorlar kendi elleriyle bizzat getirip, ders bitene kadar iki- üç saat bekliyorlar, tekrar çıkışta alıyorlar.

Excerpt 71- En büyük farkı eğitim kalitesi ve öğretmen çalışanları olarak farklı olmamasına rağmen tamamen ücretsiz. Eğitim kalitesi yüksek, öğretmenler alanlarında uzman, yeterlilikleri ve deneyimleri yüksek. Öğrenciler yeteneklerini keşfediyor, geliştiriyor. Yapıyorsa gitar, bağlama, resim dersine katılıyor, yeteneğini görmeyince diğer kursa katılıyor. Kendini keşfetme fırsatı.

Excerpt 72- Matematik ve İngilizce de iyi değildim. Şimdi daha iyiler ve derslere sınıfta daha çok katılıyorum ve de daha iyi anladığım için parmak kaldırıyorum.

Excerpt 73- Oğlum bu kurslara katılarak daha sosyal oldu, insanların karşısında konuşmaktan korkardı. Boş zamanlarını öğrenerek ve yeni insanlar tanıyarak geçiriyor. Şimdi daha iyi ve anlamadığı soruları soracak cesareti var.

Excerpt 74- Piknikler, sinema günleri ve de yılsonu gösterileri hazırlıyoruz. Amaç boş zamanlarını verimli geçirtmek, ve bu aktivitelerle sosyalleşmelerini sağlamak. Onlar sadece yeni arkadaşlarla tanışmıyorlar, aynı zamanda eğleniyorlar ve de sosyal olarak davranmayı öğreniyorlar.

Excerpt 75- Çocuğum keman çalmayı öğrendiği için kendini daha mutlu hissediyor. Onu odasında şarkı söylerken buluyorum. Öz güveni arttı ve kendini daha iyi ifade edip, insanlarla daha kolay iletişim kurabiliyor.

APPENDIX G

BEYKOZ MUNICIPALITY ANNUAL REPORT

The Beykoz Municipality Annual Report is below. According to the municipality report, in 2014, a total of 15,991 people attended the courses. The number of students who attended remedial courses was different, because they could choose among the courses. However, in 2015 the number of students will be same in the four courses: science, mathematics, Turkish and English, because they are compulsory. The table indicates that every year the number of people joining these courses is increasing.

BEYKOZ MUNICIPALITY ANNUAL REPORT

2014		2013		2012	
DERSİN ADI	KURSİYER SAYISI				
KURAN-I KERİM	1359				
İNGİLİZCE	3146	TOPLAM	11,542	TOPLAM	10,103
MATEMATİK	2600				
TÜRKÇE	1860				
FEN BİLİĞİSİ	1989				
OSMANLICA	119				
ARAPÇA	295				
İSPANYOLCA	107				
ALMANCA	159				
FRANSIZCA	54				
TİYATRO	383				
DİKSİYON	311				
HIZLI OKUMA	426				
KALİGRAFİ	90				
FOTOĞRAFÇILIK	101				
SATRANÇ	148				
RESİM	130				
NEY	88				
KEMAN	200				
BAĞLAMA	128				
GİTAR	462				
KEMENÇE	80				
HALK OYUNLARI	33				
MENTAL ARİTMATİK	365				
COĞRAFYA	206				
TARİH	211				
FİZİK	252				
KİMYA	217				
BİYOLOJİ	214				
EDEBİYAT	232				
BİLGİSAYAR	26				
TOPLAM	15,991				

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