Opinions of Classroom Teachers Working in Public Education Centers on Adult Education*

Yusuf Başkan, Dicle University, yusuf.baskn@gmail.com, 0000-0002-1751-3676

Mehmet Bars, Dicle University, mehmetbars21@gmail.com, 0000-0002-8695-2648

Abstract

This research aims to examine the opinions of classroom teachers working in public education centers on adult education. One of the qualitative research designs, a basic qualitative research design, was used. The research group of the research was determined through criterion sampling, and criteria such as a permanent or contracted classroom teacher linked with the Ministry of National Education and having worked or working in public education facilities were sought from the participants. The research group of the research consisted of 20 participants. A semi-structured interview form was used as a data collection tool in the research, and the data were collected as audio recordings. The results of the interviews with the teachers who could not get permission for the voice recorder were obtained by transcribing the words of the teachers. The content analysis method was used in the analysis of the data. Themes and sub-themes were formed from the answers given by the participants. Adult education is vital for individuals and society, and results showed that adults' responsible manners influenced adult education. Furthermore, adult education teachers saw that adult education has a wide range of working hours and that block lessons can be held as an advantage. It has been concluded that they see trainee absences and adults' focus on obtaining certificates rather than the educational process as a problem.

To cite this article: Başkan, Y., & Bars, M. (2022). Opinions of classroom teachers working in public education centers on adult education. *International Journal of Curriculum and Instructional Studies, 12(1)*, 275-304. doi: 10.31704/ijocis.2022.012

---

* This study was produced from the first author's master's thesis "Opinions of Classroom Teachers Working in Public Education Centers on Adult Education".

Introduction

Changes in social, communal, and economic fields occur quickly in our day due to the advancement of science and technology. Individuals must develop new skills and information to keep up with these changes. Today, education has become critical and valuable with the changes experienced (Türkoğlu & Uça, 2011). The rapid realization of change in the 21st century has created the need for continuous learning in individuals and made adult education inevitable. In addition, the inability of adults residing in rural areas to benefit from formal education is one of the conditions that necessitate adult education (Kocabatmaz, 2020).

Adult education has a critical role in helping countries achieve their long-term development goals. The fast shift in population in certain nations also gives rise to changes in the current workforce. Adults will need to devote more time to schooling in future occupations. Adults must learn new skills or improve old ones to adapt to shifting business lines as the population shifts. In delivering comprehensive solutions to the problems, especially the growth of countries, increasing involvement in adult education and disseminating this education fairly and inclusively for everyone is crucial (UNESCO, 2019).

It is still essential to provide basic educational needs for adults and literacy courses to illiterate adults (Sayılan, Yıldız & Baykal, 2017). Adult education can provide adults with essential knowledge and skills, especially literacy courses.

Especially in underdeveloped countries, the deprivation of formal education of people living in rural areas or the inability to benefit from formal education necessitates adult education. In developing countries, reasons such as the rapid increase in the young population, the problem of attending school, and the high fertility rate make adult education necessary (Kocabatmaz, 2020).

The importance of adult education has grown because formal education cannot meet the needs of societies while also addressing social, economic, and social changes in a rapidly changing world. There are dizzying advances in knowledge and technology today. Change is unavoidable as a result of this advancement. Societies will need to develop new behaviors, attitudes, and skills. Adult education will enable the realization of new behaviors, attitudes, and skills on the part of adults (Turgay, 2019; Karabacak Aşır, 2011).

Furthermore, it is possible that changes in the business world, deepening globalization, new technologies, and existing skills will make it difficult to change jobs, and countries will require more advanced workers. In these profound changes, individuals, firms, and economies must develop existing skills or create new skills (OECD, 2018). Adult education's role is to teach adults new skills, adapt to technological and economic changes, and assist adults in overcoming these skills and changes (Duman, 2007).

Adult education focuses on non-formal educational activities that enhance occupational and personal skills in people who have completed or never completed formal schooling (Karabacak & Kaygın, 2018). Adult education allows people to obtain new skills and information, participate in educational activities for a specific goal, and improve their living standards. Adult education is not a replacement for formal education; instead, it may be considered the filling in gaps in formal education or the discovery of previously unknown skills (Göksan, Uzundurukan, & Keskin, 2009).

The primary purpose of adult education is to educate adults to solve the problems of countries and societies (Park, 2002). In a world where skills and knowledge are rapidly becoming outdated, everyone needs to improve themselves by benefiting from adult education activities at any level (Miser, 2002).

Adults have an idea of what they need to learn and what they want to learn because of their life experiences. Educators need to exchange views with adults on these issues (Deveci, 2021).

Geray (1978) lists the prominent differences between adult education and children's education in terms of purpose, scope, and method as follows:

- The aim of education, which is generally directed toward children, is to develop the child's personality, raise a good member of society, and prepare them for the life they will embark on in the future. Adult education has the opposite approach. It is directed toward solving the problems that adults face today.
- Knowledge and skills related to the adult's area of interest indicate the subject of adult education. It is desired to provide the child with the knowledge and skills in the program prepared by the institutions beforehand at school.
- The methods and practices used in adult education are different. While there is an educational effort to develop children's personalities, an approach that ensures the protection and activation of the personality developed in adults is required.

The government usually offers adult education in Turkey; however, private institutions can also provide adult education, even in limited numbers. In public education facilities, the Ministry of National Education provides a variety of vocational, cultural, and social courses to people (Turgay, 2019). Adults attend various courses for educational purposes. The Ministry of National Education (MNE) established the General Directorate of Lifelong Learning to address the demand for lifelong education and reach out to all sectors of society. Adult education is provided as a lifelong learning institution in Turkey by the General Directorate of Lifelong Learning, including public education centers, maturity institutes, and open education schools (MNE Lifelong Learning Institutions Regulation, 2018). For all citizens' expectations, interests, and wishes, public education centers are the most accessible lifelong learning institution in adult education, offering free courses in social, cultural, sports, occupational, and economic domains (General Directorate of Lifelong Learning, [HBOGM], 2020). In this regard, this research investigated the perspectives of classroom teachers working in public education centers on adult education, and it attempted to draw meaningful conclusions about the status of adult education, the difficulties encountered in adult education, and the contributions of educators to the process in terms of their roles.

Purpose and Significance of the Research

This research aims to examine the opinions of classroom teachers working in public education centers on adult education. For this purpose, answers were sought to the following questions about classroom teachers:

1. What are the teachers' views on adult education?

2. What are the characteristics of a good adult educator?

3. What are the advantages and limitations of adult education?

4. What are the problems experienced in adult education?

Adult education is included in our country's definition of lifelong learning. When the monitoring and evaluation reports provided by the Ministry of National Education's General Directorate of Lifelong Learning are analyzed, it is clear that adult education participation has grown in general. Based on these figures, adult education demand is expected to increase even more in the following years. As the need for adult education courses grows, it will become increasingly vital.

When the research on adult education is examined, it is discovered that primary education consists of three skill areas in adult education. Literacy, basic mathematics, and life skills are the three skill categories. When evaluated globally, these skills are considered within the literacy framework as a concept. When studies on primary education for adults worldwide are examined, it is clear that literacy is regarded as a social practice. Public institutions and organizations worldwide offer literacy courses, including in Turkey. Literacy courses are provided in Turkey by the Ministry of National Education's General Directorate of Lifelong Learning. According to the monitoring and evaluation report published by the General Directorate of Lifelong Learning in 2021, literacy courses were the fifth most open course area in Turkey, 13,690 literacy courses were opened, and 35,619 people attended these courses. Classroom teachers take part in the literacy courses opened. In addition, there are dozens of course areas that classroom teachers can open for adults in the course areas of the General Directorate of Lifelong Learning. For these reasons, classroom teachers are an essential element of adult education (Akay & Ültanir, 2010; HBOGM, 2021; Knowles, Holton & Swanson, 2012; Yıldız, 2010).

Even though adult education is frequently performed in our country, only a few studies on this issue (Kılıç & Arslan, 2016), when the limited studies in the literature are analyzed, it is discovered that studies employ more quantitative research methodologies and that qualitative research in the field of adult education is lacking (Alınca, 2019; Babanlı, 2018; Güner, 2018; Kizanlikli, 2018; Özengi, 2017; Ata, 2016).

On this topic, the perspectives of adult education teachers are crucial. Classroom instructors work in adult education institutions, primarily in literacy programs. When the studies in the literature are examined, it has been determined that the studies on the views of classroom teachers about adult education are limited. For these reasons, it was thought that it would be crucial to examine the views of teachers who provide adult education. The goal of this research is to find out what classroom instructors think about adult education and contribute to adult education.

Method

Research Model

In the research, basic qualitative research design, one of the qualitative research models, was used. The research seeks to comprehend the experiences of classroom teachers working in public education centers and their perceptions of those experiences, and the meanings they construct. As a result, the study's preliminary qualitative research design was used (Altheide & Johnson, 2011). Primary qualitative research method; phenomenology is an essential and interpretive type of study that does not delve into methods such as case studies or implicit

theory. The researcher creates themes in the results section and attempts to make sense of the data (Merriam, 2013).

Study group

The criterion sampling method, which is one of the purposeful sampling methods, was used to determine the research study group. The basic understanding of the criterion sampling method is to research all cases that meet a predetermined set of criteria. Purposive sampling was chosen to acquire in-depth certified data for the investigation (Patton, 2014). These criteria were either produced by the researcher or taken from an available list (Yıldırım & Şimşek, 2018).

The participants in this research had to meet the following criteria: they had to be permanent or contract classroom instructors linked with the Ministry of National Education. They had to have worked or worked in public education facilities. The study group for this research consisted of 20 persons who fulfilled these criteria.

Demographic information of the participants in the study group is given in Table 1.

Table 1. *Distribution of Classroom Teachers by Gender, Age, Educational Information, Professional Experience, Adult Education Status*

Variable		Frequency
Gender	Female	7
	Male	13
	Total	20
Age	20-30	7
	31-40	8
	41-50	5
	Total	20
Education information	Bachelor's degree	18
	Master's degree	2
	Total	20
Professional experience	1-5	4
	6-10	7
	11-15	3
	16-20	2
	21 and over	4
	Total	20
Status of receiving education for adult education	Received	5
	Not received	15
	Total	20

When Table 1 is examined, it is seen that the number of men participating in the research is higher than the others. The age range of the participants varies between 20 and 50. The majority of the participants are undergraduate graduates, they have at most 6 to 10 years of professional experience, and the majority have not received any training for adult education.

Data Collection Tool

The interview approach, a qualitative data-gathering instrument, was chosen for the research. The interview approach allows participants to offer detailed information. The interview is a qualitative data-gathering strategy that aids in obtaining the intents, ideas, and feelings that are difficult to see by asking questions. The quality of the results gained primarily depends on the researcher (Patton, 2014).

In the research, data were collected using a semi-structured interview form. A semi-structured interview is the most frequently used data collection tool in qualitative research methods. It is a flexible method that allows the participant to express their point of view and thoughts on any issue in their own words. As a consequence of the semi-structured interview, the researcher interviews with the questions prepared beforehand (Çarkoğlu, 2013).

The researcher asked the participants the interview questions prepared under the sub-problems and obtained responses during the interview. For the use of the semi-structured interview form, which the researchers produced after consulting with experts, Dicle University's ethics committee clearance was first sought, followed by authorization from the Diyarbakır Provincial Directorate of National Education. To obtain detailed data on the research, the researcher asked the following questions to the participants:

1. What are your thoughts on adult education?

2. Do you think adult education is known enough? What can be done to increase the awareness of adult education?

3. What qualities do you think a good adult educator should have?

4. What are the advantages and limitations of adult education?

5. What do you think are the problems of adult education? What are your suggestions for solutions to these problems?

6. Is there anything else you would like to add?

Data Collection Procedures

The actual application was submitted to Dicle University's Social and Human Sciences Ethics Committee for the approval of the research's ethics committee. The research was judged to be ethically suitable by the relevant committee's decision dated 30.12.2020-102.

Schools and public education centers were contacted to select acceptable participants for the interviews. The appropriate participants were notified and interviewed under the concept of voluntariness. All but three of the interviews were recorded on a voice recorder. Although it was proposed that the interview be documented on paper rather than using a tape recorder, two of the interviewees left the interview midway because they were uncomfortable with recording their voices.

Data were collected utilizing an interview approach from the 20 participants in March and April. The volunteer participants' schools were visited, and interviews were scheduled at convenient times.

For the 17 participants who consented to their permission, a voice recorder was employed throughout the interviews, and then the researcher transferred the voice recordings to a computer system. The data from the written analysis and the responses to each question were combined into a single file. The written data was examined several times, and ideas and concepts that would allow for meaning analysis were identified and interpreted in a way that would clarify the research goals.

The results of the interviews with three participants were collected by transcribing the words of the participants in the same context since authorization for the voice recorder could not be secured.

Analyzing Data

The data was analyzed using the content analysis approach. Content analysis is intended to bring the generated material together within the framework of particular concepts and topics and then turn it into a form that readers can understand (Yıldırım & Şimşek, 2018). The data in this research were evaluated in four stages: coding, discovering themes, arranging and defining the codes and themes, and interpreting the results. The researcher converted the data to electronic media, evaluated the generated data in-depth, and produced codes from the data with the help of three specialists. Thematic coding was used to find similar characteristics among the determined codes. The codes were compared and contrasted, and sub-themes and themes were created by grouping together the connected codes. The codes were compared and contrasted, and sub-themes and themes were created by grouping together the connected codes.

Validity and Reliability

In qualitative research, the term "validity" refers to the correctness of the results. It refers to an objective examination of the topic under investigation. Internal validity is the ability to expose the researched reality of the process used by the researcher to arrive at the conclusions of the research. Internal validity is related to the fact that the facts observed by the researcher reflect reality. External validity (transferability) is the transferability of the results to similar groups or environments. External validity is related to the generalizability of the research. Based on the assumption that social events change according to the environment, none of them can be directly generalized to another person. However, they can be generalized to some extent by analogy. In qualitative research, generalizations can be made indirectly, not directly. In qualitative research, the sample should be diversified enough to allow generalization (Yıldırım & Şimşek, 2018).

The researcher attained expert opinion while preparing the interview form to increase the internal validity of the research. For the participants to answer the questions sincerely during the interview, the participants were promised that their identifiable information would not be shared and that the data obtained would only be used for scientific purposes. Participants supported the research by the principle of voluntariness. The participant chose the location and time of the interview to respond honestly, and the participant was interviewed in a place where he or they felt comfortable and at the right time.

To improve external validity, the researcher interviewed twenty participants using criteria sampling, taking special care to choose participants from Diyarbakır teachers working in various districts. The results were presented in detail as themes and sub-themes.

Güler, Halıcıoğlu, & Taşkın (2013) define reliability as the appearance of identical results whether research is undertaken by multiple observers or by the same observer at different periods. The researcher discussed data collection and data analysis in great detail to increase the dependability of the research. The participants were given pre-interviews to experience the challenges and difficulties that could arise during the interviews, and the individuals who were interviewed were not included in the research. The number of participants in the research was kept as large as possible, and interviews were done in settings where researchers felt comfortable. Three experts' opinions were taken to create the codes to increase the reliability. The reliability formula of Miles and Huberman (1994) was used according to this formula. Consequently, Reliability: (Agreement / (Agreement + Disagreement) x 100) was calculated from the formula. A total of 147 codes were created from the research data. Experts developed 142 of these codes, even though there were disagreements of opinion in 5 of them. A value of 96.5 percent was derived using the general results of Miles and Huberman's (1994) reliability calculation (G: 142 / (142+5) x 100). According to the coding control, which ensures internal consistency, experts should agree at least 80% of the time (Miles & Huberman, 1994). The research indicated that this technique, which was used to establish the dependability of data analysis, was 96.5 percent reliable. The Miles and Huberman reliability formula value was greater than 80 percent which meant the coding system was reliable.

Results

Results Regarding the Thoughts of Classroom Teachers Working in Public Education Centers about Adult Education

Results on thoughts of classroom teachers working on adult education at the public education center were organized into four categories based on the responses obtained and gathered from instructers. Adult education from instructors' perspective, the relevance of adult education, the impact of age on education, and the impact of responsibility on education are among the topics covered.

The results related to the theme of adult education from teachers' perspectives are given in Figure 1. The number of times (frequency) the participants referred to each sub-theme is written in parentheses on the figure.
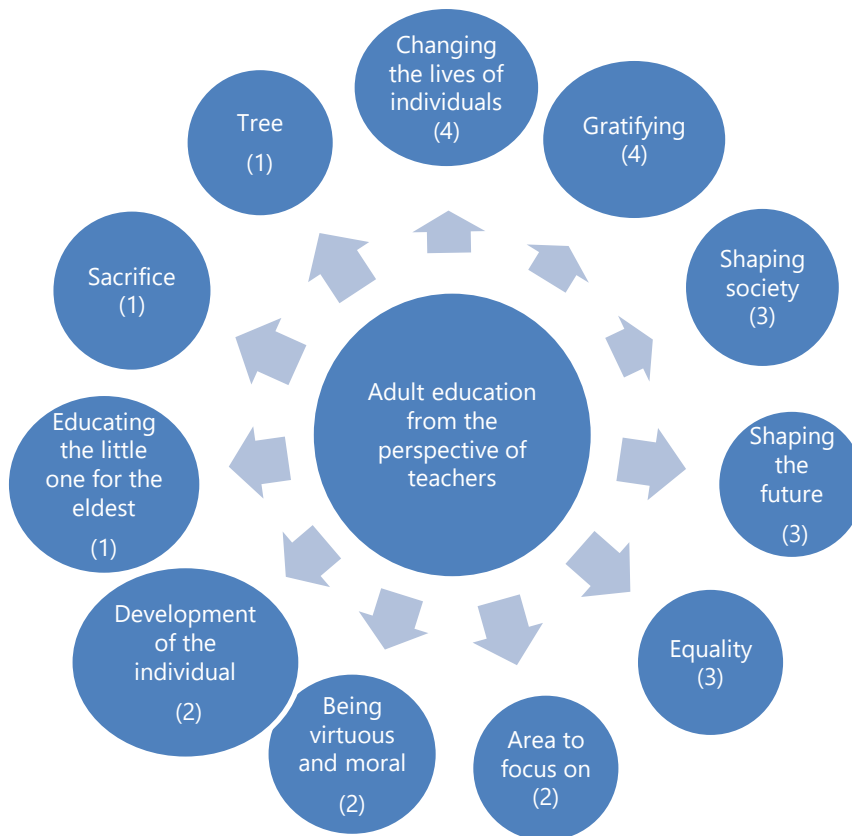
Figure 1. *The Results Related To The Theme Of Adult Education From The Perspective Of Teachers*

In line with the answers given by the participants; the theme of adult education from the perspective of teachers is divided into 11 sub-themes from the eyes the teachers: Changing the individual's life, gratifying, shaping the society, shaping the future, equality, the area to focus on, being virtuous and moral, the development of the individual, educating the little one for the eldest, sacrifice and tree. In these sub-themes, the participants mostly expressed the sub-themes that adult education changes the lives of individuals and that it is gratifying to provide adult education.

Some participants use the tree as an image used by their environment, while others use it as a labor of love that takes time to cultivate and care for. In their study, Lala, Yazar, and Çolak (2017) determined that teachers mostly use the 'tree' metaphor regarding adult education.

Some of the quotes from teachers regarding the sub-theme of changing the lives of individuals are as follows:

''*Adult education; For me, the self-cultivation of an adult means the change of an individual's life.*'' *(P12)*

"*Adults should be educated for their personal development and raising a healthy generation to solve family problems more quickly, learn to live a peaceful life, and even improve their skills with the education they receive and contribute financially to their homes.*" *(P19)*

Quotations from the teachers regarding the gratifying sub-theme are as follows:

"Adult awareness increases after providing adult education. Perspectives on life are changing. For these reasons, I am happy to provide adult education." (P15)

The results related to the theme of the importance of adult education are given in Figure 2. The number of times (frequency) the participants referred to each sub-theme is written in parentheses on the figure.
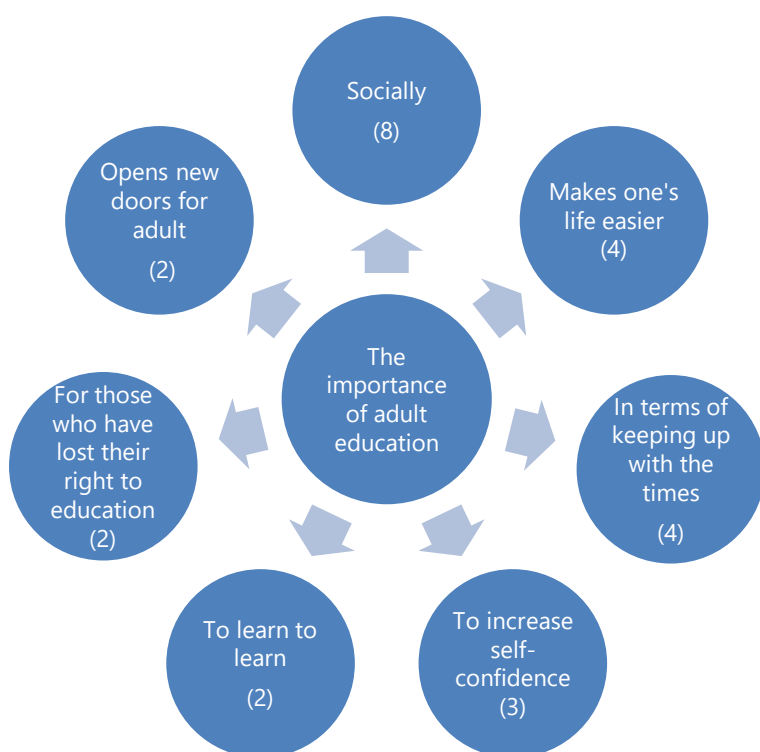

Figure 2. *Results Related to the Theme of the Importance of Adult Education*

In line with the answers given by the participants, the importance of the adult education theme was created and divided into seven sub-themes. These sub-themes are as follows: Socially, it makes one's life more manageable in terms of keeping up with the times, increases self-confidence to learn for those who have lost their right to education, and opens new doors for adults. In these sub-themes, the participants stated that adult education is the most important socially.

The situation as expressed socially means that the individual, as a member of society, adapts to the society while also making an individual contribution to the society's progress. Some of the quotes from the teachers regarding the sub-theme of social aspects are as follows:

"Adult education is just as important as child education. Adults are the people who direct the education of children and society. After all, adults need to be conscious." (P14)

"I care about the education of adults because adult education means the education of new generations. I think that adults should be educated first since the whole education of children depends on adults. In addition, self-development of adults also contributes to their environment." (P15)

Some of the quotes from the teachers regarding the sub-theme making the individual's life easier are as follows:

"We cannot constantly show a mother going to the hospital, a father asking for directions, or an older sister or brother who has moved to a new city. Our major purpose is to develop adults who will make life simpler with the education they will obtain." (P9)

The results related to the theme of the effect of the age factor on education are given in Figure 3. The number of times (frequency) the participants referred to each sub-theme is written in parentheses on the figure.
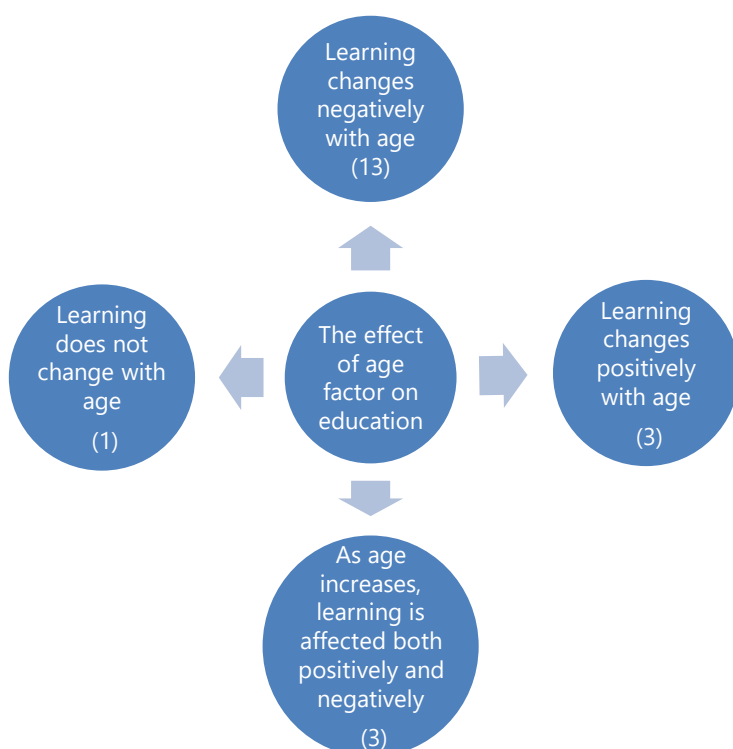

Figure 3. *Results Related to the Effect of Age Factor on Education*

In line with the answers given by the participants, the effect of the age factor on the education theme was created and divided into four sub-themes. These sub-themes are Learning changes negatively as age increases, Learning changes positively as age increases, learning is affected positively and negatively as age increases, and learning does not change as age increases. In these sub-themes, it was seen that the majority of the participants stated that learning was negatively affected with increasing age.

Some of the quotes from teachers regarding the sub-theme that learning changes negatively as age increases are as follows:

"As age changes, learning changes as age demands. Since the memory of children is clearer, the time for children to acquire information is shorter than adults." (P3)

Quotations from the teachers regarding the sub-theme that learning changes positively as age increases are as follows:

"Some adults come with their prior knowledge, which reflects positively on education." (P13)

The results related to the impact of responsibility on education theme are given in Figure 4. The number of times (frequency) the participants referred to each sub-theme is written in parentheses on the figure.
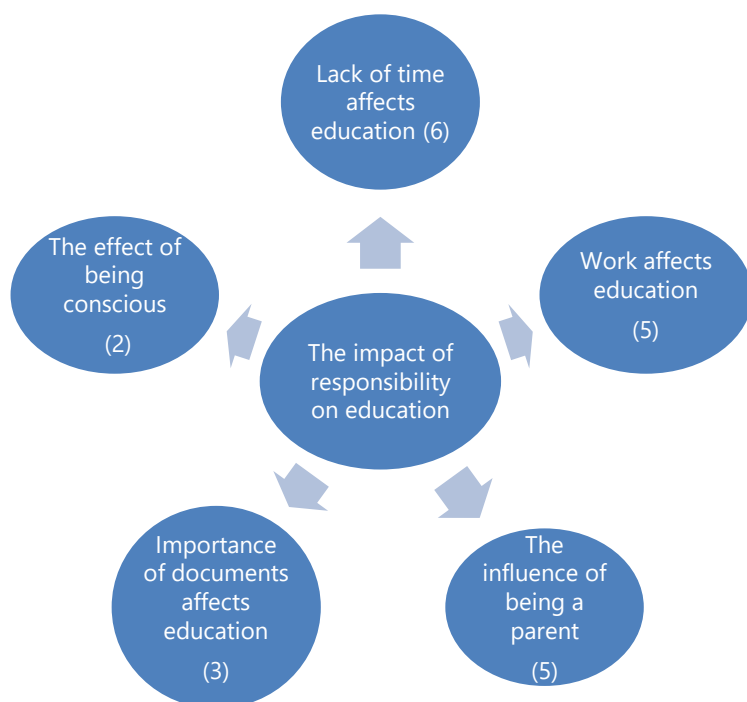
Figure 4. *Results Regarding the Effect of Responsibility on Education*

In line with the answers given by the participants, the effect of responsibility on education theme was created, and this theme was divided into five sub-themes. These sub-themes are: Lack of time affects education, work affects education, the influence of being a parent, the importance of the document affects education and the effect of being conscious. In these sub-themes, the participants mostly expressed the sub-theme that the lack of time affects education.

Some of the quotes from the teachers regarding the sub-theme, the lack of time affects education are as follows:

"Some adults are mothers. Some are workers. While receiving adult education, our mothers have much responsibility here, they have very little time for cooking and cleaning at home, and very little time is left for them if the spouses do not help." (P6)

"Adult responsibility has negative effects on education. The fact that they cannot attend continuous education and are constantly dealing with children, home and workforce cause them not to be able to receive on education." (P9)

Some of the quotations from the teachers regarding the sub-theme of work education effects are as follows:

"The responsibilities that individuals undertake require and encourage learning throughout the life of individuals. In working life, it is only possible for individuals to cope with the responsibilities imposed by their superiors through adult education, leading the adult to learn because of their responsibility." (P2)

Quotations from teachers regarding the sub-theme of the importance of the document affecting education are as follows:

"Individuals need certification as a requirement of their responsibility and job. However, this situation enables individuals to participate in adult education for certification purposes, not learning and self-development. This situation also prevents the formation of the desired efficiency in adult education." (P2)

Results Regarding What Can Be Done to Increase the Awareness of Adult Education of Classroom Teachers Working at the Public Education Center

The results regarding what can be done to increase the awareness of the classroom teachers working in the public education center about adult education were gathered in 3 themes in line with the answers given by the teachers. These themes raise awareness, cooperation with public institutions and organizations, and social activities. Results related to the theme of sensitivity building are given in Figure 5. The number of times (frequency) the participants referred to each sub-theme is written in parentheses on the figure.
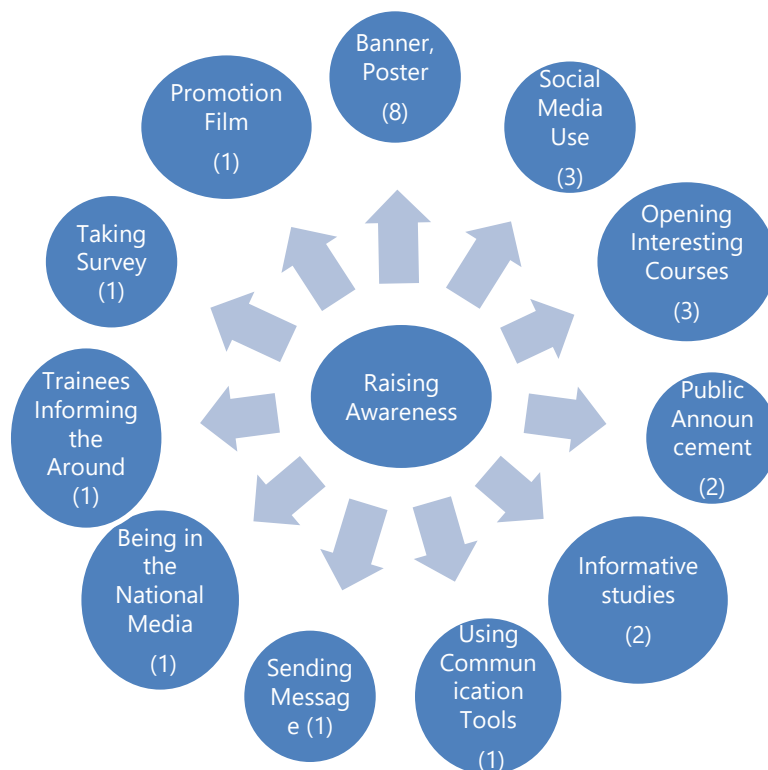

Figure 5. *Results Regarding the Sensitivity Building Theme*

In line with the answers given by the participants, the themes of raising awareness, cooperation with public institutions and organizations, and social activities were created. Among these themes, the theme of raising awareness is divided into 11 sub-themes. These sub-themes are banner-poster, social media use, opening interesting courses, public service announcements, informative studies, using communication tools, sending messages, being in the national media, trainees informing them around, taking surveys, and making promotional films.

Some of the quotes from teachers regarding the banner and poster sub-theme are as follows:

"Billboards can be used more actively. Posters can be prepared in schools to raise awareness." (P1)

"The usefulness of the courses can be explained through posters, and those posters could be distributed to houses. It is necessary to show this awareness, especially to women." (P7)

The theme and sub-themes of cooperation with public institutions and organizations, among the results on what can be done to increase the awareness of adult education of classroom teachers working in the public education center, are given in Figure 6. The number of times (frequency) the participants referred to each sub-theme is written in parentheses on the figure.
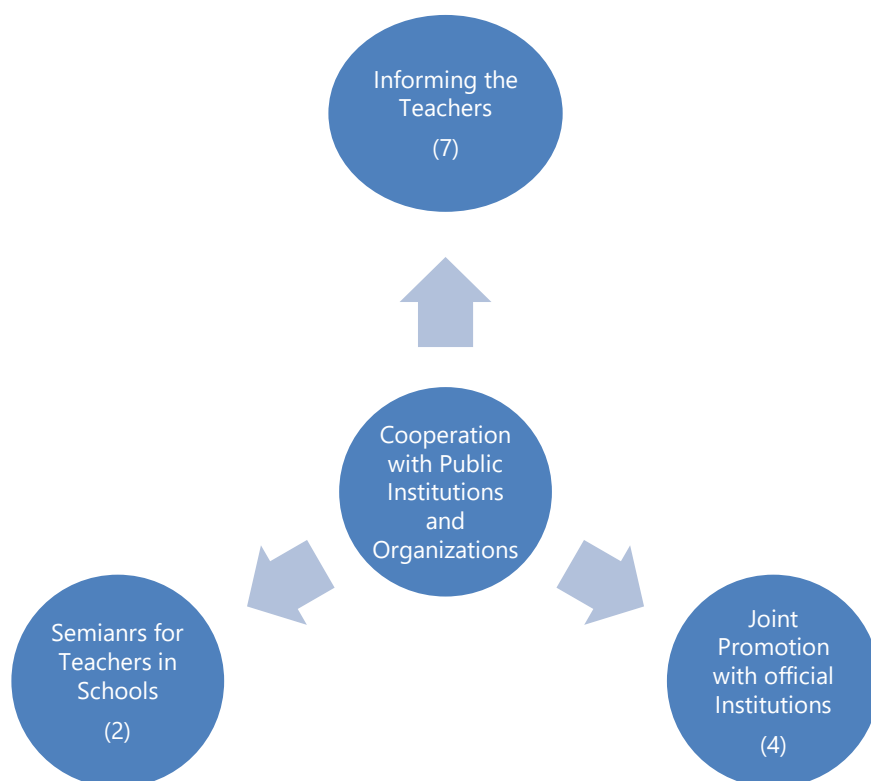

Figure 6. *The Theme and Sub-Themes of Cooperation with Public Institutions and Organizations*

The theme of cooperation with public institutions and organizations is divided into three sub-themes: Teachers to inform, joint promotion with official institutions, and seminars for

teachers in schools. In this theme, most of the participants expressed the sub-theme of informing the teachers.

Some of the quotations from the teachers regarding the sub-theme of informing the teachers as the sub-themes of the cooperation with public institutions and organizations are as follows:

"Announcement can be made by knocking on the doors one by one, as we do in villages." *(P6)*

"We, the teachers, should personally explain the courses in public education to the parents, which I implemented, so I ensured the participation of 3-4 parents in the education." (P8)

Some of the quotes from the teachers regarding the sub-theme of cooperation with public institutions and organizations, which is one of the sub-themes of the theme of cooperation with public institutions and organizations, are as follows:

"It is easier to direct people who share the same work environment to education in a field. Public institutions can direct their employees to adult education, making adult education more familiar." (P2)

The theme of social activities and its sub-themes are given in Figure 7, among the results regarding what can be done to increase the awareness of the classroom teachers working in the public education center about adult education. The number of times (frequency) the participants referred to each sub-theme is written in parentheses on the figure.
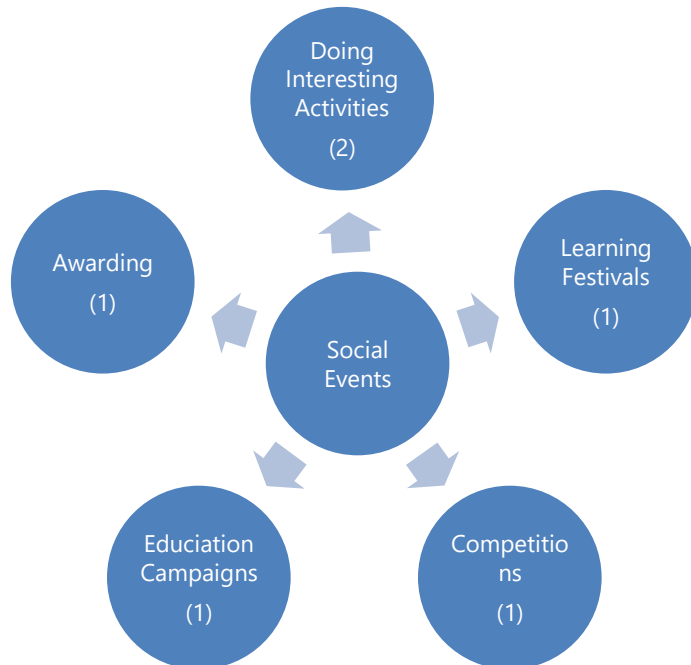

Figure 7. *Social Activities Theme and Sub-Themes*

The social activities theme is divided into five sub-themes: doing exciting activities, learning festivals, competitions, educational campaigns, and awards.

Some of the quotes from the teachers regarding the sub-theme of doing activities, which is one of the sub-themes of the social activities theme, are as follows:

"Interesting activities can be done in city centers. For example, products made by adults can be exhibited in city centers, and small gifts with information about adult education can be given to citizens. These increase the promotion of adult education." (P1)

Results Regarding the Characteristics of a Good Adult Educator of Classroom Teachers Working in Public Education Center

The results regarding the characteristics of a good adult educator of the classroom teachers working in the public education center were collected in 2 themes in line with the answers given by the teachers. These themes are adult appeal and behavior, and competence to provide education. The results related to behavior and appeal to adults theme are given in Figure 8. The number of times (frequency) the participants referred to each sub-theme is written in parentheses on the figure.

Figure 8. *Adult Behavior and Address Theme and Sub-Themes*

In line with the answers given by the participants, the theme of behavior and addressing adults was created and divided into eleven sub-themes. These sub-themes are Patient, sincere, smiling, distant, informative, empathetic, positive language, understanding, self-proving, and exemplary, in the form of aunt uncle.

Some of the quotes from the teachers regarding the patient sub-theme, which is one of the sub-themes of behavior and addressing adults, are as follows:

"A good adult educator must first be patient. Because adult learners come to education with certain patterns, it becomes difficult to learn new information. In my opinion, adult educators should patiently carry out this difficult educational process." (P12)

"A good educator should be patient, explain well, and value the student." (P16)

Among the results regarding the characteristics of a good adult educator, the proficiency of classroom teachers working in the public education center is given in Figure 9. The number of times (frequency) the participants referred to each sub-theme is written in parentheses on the figure.
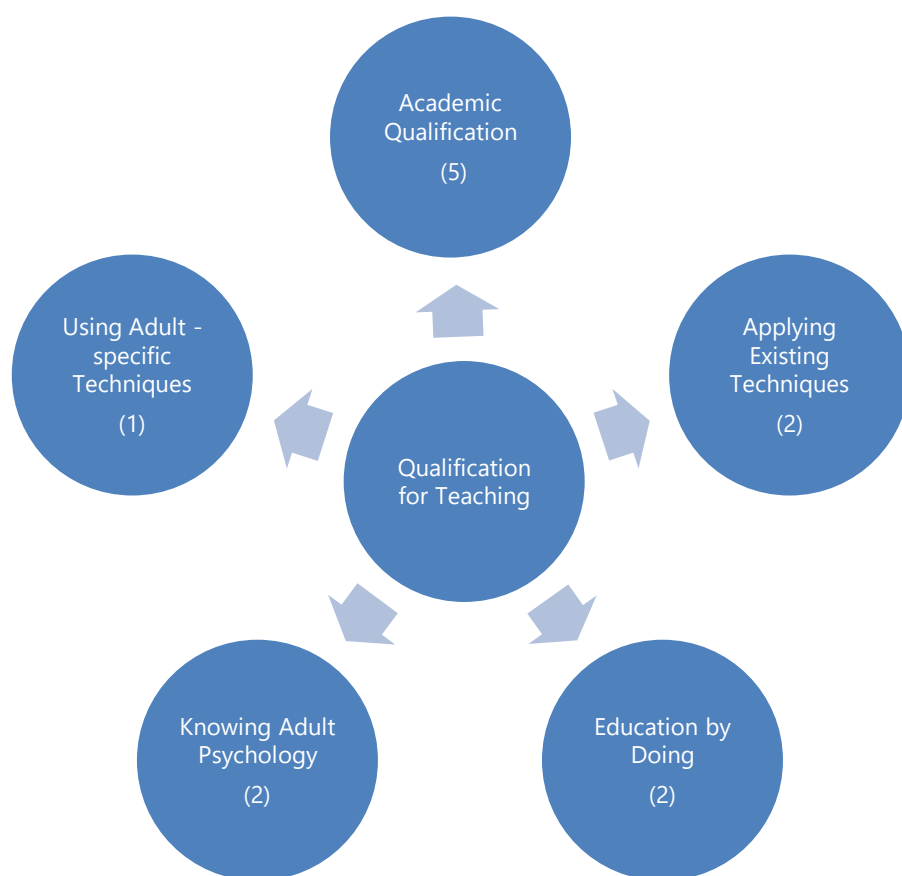

Figure 9. *Teaching Competence Theme and Sub-Themes*

In line with the answers given by the participants, the theme of proficiency in providing education was created, and this theme was divided into five sub-themes: Academic qualification, applying existing techniques, education by doing, knowing adult psychology, and using adult-specific techniques.

Some of the quotations from the teachers regarding the academic competence sub-theme, which is one of the sub-themes of the teaching competence theme, are as follows:

"In institutions providing adult education, trainers should consist of specially trained people related to adult education. Adult trainers should receive training on adult

education. A department under the name of adult education should be opened in universities, or those interested in adult education should be assigned only in this field with in-service training or seminars related to adult education." (P3)

"First of all, one must have the equipment and professional competence of his profession. Having good communication skills, we can say that continuing this process with adults is not as easy as it seems." (P10)

Results Regarding the Advantages and Limitations of Adult Education of Classroom Teachers Working in Public Education Center

Results regarding the advantages and limitations of adult education of classroom teachers working in public education centers are divided into themes of superiority and limitation.

The superiority theme and sub-themes of the results regarding the advantages and limitations of adult education of the classroom teachers working in the public education center are given in Figure 10. The number of times (frequency) the participants referred to each sub-theme is written in parentheses on the figure.

Figure 10. *Superiority Theme and Sub-Themes*

In line with the answers given by the participants, the superiority theme was divided into eight sub-themes: Individuals coming for a purpose, learning new information, working hours, reaching adults, block lessons are appropriate, increasing literacy level, additional course fees, and ease of supply materials. Among the sub-themes of the advantages of adult education theme, most participants expressed the sub-theme of individuals who come for the purpose.

Some of the quotations from the teachers regarding the sub-theme of the sub-theme Individuals coming for a purpose are as follows:

"Adults have no trouble adapting to physical and social environments because they acquire certain behaviors. It is easier to focus on the lesson and less busy with extracurricular activities, which makes education easier." (P3)

"We do not need to say words like 'stop, hush, continue' to people who have reached a certain age. It will be a quieter education environment. As a result, we will be able to make faster progress in this process." (P8)

Among the results regarding the advantages and limitations of adult education, the theme and sub-themes of the classroom teachers working in the public education center are given in Figure 11. The number of times (frequency) the participants referred to each sub-theme is written in parentheses on the figure.
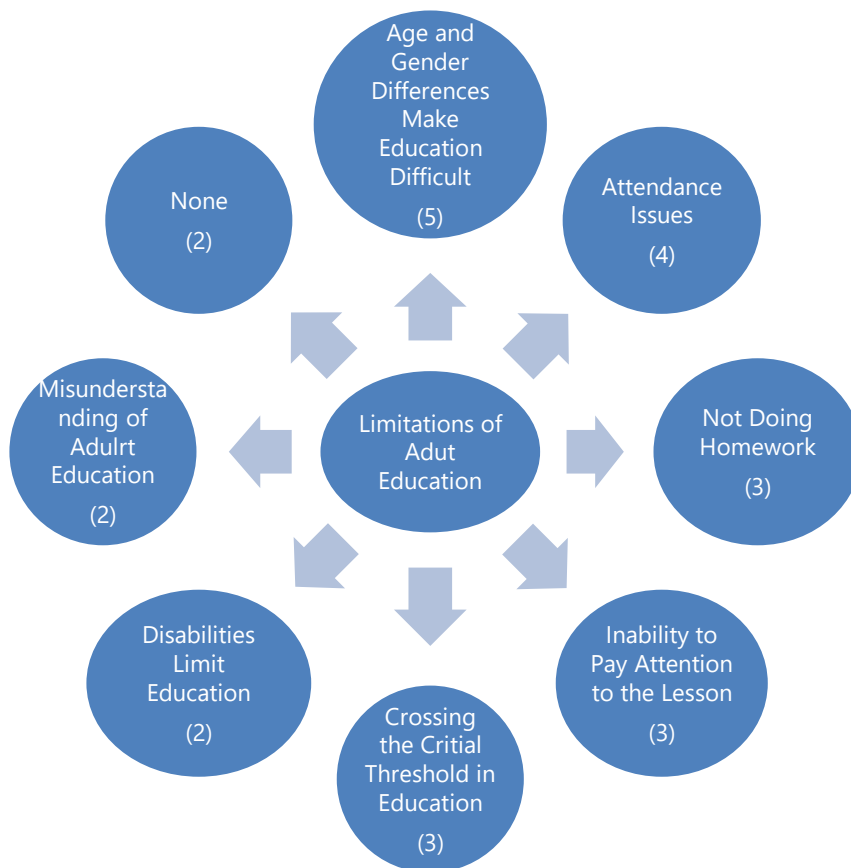

Figure 11. *Limitations Theme and Sub-Themes*

In line with the answers given by the participants, the theme of limitations was divided into eight sub-themes. These sub-themes: Age and gender differences make education difficult, attendance problems, not doing homework, not being able to pay attention to the lessons, exceeding the critical threshold in education, inadequacies limit education, misunderstanding of adult education, and none.

Some of the quotations from the teachers regarding the sub-theme of the limitation theme, age-gender differences make education difficult, are as follows:

"Adult education's restriction for me issues, particularly gender disparities. Of course, in my instruction, I assist youngsters in writing by holding their hands when necessary, but I cannot do so while teaching someone of the opposite gender. In addition, I occasionally have difficulty speaking with adults. Furthermore, youngsters appear better prepared to study. There is a big difference in status between the children and their instructors, which aids in better guiding the youngsters; nevertheless, even if an adult arrives to learn, learning may not occur since there is no difference in status between them and the teachers." (P14)

Results from Classroom Teachers Working in Public Education Centres on Adult Education Issue

Themes of issues with the student, problems with the teacher, and problems with transportation, location, and equipment were established based on the participants' responses.

Among the results related to the problems of adult education of classroom teachers working in the public education center, the theme and sub-themes of problems with students are given in Figure 12. The number of times (frequency) the participants referred to each sub-theme is written in parentheses on the figure.
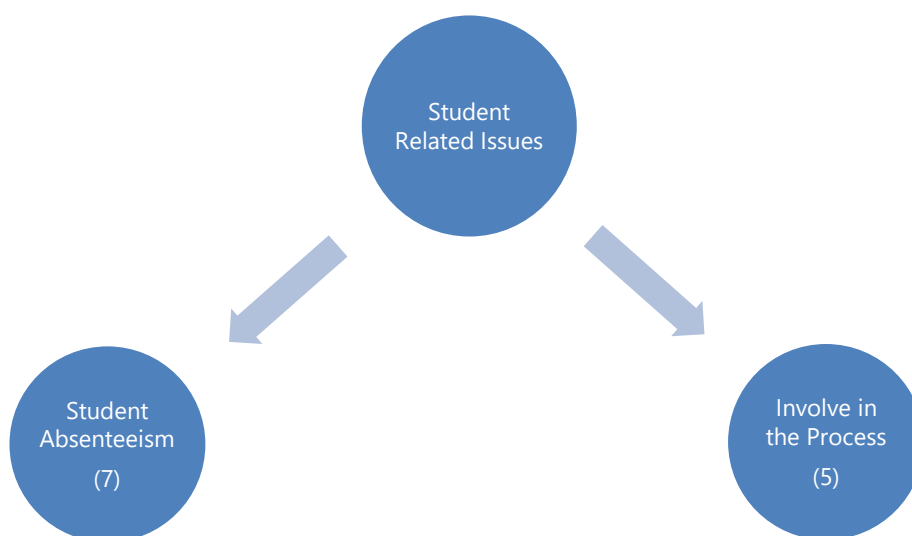

Figure 12. *Student Problems Theme and Sub-Themes*

The theme of student-related problems is divided into two sub-themes: trainee absenteeism and inclusion in the process.

The quotations from the teachers regarding the student absenteeism sub-theme, which is one of the sub-themes of the student-related problems, are as follows:

"In adult education, women's absenteeism is particularly high because women have greater obligations at home. We may increase women's involvement in continuing adult education if men share the responsibility at home and aid their spouses." (P8)

"Evening hours, in particular, should be instructed to guarantee that adults stay in the courses, as the majority of adults are working for folks, and adults favor evening hours." (P13)

Quotations from the teachers regarding the including in the process theme as the sub-theme of problems theme with the student are as follows:

"We should endeavor to engage adults in education by explaining the value and necessity of education. Adults should attend the classes for education rather than certification, and adults should be guided toward education. Furthermore, the substance of the programs should be organized so that adults will be interested." (P2)

The results related to the tutorial ıssues theme are given in Figure 13. The number of times (frequency) the participants referred to each sub-theme is written in parentheses on the figure.
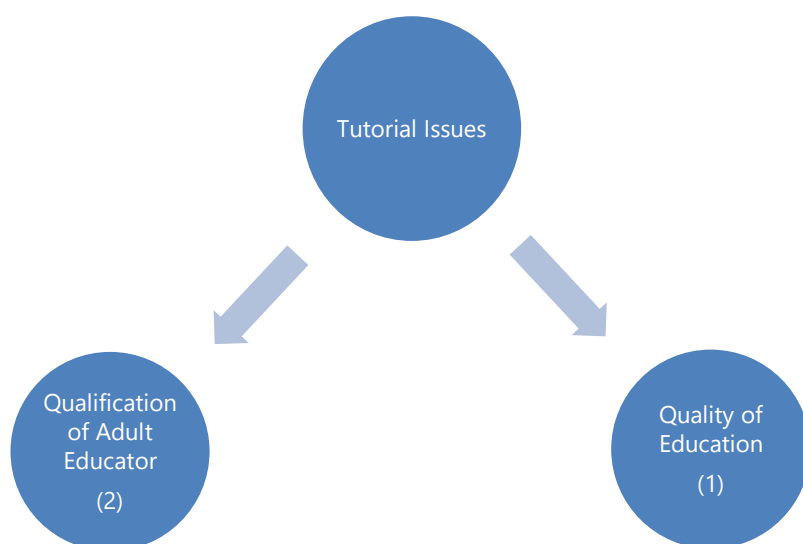

Figure 13. *Tutorial Issues Theme and Sub-Themes*

The quality of the adult educator and the quality of education are two sub-themes of the tutorial-related difficulties subject.

The following are quotes from the instructor on the sub-theme of adult educator quality, which is one of the sub-themes of the problem with the teacher:

"In-service training and seminars in adult education should be provided, and additional payments should be made to instructors who work in this field. As a result, more competent instructors participate in the program, and the educational quality improves." (P3)

The adult education challenges of classroom instructors working in the public education center were organized into a topic and sub-themes of transportation, location, and equipment

concerns, as shown in Figure 14. The number of times (frequency) the participants referred to each sub-theme are written in parentheses on the figure.
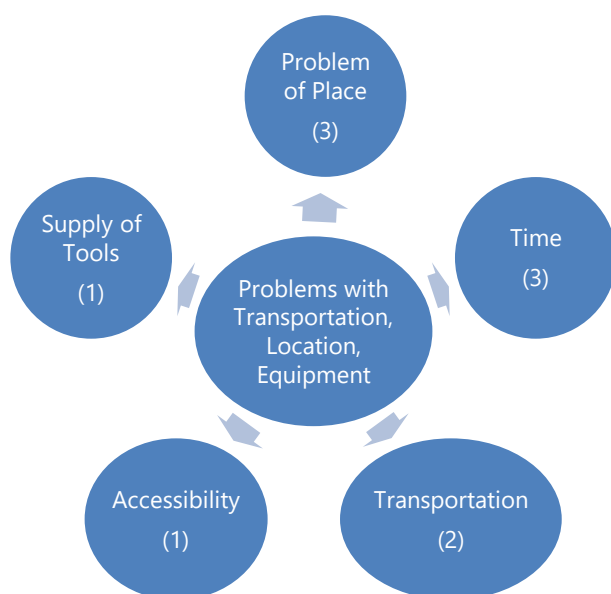

Figure 14. *Theme and Sub-Themes of Transportation, Location, Equipment Related Issues*

These sub-themes are divided into five sub-themes: Problems related to transportation, place, and equipment, and these sub-themes are: the problem of place, time, transportation, accessibility, supply of equipment, and quality of education.

Quotations from the teachers regarding the sub-theme of the problem of transportation, location, equipment, and related issues are as follows:

> "*In elementary school, I taught education at the public education center. The tables and chairs, unfortunately, were not suitable for adults. Adult education should take place in settings designed specifically for adults. Adult education should be offered in pr schools, and classrooms should be particularly created for adults.*" *(P1)*

Discussion, Conclusion, and Implications

Education/learning activities organized by various institutions and organizations for adults and attended by adults toward their wishes have an essential place and role in adult learning (Tezcan, 2012). Adults' orientation to learning is problem-oriented. They are willing to learn as long as what is learned helps adults to solve the problems they face as soon as possible. Therefore, instead of storing the information for later use, they want to use it as soon as possible to achieve life goals that they consider necessary to them (Cross, 1978). In this regard, when determining programs for adult education, priority should be given to activities aimed at priority areas that adults see as a problem.

Adults should get an education according to their interests, desires, expectations, and educational development. The expertise of instructors participating in adult education procedures and their judgments about the process are essential in this regard. It was discovered that 15 of the 20 teachers had received no adult education training in the research.

It was underlined that teachers who educate adults should be prepared to use andragogic concepts. In his research, Kizanlikli (2018) found that young trainers working in adult education require more andragogical learning.

Similarly, underlined by Elüstü (2007) stated that public education center personnel should acquire adult education training. According to Gürgenç (2010), most instructors who teach the subject of adult education have not obtained any formal training in the field. There are various reasons why most classroom instructors who engage in adult education do not have any adult education training. Among these factors is the addition of adult education and lifelong learning course as an elective course in the classroom teaching program in 2018, the absence of such a course previously, and the lack of in-service adult education courses for teachers.

Teachers emphasized that adult education, especially literacy, can change an individual's life and shape society and the future. Adult education has been determined to be beneficial to both individuals and society. Studies by Babayiğit and Gökçe (2018), Akay and Ültanır (2010), Yıldız (2010), and Elüstü (2007) supported this conclusion. Adult education is critical for individuals as well as society. Adult education was also noted and stressed by the teachers.

In the research, most teachers working in public education centers emphasized that it is proud and happy to provide adult education. In support of this situation, Temiz (2009) stated in his research that 96.7% of teachers working in public education centers are satisfied with working in these institutions. This result supports the result of our study.

In the research, teachers stated that trainee absenteeism is a problem in adult education. In support of this situation, research by Yıldız (2010) emphasized that dropout rates are high in adult literacy courses. Similarly, Yazar and Lala (2018) stated that teachers experience problems since adults do not attend the courses regularly due to insufficient class hours. Adults are absent for various reasons, which has a detrimental impact on schooling. Not paying enough attention to adult education and working adults can be counted among the reasons for absenteeism.

Based on the teachers' responses, it was determined that one of the primary goals of adult participation in education was to obtain a certificate. Şahoğlu (2010) stated in his study that obtaining a certificate and a profession is one of the goals of adult education participants.

The majority of the teachers agreed that as adults get older, they have a more challenging time learning basic information and abilities. It has been established that postponing the learning of essential information and abilities by people until later in life might make learning difficult.

According to most instructors, adult education is not well-known to adults, and adult education is misinterpreted by adults, according to some teachers. Based on the teachers' responses, it was determined that the adult education target audience lacked sufficient knowledge of the subject. This result is similar to the result obtained from the study by Elüstü (2007).

Another finding is that a successful adult educator is patient, truthful, distant, understanding, has academic competency, understands adult psychology, and can employ a variety of adult-appropriate approaches and strategies.

This result is consistent with the findings of Bumin (2009). In their study, Akay and Ültanır (2010) stated that the trainer-trainee relationship should be sincere and friendly. They should be treated respectfully, the trainer should be empathetic, and the trainer should be treated respectfully by a typical learner with adults.

Among the advantages of adult education are the wide range of working hours of adult education, the possibility of block lessons in adult education, the participation of those who participate in adult education for a specific purpose, the easy availability of literacy materials, and the free distribution of literacy books.

Based on the research results, the following recommendations can be made:

- Adult education activities of teachers working in adult education should be expanded. These teachers should be provided training on adult education within andragogic principles. Teacher applicants with bachelor's degree education should be given training on adult education.
- Basic knowledge and skills, especially literacy, should be learned by adults.
- Visuals such as banners, posters, public service announcements, and promotional films can be used to express the training provided by lifelong learning institutions to adults and the advantages of this training to adults. Furthermore, popular platforms such as social media may promote adult education to the target demographic features.
- Institutions providing adult education should provide training for adults' interests, wishes, and expectations and plan this training at appropriate times for adults.

References

Akay, C., & Ültanir, E. (2010). Andragojik temellere dayalı kolaylaştırılmış okuma-yazma eğitimi (koye) sürecine yönelik koye eğiticilerinin görüşleri. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, *6*(2). 75–88.

Alınca, S. (2019). *İzmir bornova ve karşıyaka halk eğitimi merkezlerinde çalışan öğretmen ve usta öğreticilerin medya okuryazarlığı düzeyleri.* (Unpublished master's thesis). Ege Üniversitesi, İzmir, Türkiye.

Altheide, D., L., & Johnson, J.,M. (2011). Reflections on interpretive adequacy in qualitative research. In N. K. Denzin, & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (pp. 581-594). Thousand Oaks, CA: Sage.

Ata, E. (2016). Başkent Halk Eğitimi Merkezi'ndeki merkezi kurslara yetişkinlerin katılım örüntüleri. (Unpublished master's thesis). Ankara Üniversitesi, Ankara, Türkiye.

Babanlı, N. (2018). Yetişkin eğitimindeki kursiyerlerin yaşamboyu öğrenme yeterlilikleri. (Unpublished master's thesis). İstanbul Aydın Üniversitesi ve Yıldız Teknik Üniversitesi, İstanbul, Türkiye.

Babayiğit, Ö., & Gökçe, A. (2018). Okuma-yazma bilmeyen yetişkinlerin okuma-yazma öğrenme nedenlerinin incelenmesi. *Ana dili eğitimi dergisi*, *6(*March), 813–826.

Bumin, E., K. (2009). Yeti*şkin eğitimi programlarını uygulayan eğitimcilerin mesleki formasyonları, mesleğe dönük algı ve ihtiyaçları*. (Unpublished master's thesis), Marmara Üniversitesi, İstanbul, Türkiye.

Cross, K., P. (1978). The adult learner. In K. P. Cross, A. Tough ve R. Weathersby (Eds.). *Current issues in higher education* (pp. 6-13). National Conferences Series: American Association for Higher Education.

Çarkoğlu, A. (2013). *Uluslararası ilişkilerde araştırma yöntemleri*. Ankara: Anadolu Üniversitesi Yayınları.

Deveci, T. (2021). *Yetişkin eğitimi teorileri.* Ankara: Sınırsız Eğitim ve Araştırma Derneği Yayınları.

Duman, A. (2007). *Yetişkinler eğitimi* (Genişletilmiş ikinci baskı). Ankara: Ütopya Yayınevi.

Elüstü, A. (2007). *Yetişkinlerin eğitim ihtiyaçları ve halk eğitimi ile ilgili farkındalık düzeylerinin belirlenmesi*. (Unpublished master's thesis). Marmara Üniversitesi, İstanbul, Türkiye.

Geray, C. (1978). *Halk eğitimi.* Ankara: Ankara Üniversitesi Eğitim Bilimleri Fakültesi Yayınları

Göksan, T., S., Uzundurukan, S., & Keskin, S., N. (2009). Yaşam boyu öğrenme ve Avrupa Birliği'nin yaşam boyu öğrenme programları. *İnşaat mühendisliği eğitimi sempozyumu*, Antalya, Türkiye. Bildiriler içinde (ss. 143–151).

Güler, A., Halıcıoğlu, B. M., & Taşkın, S. (2013). *Nitel araştırma yöntemleri*. Ankara: Seçkin Yayıncılık.

Güner, A. (2018). *Yaşam boyu öğrenme merkezlerinde çalışan sınıf öğretmenlerinin öğrenen örgüt algısı*. (Unpublished master's thesis). Marmara Üniversitesi, İstanbul, Türkiye.

Gürgenç, O. (2010). *Halk eğitimi merkezlerince yürütülen yetişkinler okuma-yazma öğrenimi ve*

temel eğitim programının etkililiğinin öğretmen görüşlerine göre değerlendirilmesi. (Unpublished master's thesis). Marmara Üniversitesi, İstanbul, Türkiye.

HBOGM. (2020). *Milli Eğitim Bakanlığı Hayat Boyu Öğrenme Genel Müdürüğü İzleme ve Değerlendirme raporu 2019. (*Monitoring and Evaluation report of the Ministry of National Education, General Directorate of Lifelong Learning). 3 Ocak 2021 tarihinde http://hbogm.meb.gov.tr/dosyalar/izlemedegerlendirmerapor/2019/mobile/index.html adresinden erişildi.

HBOGM. (2021). *Milli Eğitim Bakanlığı Hayat Boyu Öğrenme Genel Müdürüğü İzleme ve Değerlendirme raporu 2020*. (Monitoring and Evaluation report of the Ministry of National Education, General Directorate of Lifelong Learning). http://hbogm.meb.gov.tr/meb_iys_dosyalar/2021_05/08201728_RAPOR05.05.2021.pdf adresinden erişildi.

Karabacak Aşır, S. (2011). *Mamak halk eğitimi merkezinde açılan kurslara katılan kadınların katılma ve terk nedenleri*. (Unpublished master's thesis). Ankara Üniversitesi, Ankara, Türkiye.

Karabacak, S., & Kaygın, H. (2018). Uluslararası Yetişkin Becerileri Araştırmasına (PIAAC) yönelik halk eğitimi merkezlerinde görev yapan eğitimcilerin görüşleri. *Journal of Turkish Studies, 13.* 745–762.

Kılıç, Ç., & Arslan, S. (2016). Türkiye'de yayınlanan yetişkin eğitimine ilişkin makalelerin meta değerlendirmesi. *Erzincan Üniversitesi Eğitim Fakültesi Dergisi*, *18*(2), 865–899. doi:10.17556/jef.35782

Kizanlikli, M. S. (2018). *Türkiye'de genç yetişkinlere yönelik eğitimlerde görev alan eğitmenlerin yeterlilikleri ve eğitici yetiştirme programlarına ilişkin görüşleri*. (Unpublished master's thesis). Ankara Üniversitesi, Ankara, Türkiye.

Knowles, M. S., Holton, E. F., & Swanson, R. A. (2012). Yetişkin eğitimi. (O. Gündüz, Çev.). İstanbul: Kaknüs Yayınları.

Kocabatmaz, H. (2020). Yetişkin eğitimin tanımı ve kapsamı. E. Figen (Ed.), *Yetişkin eğitimi ve hayat boyu öğrenme* içinde (ss. 1–16). Ankara: Pegem Akademi Yayıncılık.

Lala, Ö., Yazar, T., & Çolak, A. (2017). Öğretmenlerin yetişkin eğitimi kavramına ilişkin algılarının metaforlar aracılığıyla analizi. *Ahi Evran Universitesi Kırşehir Eğitim Fakültesi Dergisi*, *18*(3), 80–99.

MEB Hayat Boyu Öğrenme Kurumları Yönetmeliği. (2018). (*MNE Lifelong Learning Institutions Regulation)* 11 Nisan 2018. Resmi Gazete (Sayı:30388). http://hbogm.meb.gov.tr/meb_iys_dosyalar/2018_04/11093946_MEB_HBO_KURUMLARI_YYNETMELYYY.pdf adresinden erişildi.

Merriam, S. B. (2013). *Nitel Araştırma: Desen ve uygulamalar için bir rehber*. Ankara: Nobel Akademi Yayıncılık.

Miles, M., B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook.* Thousand Oaks: Sage.

Miser, R. (2002). Küreselleşen dünyada yetişkin eğitimi. *Ankara Üniversitesi Eğitim Fakültesi*

Dergisi, 35(2), 55-60.

OECD. (2018). EC-OECD Forum Making adult learning work for the future Issues Paper. 20.05.2021 tarihinde https://ec.europa.eu/social/vocational-skills-week/sites/default/files/ec-oecd_forum_issues_paper_final.pdf adresinden erişildi.

Özengi, M. (2017). halk eğitim merkezlerinin kursiyer görüşlerine göre değerlendirilmesi: amasra halk eğitim merkezi örneği. (Unpublished master's thesis). Bartın Üniversitesi, Bartın, Türkiye.

Park, S., J. (2002). The change in South Korean adult education in globalization. *International Journal of Lifelong Education, 21*(3), 285-294.

Patton, M., Q. (2014). *Nitel araştırma ve değerlendirme yöntemleri*. (M. Bütün & S. B. Demir, Çev.) Ankara: Pegem Akademi.

Sayilan, F., Yıldız, A. ve Baykal, N. S. (2017). Yetişkinlerin temel eğitimi bağlamında yetişkinler ikinci kademe eğitimi programının bütünsel bir değerlendirmesi. *Ankara Üniversitesi Egitim Bilimleri Fakultesi Dergisi, 50(2).* 1–32. doi::https://dx.doi.org/10.1501/Egifak_0000001395

Şahoğlu, B. (2010). Halk Eğitim Merkezlerinde düzenlenen kurslara devam eden yetişkinlerin katılım amaçları ve kurslara ilişkin görüşleri. (Unpublished master's thesis). Hacettepe Üniversitesi, Ankara, Türkiye.

Temiz, M. (2009). *Halk eğitimi merkezlerinde görevli mesleki-teknik ve sosyal - kültürel kursları öğretmenlerinin öz yeterlilik düzeylerinin incelenmesi*. (Unpublished master's thesis). Marmara Üniversitesi, İstanbul, Türkiye.

Tezcan, F. (2012). *Halk eğitimi merkezi kurslarına katılan yetişkin öğrenenlerin güdüsel yönelimleri (Muğla ili Merkez İlçe Halk Eğitimi Merkezi kursları örneği)*. (Unpublished doctorial thesis). Ankara Üniversitesi, Ankara, Türkiye.

Turgay, Ç. (2019). *Geçmişten günümüze Türkiye'de yaşam boyu öğrenme*. (Unpublished master's thesis). Hacettepe Üniversitesi, Ankara, Türkiye.

Türkoğlu, A., & Uça, S. (2011). Türkiye'de halk eğitimi: tarihsel gelişimi, sorunları ve çözüm önerileri. *Adnan Menderes Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Dergisi*, *2*(2), 48–62.

UNESCO. (2019). *Leave no one behind: Participation, equity, and ınclusion. 4th global report on adult learning and education*. http://www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED540497 adresinden erişildi.

Yazar, T., & Lala, O. (2018). Evaluation of the problems encountered in public education centers. *Egitim Arastirmalari - Eurasian Journal of Educational Research*, *2018*(76), 125–146. doi:10.14689/ejer.2018.76.7

Yıldırım, A., & Şimşek, H. (2018). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Yayıncılık.

Yıldız, A. (2010). Birinci kademe okuma-yazma kurslarına katılan yetişkinlerin matematik becerileri üzerine bir araştırma. *Eğitim ve bilim*, *35*(158), 28-43.

EPÖDER

TÜRKÇE GENİŞ ÖZET

Halk Eğitimi Merkezlerinde Görev Alan Sınıf Öğretmenlerinin Yetişkin Eğitimine İlişkin Görüşleri

Giriş

Yetişkin eğitimi ülkelerin sürdürülebilir kalkınma hedeflerinin gerçekleşmesinde, çok önemli bir role sahiptir. Bazı ülkelerde, hızlı nüfus artışı, mevcut işgücünde de değişim meydana getirmektedir. Günümüzde yetişkinler yaşamlarının büyük bir kısmını geleceğin işlerinde harcamaktadır. Bu sebeple yetişkinlerin nüfus değişimi ile beraber değişen iş kolları için yeni beceriler öğrenmesi veya mevcut becerilerini güncellemeleri gerekmektedir. Yetişkinlere yaşamları boyunca öğrenme fırsatları sağlayarak, yetişkinlerin nitelikleri geliştirilebilir. Yetişkin eğitimine katılımın artması ve bu eğitimin herkes için eşit, kapsayıcı şekilde yaygınlaşması, başta ülkelerin kalkınması olmak üzere sorunlara bütüncül çözümler getirilmesi bakımından çok önemlidir (UNESCO, 2019).

Yetişkin eğitimi, örgün eğitimin dışına çıkmış veya örgün eğitime hiç katılmamış ya da bireylerin mesleki ve kişisel becerilerinin gelişimini destekleyen tamamlayıcı eğitim etkinliklerine vurgu yapar (Karabacak ve Kaygın, 2018).

Ülkemizde yetişkin eğitimi genellikle devlet tarafından verilmekte, sayıca az da olsa yetişkin eğitimi özel kurumlar tarafından da uygulanabilmektedir. Milli Eğitim Bakanlığı vatandaşlara mesleki, kültürel, sosyal birçok kursu halk eğitimi merkezlerinde sunmaktadır (Turgay, 2019).

Tüm vatandaşların beklenti, ilgi ve isteklerine yönelik; sosyal, kültürel, sportif, mesleki ve ekonomik alanlarda ücretsiz kurs düzenleyen yetişkin eğitiminde en kolay erişim sağlanabilen hayat boyu öğrenme kurumu halk eğitimi merkezleridir (HBOGM, 2020). Bu bakımdan bu araştırmada halk eğitim merkezlerinde görev alan sınıf öğretmenlerinin yetişkin eğitimine ilişkin görüşleri incelenerek, yetişkin eğitiminin durumu, yetişkin eğitiminde karşılaşılan güçlükler ve süreçte görev üstlenen eğitimcilerin rolleri itibariyle sürece katkılarına dair tespitlerde bulunulmaya çalışılmıştır. Bu araştırmanın amacı; halk eğitimi merkezlerinde görev yapan sınıf öğretmenlerinin yetişkin eğitimine ilişkin görüşlerini incelemektir. Bu amaç doğrultusunda sınıf öğretmenlerine ilişkin aşağıdaki sorulara yanıt aranmıştır:

1. Yetişkin eğitimine ilişkin öğretmen görüşleri nelerdir?
2. İyi bir yetişkin eğitimcisinin özellikleri nelerdir?
3. Yetişkin eğitiminin üstünlükleri ve sınırlılıkları nelerdir?
4. Yetişkin eğitiminde yaşanan sorunlar nelerdir?

Yöntem

Araştırmada nitel araştırma modellerinden temel nitel araştırma deseni kullanılmıştır. Araştırmada halk eğitim merkezlerinde görev yapan sınıf öğretmenlerinin yetişkin eğitimine ilişkin deneyimleri, deneyimlerine ilişkin algıları ve oluşturdukları anlamların anlaşılması amaçlanmıştır. Bu nedenle araştırmada temel nitel araştırma deseni benimsenmiştir (Altheide & Johnson, 2011). Temel nitel araştırma deseni; fenomenoloji, örnek olay ya da örtük teori gibi yöntemlere girmeden yapılan temel ve yorumlayıcı bir çalışma türü olarak tanımlanmaktadır. Araştırmanın çalışma grubunun belirlenmesinde amaçlı örnekleme yöntemlerinden biri olan ölçüt örneklem yöntemi kullanılmıştır. Araştırmada veri toplama aracı olarak yarı yapılandırılmış görüşme formu kullanılarak halk eğitimi merkezlerinde görev alan sınıf öğretmenlerinin yetişkin eğitimine ilişkin görüşleri hakkında veri toplanması amaçlanmıştır. Verilerin analizinde içerik analizi yöntemi kullanılmıştır. İçerik analiziyle yapılmak istenen; ortaya çıkan verileri belirli kavramlar ve temalar çerçevesinde bir araya getirip okuyucuların yorumlayabileceği hale dönüştürmektir (Yıldırım & Şimşek, 2018). Bu araştırmada veriler; verilerin kodlanması, temaların bulunması, kodların ve temaların düzenlenmesi ve tanımlanması, bulguların yorumlanması olarak 4 aşamada analiz edilmiştir.

Bulgular

Araştırmadan elde edilen bazı önemli bulgular aşağıda sunulmuştur:

- Halk eğitimi merkezinde yetişkin eğitiminde görev yapan öğretmenlerin çoğunun yetişkin eğitimine yönelik herhangi bir eğitim almadıkları görülmektedir.
- Öğretmenler yetişkin eğitiminin birey ve toplum için önemini belirterek, yetişkin eğitiminin bireyin hayatını değiştirebileceğini, toplumu ve geleceği şekillendirebileceğini vurgulamışlardır.
- Öğretmenler yetişkin eğitiminde görev yapmanın mutluluk verdiğini ancak bu eğitimlerin fedakârlık gerektirdiğini belirtmişlerdir.
- Öğretmenlerin çoğu yetişkinlerde yaşın artmasının temel bilgi ve becerilerin öğrenmesini olumsuz etkilediğini belirtmişlerdir.
- Yetişkinlerin çalışıyor olması, evli olması gibi farklı sorumluluklarının olmasının yetişkin eğitimini etkilediği belirtilmiştir.
- Öğretmenlerin çoğu yetişkin eğitiminin yetişkinler tarafından yeteri kadar bilinmediğini belirtmişlerdir.
- Yetişkin eğitimi veren öğretmenler iyi bir yetişkin eğitimcisinin özelliklerinde sabırlı, samimi, mesafeli, anlayışlı olmayı vurgulamışlardır.
- Öğretmenler yetişkin eğitimcisinin akademik yeterliliğinin olması, yetişkinlerin psikolojisini bilmesi ve yetişkinlere uygun farklı yöntem ve teknikleri kullanması gerektiğini belirtmişlerdir.
- Yetişkin eğitiminde görev yapan öğretmenler açısından yetişkin eğitiminin, mesai saatlerinin geniş bir yelpazede olması, yetişkin eğitiminde blok derslerin yapılabilmesi, yetişkin eğitimine katılanların belirli bir amaç doğrultusunda eğitimlere katılması, okuma yazma materyallerinin teminin kolay olması ve okuma yazma kitaplarının ücretsiz dağıtılmasını avantaj olarak belirtilmiştir.

Tartışma, Sonuç ve Öneriler

Yapılan çalışmaya katılan 20 öğretmenden büyük çoğunluğunun (n=15) yetişkin eğitimine dair herhangi bir eğitim almadığı saptanmış ve yetişkinlerin eğitim sürecinde görev üstlenen öğretmenlerin yetişkin eğitimi ile ilgili andragojik ilkeler dâhilinde eğitimler almaları gerektiği vurgulanmıştır. Kizanlikli (2018), yaptığı çalışmada benzer şekilde yetişkin eğitiminde görev yapan gençlik eğitmenlerinin andragojik açıdan ek öğrenmelere ihtiyaçları olduğunu saptamıştır. Özellikle 2018 yılında sınıf öğretmenliği programına yetişkin eğitimi ve hayat boyu öğrenme dersinin seçmeli ders olarak konması ve öncesinde böyle bir dersin olmaması benzer şekilde öğretmenlere yönelik yetişkin eğitimi hakkında yeteri kadar hizmet içi kurslarının verilmemesi bu sebepler arasında sayılabilir.

Öğretmenler başta okuma yazma olmak üzere yetişkin eğitiminin bireyin hayatını değiştirebileceğini, toplumu ve geleceği şekillendirebileceğini vurgulamışlardır. Bu sonucu destekler biçimde Babayiğit ve Gökçe (2018), Akay ve Ültanır (2010), Yıldız (2010), Elüstü (2007) benzer sonuca ulaşmışlardır. Yetişkin eğitimi birey ve toplum için önemlidir. Öğretmenler de yetişkin eğitimin önemini gözlemlemiş ve vurgulamışlardır. Yapılan çalışmada halk eğitimi merkezlerinde görev yapan öğretmenlerin çoğu yetişkin eğitimi vermenin gurur ve mutluluk verici olduğunu vurgulamıştır.

Çalışmada öğretmenler yetişkin eğitiminde kursiyer devamsızlığını sorun olarak belirtmişlerdir. Bu durumu destekler biçimde Yıldız'ın (2010) yaptığı çalışmada yetişkin okuma-yazma kurslarında terk oranlarının yüksek olduğu vurgulanmıştır. Benzer şekilde Yazar ve Lala (2018), yetişkinlerin kurslara düzenli gelmemeleri ve yetersiz ders saati nedeniyle öğretmenlerin sorun yaşadıklarını belirtilmişlerdir. Yetişkinler çeşitli nedenlerle devamsızlık yapmakta, bu durum eğitimi de olumsuz etkilemektedir. Yetişkinlerin çalışıyor olması ve yetişkin eğitiminin yeteri kadar önemsenmemesi devamsızlığın sebepleri arasında sayılabilir.

Öğretmenlerin çoğu yetişkin eğitiminin yetişkinler tarafından yeteri kadar bilinmediğini belirtmişlerdir. Dolayısıyla yetişkin eğitimine dair farkındalığı artıracak çalışmalar yapılmalıdır.

İyi bir yetişkin eğitimcisinin sabırlı, samimi, mesafeli, anlayışlı olması bununla beraber akademik yeterliliğinin olması, yetişkinlerin psikolojisini bilmesi ve yetişkinlere uygun farklı yöntem ve teknikleri kullanabilmesi ön plana çıkan bir diğer sonuçtur.

Araştırma sonuçlarına dayalı olarak şu önerilerde bulunulabilir:

- Yetişkin eğitiminde görev yapan öğretmenlerin yetişkin eğitimine yönelik eğitim faaliyetleri yaygınlaştırılmalı, bu öğretmenlere andragojik ilkeler dâhilinde yetişkin eğitimi üzerine eğitimler verilmelidir.
- Başta okuma-yazma olmak üzere temel bilgi ve becerilerin yetişkinler tarafından öğrenilmesi sağlanmalıdır.
- Hayat boyu öğrenme kurumlarının yetişkinlere verdiği eğitimler ve bu eğitimlerin yetişkinlere yararları afiş, poster, kamu spotu, tanıtım filmi gibi araçlardan yararlanarak yetişkinlere duyurulabilir. Ayrıca hedef kitleye sosyal medya gibi yaygın mecralar aracılığıyla yetişkin eğitiminin tanıtımı yapılarak yetişkin eğitimine ilişkin farkındalık artırılabilir.
- Yetişkin eğitimi veren kurumlar yetişkinlerin ilgi, istek ve beklentilerine yönelik eğitimler vermeli ve bu eğitimler yetişkinlere uygun zamanlarda planlanmalıdır.