



Teacher Opinions on Gaining of Basic Skills in the Life Studies Curriculum by Students

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Abstract

Research aims to present the acquisition status of basic skills which are aimed in Life studies Lesson Curriculum by students based on ideas of teachers who are working in public schools. Research was implemented with mixed research model which was formed by using qualitative and quantitative methods together. With this sense sampling of research is formed by 287 classroom teachers who are working in Ordu City Unye Town. According to findings of descriptive analysis participants gain skill of understanding basic concepts at "good" level and other skills at "medium" level. According to test results of Kruskal-Wallis and One-Way Anova, results indicated that ideas of participants related to acquisition of basic skills in life studies curriculum do not have difference with respect to participant's gender, educational status, occupational experience and class grade which they instruct. Different arrangements and implementations should be developed for providing students acquire basic skills which are included in Life studies Course Training Program.

Keywords

Life studies curriculum
Skill
Teacher opinions

About Article

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Introduction

Life studies Lesson which has important place in first three years of primary school, has an important place within other lessons of primary education because of its structure and properties. Achieving the aims of Social Science Lesson Curriculum is possible by performing tasks and functions of all elements of the program (Özkan, 2009, 1-2).

In our country where 4+4+4 educational system is applied, student meets with the rules and realities of social life firstly in Life studies Lesson beginning from the first class. Life studies Lesson is instructed in first three grades of primary school as a pivot lesson. (Ocak and Beydoğan, 2005, 110). In this class, natural and social environment, where the students exist, is examined; and it is indicated that the required information and habits are attempted to be gained for self-recognition, comprehension of the environment and events occurring in the environment, finding better living ways, knowing the places of the articles in the environment and the way they will be used, better recognition of the environment where the individuals live and for living in harmony with this environment (MEB, 2009).

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Life studies Lesson in primary schools has an important place in acquisition of basic information, skill, behaviors and habits. Being able to use basic skills by individual has an important place are Individual's establishing good relationships with others, obeying social rules, being able to take responsibility and helping other people (Çubukçu and Gültekin, 2006, 156).

In addition that Social Sciences Lesson provides children to know themselves it also allows them to know society and world (Uygun, Genç, Ülger and Damğa, 2006). Life studies allows children to grow as a whole at early years of school and gives importance to acquire skill, behavior, attitude and value rather than knowledge (Kara, 2008, 2).

In Life studies Lesson, human was considered as whole together with its biological, psychological, social and cultural aspects and as both object and subject of change. Starting from this point three main teaching areas such as "individual", "society" and "nature" were determined.

3 themes surrounding at the same time have been determined as a requirement of collective training approaches of these three learning areas. Theme names which are included in the curriculum have been determined as "My School Excitement", "My Unique Home" and "Yesterday, Today, Tomorrow" (MEB, 2009, 11). By starting from this point, acquisitions which are compatible with themes are formed. In addition to subject integrity; skills were also considered during determination of acquisitions.

In students skill is defined as the capabilities which are designed to be acquired, developed and transfer to life (Narin, 2007, 28). One of the most important constructivist elements of constructivist teaching programs are the skills which are aimed to be acquired in teaching programs. Prior aim of Life studies Lesson is to help the students to acquire basic life skill and develop positive personal attributes.

Among the basic skills suggested to be gained to the students in Life studies curriculum program, there are skills including critical thinking, creative thinking, communication, research, problem solving, decision reaching, information technologies usage, entrepreneurship, correct, effective and right usage of Turkish, effective usage of resources, enabling safety and protection, self-management, participation, sharing, collaboration and team work, recognition of basic science concepts, recognition of basic concepts about the themes (MEB, 2009, 14).

Students are expected to improve their attitudes and some value perceptions with Life studies Teaching Program which transforms these skills into acquisition by means of themes and in connection with intermediate disciplines (Uygun et al., 2006, 5). This program aims students to grow as individuals who have basic life skills and desired personal attitudes and provide them to reach information which they can use in life (MEB, 2009, 8). It can be considered that individuals who may acquire and use basic skills in life are effective citizens.

. What is the level of such an important program to provide students acquire basic skills which are aimed by lesson? Is program sufficient to provide students to acquire basic skills during teaching and education process? Such kind of questions has importance for presenting the effectiveness of life studies lesson teaching program. Importance of basic skills which are aimed to be acquired by students by Life studies Lesson Teaching Program was mentioned in former researches but no research was observed which is directly related to sufficiency of program to provide acquiring these skills.

With this respect aim of this study is to evaluate the status of acquisition basic skills by students which are aimed to be acquired by Life studies Lesson Teaching Program with respect to teacher's ideas and presenting the status of teaching program in practice.

Findings which will be obtained in researches are expected to guide decision takers and implementers in their education policies. Also this research can be guidance for there researches which may be implemented after it and can be source for design and implementation for new research subjects.

This research has importance for determination of status of acquisition of basic skills which are aimed to be gained by students in Life studies Lesson Teaching Program which is instructed in first grade of primary school.

Sentence of the Problem

Problem sentence of the research was determined as "What are the ideas of classroom teachers who serve in primary schools related to status of acquisition of basic skills by students which are included in Primary Education Life studies Lesson Training Program

Sub Problems

Answers for following questions were searched within framework of problem sentence of research:

1. What is the distribution of ideas of teachers with respect to acquisition status of basic skills which are included in Life studies Lesson Teaching Program according to each skill?
2. Do the ideas of teachers related to acquisition of basic skills which are included in Life studies Lesson Teaching Program by students present significant difference according to variables such as ;
 - a. Gender,
 - b. Educational Status,
 - c. Professional Seniority ,
 - d. Level of instructed class?
3. What are the ideas of participants related to factors which are effective over acquisition of basic skill of Life studies Lesson Teaching Program?

Method

Research's model

The research is a depictive study and aims to reveal by the class teachers of the gaining of the skills included in Life studies Curriculum. For this purpose, a mixed research model was implemented by using qualitative and quantitative data collection methods. Mixed method starts with combining the qualitative and quantitative research methods in same study. According to classification which was implemented by (Creswell, 2003). Creswell (2008), this research was implemented with "descriptive mixed method" where qualitative data are collected for explaining quantitative methods.

Universe/ Sample

The data on the research participants were studied under the quantitative dimension and qualitative dimension titles.

The Quantitative Dimension

Sample and universe of this research is formed by 287 classroom teachers which serve in 23 primary schools of Ordu City Unye town in 2013-2014 period of which information are obtained from school's internet web access and phone and school administrations. Distribution of participants which form the universe of research with respect to school are given in Table 1.

Table 1. Universe of the Research

No	Name of School	Number of Classroom Teachers
1	Kaledere Primary School	32
2	Şehit Cemal Mutlu Primary School	28
3	Atatürk Primary School	22
4	Fevzi Çakmak Primary School	22
5	Yunus Emre Primary School	22
6	Fehmi Cerrahoğlu Primary School	21
7	Anafarta Primary School	17
8	Cumhuriyet Primary School	14
9	İnönü Primary School	12
10	Toki Ömer Çam Primary School	12
11	Fatih-Meydan Primary School	10
12	Yaşar Gazioğlu Primary School	10
13	İnkur Primary School	8
14	Prof.Dr.Necmettin Polvan Primary School	8
15	Şehit İsmail Ustaoglu Primary School	8
16	Tekkiraz Primary School	7
17	Erenyurt Primary School	5
18	Fatih Primary School	5
19	Nuriye Primary School	5
20	Şehit Hüseyin Başaran Primary School	5
21	Yenikent Primary School	5
22	Yeşilkent Şehit Mustafa Güler Primary School	5
23	Pelitliyatak Primary School	4
Total		287

Feedback was obtained from 269 of 287 which are included in research universe, incomplete and incorrect filled 12 forms were not evaluated. It was cared that number of participants which form workgroup is high and having close ratios in working sub-groups. So that high reliability ratios in comparisons to be made is aimed. Personal information related to 257 people who had participated to qualitative part of study was given in table 2.

Table 2. Personal Information Related to People Who was Involved in Sample

Personal Information	Frequency(f)	Percentage (%)
Gender	Women	103,1
	Men	154,9
Educational Status	Two year degree	14,4
	Undergraduate	241,8
	Master	2,8
Professional Seniority	1-4 Years	4,6
	5-9 Years	10,9
	10-14 Years	60,3
Level of Instructed Class	15 Years or More	183,2
	1. Class	59,0
	2. Class	85,1
	3. Class	55,4
	4. Class	58,6
Total	257	100,0

As it can be seen from Table 2, 40,1% of participants are formed by women and 59,9% of them are formed by male teachers. According to these values Number of men teachers are more than women teachers.

93,8 % of teachers who had participated to research are graduate. Ratio of teachers who are graduated from two years program is 5,4%. Ratio of teachers who have master degree is 0,8% and very low. This table indicates that teachers are not evenly distributed with respect to educational status.

It can be seen that 1,6% of teachers who had participated to research has professional seniority of 1-4 years, 3,9 % of them has seniority between 5-9 years, 23,3 % of them has seniority of 10-14 years and 71,2% of them have professional seniority of 15 years or more. Having professional seniority of 15 years and more by teachers indicate that schools which are included in sample are preferred by senior teachers.

23,3% of teachers who had participated to research instructs 1.class, 33,1% of then instructs 2. class, 21,4% of them instructs 3. class and 22,6% of them instructs 4. class. Accordingly with this it can be observed that there is close distribution with respect to level of instructing class.

Qualitative Dimension

Qualitative data were gathered by applying interview form to 48 teachers who were selected from work group with random method and based on volunteering. Maximum diversity sampling method was used at creation of work group.

Personal information related to 48 people who had participated to qualitative part of research was given in Table 3.

Table 3: Personal Information Related to Participant Whom Interview Form was Applied

Personal Information	Frequency (f)	Percent (%)	
Gender	Women	18	37,5
	Men	30	62,5
Educational Status	Two years program	-	-
	Undergraduate	47	97,5
	Master	1	2,5
Professional Seniority	1-4 Years	2	4,1
	5-9 Years	4	8,3
	10-14 Years	10	20,8
	15 Years or more	32	66,6
Level of Instructed class	1. Class	11	22,9
	2. Class	14	29,1
	3. Class	10	20,8
	4. Class	13	27
Total	48	100,0	

As it can be seen from Table 3, 37,5% of participants are formed by women and 62,5% of them are formed by male teachers, 2,5 % of them are graduated from two years program; 1,6% of them 1-4 years of seniority, 3,9% of them have 5-9 years seniority, 23,3% of them have 10-14 years seniority and 71,2 % of them have 15 years or more seniority. It is observed that 23% of them instructs 1. class, 33% of them instructs 2. class, 21,4% of them instructs 3. class and 22,6% of them instructs 4. class. These data indicates that distribution of participants who were involved in qualitative part is consistent with quantitative part.

Data collection tools

First data collection tool which was used in this research is the Questionnaire which was prepared by researches called "Questionnaire for Determination of Ideas of Teacher related to Status of Acquisition of Skills which Are Included in Life studies Lesson Curriculum by Students." (Annex I) Basically questionnaire consists of two parts.

In first part, items for collecting information about gender, instructed class level, seniority, graduated schools status for teachers are included.

In second part items related to basic skills (MEB, 2009, 17-26) which are aimed to be acquired by students which are included in Life studies Lesson Teaching Program (1.2.and 3 class) were present. Therefore questionnaire items were used as they are included in teaching program.

Fivefold likert type Measurement tool in form of "very poor, poor, medium, good, very good" was prepared to determine the ideas of classroom teachers.

In the research questionnaire which is called as "Interview Form for Factors which Facilitates Acquisition of Basic Skill which are Included in Life studies Lesson Teaching Program" (Annex -2) were applied as a second measuring tool to 48 people who were selected from workgroup for presenting the ideas of classroom teachers. Participants were asked to sort the items beginning from the least effective one and requested to give explanations for each factor in specified part.

Developing Data Collection Tools

Related literature was scanned during preparation of data collection tool for maintaining the scope validity of measuring tool, performed similar studies were examined and , questionnaire form based on items according to basic skills which are included in Life studies Lesson Program was prepared. Data which was obtained from literature examinations, preliminary interviews which were made with 20 implemented teachers who will participate to this work and ideas of 3 field specialists serving at Ordu University Primary School Teaching and Social Studies Teaching departments were utilized.

Final status of questionnaire were provided to be examined by specialist for maintaining the appearance validity of measurement tool.

Confirmatory factor analysis was made for determining structure validity and reliability of the measurement tool and "alpha consistency factor" was determined. Confirmatory factor analysis (CFA) is an analysis method that is used frequently in the development of measurement models and provides significant conveniences (Aytaç and Öngen, 2012, 16).

Cronbach Alpha reliability factor of scale was determined as 0,82 and variance was determined as 52%. In the analysis for factor analysis related to measurement tool it was observed that measurement tool presents a structure having single factor. According to analysis results it was observed that load factors vary between 0,84 and 0,31. There is no need to remove any item since there are not any factor load less than 0,30 and questionnaire items are formed by certain skill of teaching program.

The data forming the qualitative dimension of the research were collected by semi-constructed interview form that was developed by the researcher and made of open end questions. In the preference of a semi structured form, properties of the research problem were considered. The related literature was studied primarily in the preparation stage of this form, and the first draft of the interview questions was formed. Expert opinion was received from these three lecturers in respect to these questions and based on the feedback received, rearrangement, deletion and change procedures in the questions were applied and the questions were turned into a form. The form was tried by making a pre-application to 5 teachers who serve in the field and based on the suggestions, the form was finalized. Assistance was received from another lecturer who is experienced on the qualitative

research matter on the acquired data and separate coding was made and coding was compared and the consistency rate was estimated.

Application of Data Collection Tool

After obtaining required permits from relevant authorities, data collection tool which was prepared by researchers were applied to classroom teachers in 2. Term of year 2013-2014 for assessing the ideas of teachers about acquisition status of basic skills which are aimed to be acquired by students in Life studies Lesson Teaching Program by making interviews with 257 classroom teachers who serve in schools in Ordu City Unye Town that are included research sampling. Interview form which is the second data collection tool was applied by filling the form after making face to face meeting with teachers. Usage of printed question forms for the collection of the qualitative data by the researcher diminish both easy answering of the questions by the participants and minimizes affecting of the participants by the sayings, jest and mimics of the researcher.

Analysis of the Data

Frequency (f) and percentage (%) values for teachers' ideas were calculated according to first sub problem. T-test and One-way Anova test was applied for data analysis of second sub problem where sample presents normal distribution. It was observed in the analysis that "gender and class levels where teachers instruct" have normal distribution and parametric variables were used for testing these variables. Kruskal wallis test which is used for testing more than variable was used for the cases which does not have normal distribution. It was observed that "Professional Seniority" and "Educational Status" do not also present normal distribution and non-parametric tests were used for analysis of this data. Significance value was taken is 0.005 for the tests which were performed with SPSS analysis. Participants were asked to score the factors which were prepared in data collection before and to write an explanation why do they think so. Arithmetical average was taken for their order number and findings were sorted from lower to upper (ones having higher effect rate) and were presented in comments.

Score intervals of 5.00–4.21 "very good"; 4.20–3.41 "good"; 3.40–2.61 "medium"; 2.60–1.81 "poor"; 1.80–1.00 "very poor" were taken as basis for grading and interpreting the averages which were obtained accordingly with fivefold assessment scale which was used in data collection tools.

Content analysis method was applied for the data which was obtained from interview form. Content analysis is expressed as a research method investigating the social reality by making deductions on the unspecified characteristics of the content among the specified content of the social reality (Gökçe, 2006, 18). The content analysis stages indicated by Bilgin (2006) in the content analysis application are applied in turn the following way; determination and conceptualization of research questions, and development of code categories, coding, description, evaluation, inference and interpretation. Ideas of participants were analyzed by giving a symbol for each one (Ö1; Ö2;..... etc)

Findings

Data which were collected from participants by data collection tool, and findings which were obtained as a result of data analysis and their interpretation are included in this section of research.

Findings Related to First Sub-Problem

Ideas of participant which were obtained by first data collection tool were given in table 4 within framework of descriptive statistics.

Table 4. Descriptive Data For Ideas of Teachers Related to Acquisition Status of Basic Skills

Basic Skills	\bar{X}	Ss	Level
Critical Thinking	3,10	,59	Medium
Creative Thinking	3,06	,63	Medium
Research	3,21	,81	Medium
Communication	3,63	,71	Good
Problem Solving	3,15	,75	Medium
Use of Information Technologies	3,34	,79	Medium
Entrepreneurism	3,19	,69	Medium
Use of Turkish nice, correctly and effectively	3,34	,77	Medium
Taking decisions	3,35	,66	Medium
Effective use of sources	3,35	,75	Medium
Maintaining Safety and Protection	3,45	,68	Good
Self Management	3,26	,60	Medium
Recognition of basic concepts of science	3,08	,60	Medium
Recognition of concepts related to themes	3,46	,68	Good

As it can be seen from Table-4 ideas of participants' ideas related to acquisition of life studies program skills by students have close distribution with each other. Based on arithmetical averages participants think that they are mostly useful for acquiring "communication" skills. Also as it can be seen from data included in Table-4 that students gain skill "creative thinking with least ratio".

When data are categorized according to assessment table; a table is formed where "communication", "Maintaining Safety and Protection" skills are presented at good level and other skills are presented at "medium" level

Ideas of participant related to acquisition of each skill is given at Table 5.

Table 5. Ideas of Teachers Related to Acquisition Status of Life studies Teaching Program by Students

	Very Poor		Poor		Medium		Good		Very Good	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Critical Thinking	-	-	29	11,3	178	69,3	45	17,5	5	1,9
Creative Thinking Skill	-	-	40	15,6	165	64,2	48	18,7	4	1,6
Research Skill	4	1,6	40	15,6	121	47,1	80	31,1	12	4,7
Communication Skill	-	-	20	7,8	70	27,2	151	58,8	16	6,2
Problem Solving Skill	4	1,6	35	13,6	142	55,3	68	26,5	8	3,1
Use of Information Technologies Skill	-	-	32	12,5	124	48,2	82	31,9	19	7,4
Entrepreneurism Skill	-	-	36	14,0	139	54,1	77	30,0	5	1,9
Use of Turkish nice, correctly and effectively Skill	3	1,2	26	10,1	120	46,7	95	37,0	13	5,1
Taking decisions skill	-	-	24	9,3	121	47,1	109	42,4	3	1,2
Effective use of sources skill	-	-	30	11,7	121	47,1	92	35,8	14	5,4
Maintaining Safety and Protection Skill	2	0,8	10	3,9	127	49,4	105	40,9	13	5,1
Self Management Skill	-	-	20	7,8	149	58,0	87	33,9	1	0,4
Recognition of basic concepts of science Skill	2	0,8	29	11,3	171	66,5	54	21,0	1	0,4
Recognition of concepts related to themes Skill	4	1,6	9	3,5	115	44,7	122	47,5	7	2,7

As it can be seen from Table 5, 11,3% of teachers of which ideas were taken related to acquisition of "Critical Thinking Skill" by students presented idea poor, 69,3% of them presented idea medium, 17,5 % of them presented idea good and 1,9% of them presented idea very good.

Related to "Creative Thinking Skill" 15,6 % of teachers presented idea of poor, 64,2% of them presented idea of medium, 18,7% of them presented idea of good and 1,6% of them presented idea of very good.

Related to "Research Skill" 1,6 % of teachers presented idea of very poor, 15,6% of them presented idea of poor, 47,1% of them presented idea of medium, 31,1% of them presented idea of good 4,7 % of them presented idea of very good.

Related to "Communication Skill" 7,8% of teachers presented idea of poor, 27,2% of them presented idea of medium, 58,8% of them presented idea of good and 6,2% of them presented idea of very good.

Related to "Problem Solving Skill" 1,6 % of teachers presented idea of very poor, 13,6% of them presented idea of poor, 53,3% of them presented idea of medium, 26,5% of them presented idea of good 3,1 % of them presented idea of very good.

Related to "Use of Information Technologies Skill" 12,5 % of teachers presented idea of poor, 48,2% of them presented idea of medium, 31,9% of them presented idea of good and 7,4% of them presented idea of very good. Mentioning this skill with 7.4% ratio with respect to other skills takes attention.

Related to "Entrepreneurism Skill" 14 % of teachers presented idea of poor, 54,1% of them presented idea of medium, 30% of them presented idea of good and 1,9% of them presented idea of very good.

Related to "Use of Turkish nice, correctly and effectively Skill" 1,2 % of teachers presented idea of very poor, 10,1% of them presented idea of poor, 46,7% of them presented idea of medium, 37% of them presented idea of good 5,1 % of them presented idea of very good

Related to "Taking Decision" 9,3 % of teachers presented idea of poor, 47,1% of them presented idea of medium, 42,4% of them presented idea of good and 1,2% of them presented idea of very good.

Related to "Use of Sources Effectively" 11,7 % of teachers presented idea of poor, 47,1% of them presented idea of medium, 35,8% of them presented idea of good and 5,4% of them presented idea of very good.

Related to "Maintaining Safety and Protection Skill" 0,8 % of teachers presented idea of very poor, 3,9% of them presented idea of poor, 49,4% of them presented idea of medium, 40,9% of them presented idea of good 5,1 % of them presented idea of very good

Related to "Self management skill" 7,8 % of teachers presented idea of poor, 58% of them presented idea of medium, 33,9% of them presented idea of good and 0,4% of them presented idea of very good.

Related to "Recognition of Basic Concepts of Science Skill" 0,8 % of teachers presented idea of very poor, 11,3% of them presented idea of poor, 66,5% of them presented idea of medium, 21 % of them presented idea of good 0,4 % of them presented idea of very good

Related to "Recognition of Basic Concepts Related to Themes Skill" 1,6 % of teachers presented idea of very poor, 3,5% of them presented idea of poor, 44,7% of them presented idea of medium, 47,5% of them presented idea of good 2,7 % of them presented idea of very good

Findings Related to Second Sub-problem

Analysis of ideas of participants with respect to gender, educational status, professional seniority and instructed class level was given in this section

Assessment of Participant's Ideas with Respect to Gender of Teachers

T test results which expresses the differentiation status of responds of teachers with respect to gender is given in table 6.

Table 6: T-test Results of Questionnaire Score with Respect to Gender

Gender	N	\bar{X}	SS	Sd	t	p
Women	103	3,22	0.47	225	-1,849	,066
Men	154	3,33	0.43			

p ≤ .05

It can be seen from table that average of ideas of male and female teachers related basic skills in life studies lesson teaching program are very close to each other. According to gender; Significant difference at 0,05 level (p=0,066) could not be determined between ideas related to basic skills which are included in life studies teaching program. However when arithmetic means are examined with respect to groups it can be observed that male teachers have higher averages (\bar{X} =3,33) with respect to female teachers. (\bar{X} =3,22. In other words it can be said that ideas of male and female teachers related to acquisition status of basic skills which are aimed to be acquired in life studies lesson teaching program are close to each other.

Assessment of Participant's ideas with respect to educational status of teachers

Kruskal -Wallis Test results which expresses the differentiation status of teachers who had participated to research with respect to educational status are given in table 7.

Table 7. Kruskal-Wallis Test Results According to Educational Status of Teachers

Educational Status	N	\bar{X}	Sd	X²	p
Two year program	14	137,61			
Undergraduate	241	128,52	2	,202	,904
Master	2	126,25			

p ≤ .05

When table 7 is examined with respect to educational status no significant difference was found at 0,05 significance level (p=0,904) between the ideas of teachers related to basic skill in life studies lesson teaching program. This case can be interpreted such that ideas of classroom teachers related to basic skills which are aimed to be acquired by life studies lesson teaching program is close even graduate schools differ. When arithmetical means are compared it is remarkable that values decrease as educational status level increase.

Assessment of Participant's Ideas with Respect to Teacher's Professional Seniority Variable

Kruskal -Wallis Test results which expresses the differentiation status of teachers who had participated to research with respect to professional seniority are given in table 8.

Table 8: Kruskal Walis Test Results according to Teachers' Professional Seniority

Professional Seniority	N	\bar{X}	Sd	X²	p
1-4 Years	4	114,00			
5-9 Years	10	132,85			
10-14 Years	60	143,34	3	3,138	,371
15 Years or more	183	124,42			

p ≤ .05

When table 8 is examined with respect to professional seniority no significant difference was found at 0,05 significance level (p=0,371) between the ideas of teachers related to basic skill in life studies lesson teaching program. This case can be interpreted such that ideas of classroom teachers related to basic skills which are aimed to be acquired by life studies lesson teaching program is close even professional seniority differ. When arithmetical means are examined it is remarkable that highest averages are observed in 10-14 years professional seniority and lowest averages are observed in teacher group having 1-4 years professional seniority.

Assessment of Participant's ideas with respect to variable of class level they instruct

Distribution of responses of teachers who had participated to research with respect to instructed class grade is given table 9.

Table 9. Scores of Teachers with Respect to Variable of Instructed Class

Instructed Class	N	\bar{X}	Ss
1. Class	59	3,24	,46
2. Class	85	3,27	,47
3. Class	55	3,25	,44
4. Class	58	3,38	,42
Total	257	3,28	,45

When table 9 is examined it can be seen that scores which were given by participants according to instructed class level are close to each other.

Results for one way variance analysis which was implemented for determining the differentiation levels of arithmetical means with respect to instructed class are given in table 10.

Table 10. ANOVA Results with Respect to Class Levels Which are Instructed by Teacher

Variance Source	Sum of Squares	Degree of Freedom	Average of Squares	F	p	Significant Differences
Between groups	,770	3	,257			
Within groups	52,600	253	,208	1,235	,298	None
Total	53,370	256				

$p \leq 0,05$

When table 1* is examined with respect to instructed class level, no significant difference was found at 0,05 significance level ($p=0,298$) between the ideas of teachers related to basic skill in life studies lesson teaching program. This case can be interpreted such that ideas of classroom teachers related to basic skills which are aimed to be acquired by life studies lesson teaching program is close even instructed class level differs.

Findings Related to Third Sub-Problem

Accordingly with third sub problem of research; participants were asked to sort factors which are effective over acquisition of basic skill which are included in life studies teaching program from 1 to 8 according to their significance level. Analysis results which were obtained by 48 of teachers who participated to research was given in table 11.

Table 11. Factors Which are Effective at Acquisition of Basic Skills Which are Included in Life Studies Lesson Teaching Program

Effect grade	Factors	N	\bar{X}
1	Student properties	48	2,31
	Interest		
	Being prepared		
	Attention		
	Positive attitude		
2	Personal characteristics	48	2,68
	Learning desire		
	Teacher		
	Student recognition		
	Teaching method/techniques		
3	Family	48	3,04
	Interest and support		
	Family structure and properties		
4	Curriculum	48	4,52
	Insufficient samples and explanations		
5	Confirming to student properties	48	4,62
	Peers		
6	Peer properties	48	5,00
	Physical conditions (School and env.)		
7	Environmental properties	48	5,81
	Social reasons		
	Traditions		
	Socio-economic properties		
	Positive/negative role models		

Factors of which teachers which participated to research think that they are effective at acquisition of basic skills that are included in life studies lesson teaching program and presented in Table 11 are ordered with respect to effect order it can be seen that order is as following: "Properties of Students", "Teacher", "Family", "Teaching Program, "Counterparts," Physical conditions", "Social Reasons and "Other. Since the value which corresponds item next to it is the arithmetic mean of the scores which were given by teachers during their sorting of effect numbers, it means that the ones having less significance stay at upper places of table.

In following step teachers are asked to explain the factors which are effective at acquisition of skills in life studies lesson by students with their own expressions.

Sample expressions of teachers who had presented idea about "**Properties of Students**" which is one of factors effecting the acquisitions of skill are given below:

"Curiosity and interest, and willingness to learn at student and personal attitudes are important for acquisition of basic skills." (Ö5)

"Most important factor for giving the aimed goals to students is student itself. Student's standing ready status is important. Student should be open to learning." (Ö 10)

"As student stays on the basis of learning acquisitions and since we get feedbacks from students; learning will be easier in the event that target group feels that acquisitions are proper with their requirements." (Ö 16)

"Student will not have difficulties at learning if students open to learning and had developed positive feelings against school and she is conscious, she will not have difficulties at learning." (Ö 30)

"Factors such as student's Standing ready of students, preliminary learning, and willingness to learning takes the first place at acquisition of skills." (Ö 31)

Own properties of students are considered by teachers as the factor which has highest affect over acquisition of skills. Participants have highlighted expressions such as "standing ready" " Positive attitude", "personal properties" in their expressions.

Sample expressions of teachers who had presented idea about "**Teacher**" which is one of factors effecting the acquisitions of skill are given below:

"Teacher's lecturing style, used teaching techniques facilitates the acquisition of skills.." (Ö 1)

"Student's being known by teacher, teacher's having control over subjects within program, having knowledge about student's family and environment where she lives, having the capacity to facilitate physical conditions will make teaching easier." (Ö 14)

"Teacher's lecturing at children's level, attracting interest, gathering attention will allow her to reach goals together with methods and techniques which she uses. ." (Ö 16)

"It is the most important factor for acquiring the basic skills which are aimed by subjects. Concretization, exemplification, questions- answers, brain storming, gestures-mimic, animation technique enforces teacher to transform theory into practice." (Ö 34)

"Teacher takes the first place since she is the implemented of program. If teacher does not apply program patiently, program will not succeed regardless that it supports success." (Ö 39)

"When we consider basic skills within life studies teaching program, role of teacher is important for applying them and for providing students acquire them. Attitudes such as Critical thinking, creative thinking, problem solving are skills which a good teacher may provide her students acquire them" (Ö 40)

"It is a force who knows the proper method for providing to comprehend the basic skill, makes student like, and entertains them while teaching and makes them motivated." (Ö 47).

Participant have highlighted the expressions such as "methods and techniques which are used by teacher", "being role model" , " personal attitudes" in their expressions.

Sample expressions of teachers who had presented idea about "**Family**" which is one of factors effecting the acquisitions of skill are given below:

"Family is the basis of everything. If family and particularly mother is interested and smart this will make student's education life easier. Potential intelligence of student can reach possible top level by interest of family. Therefore education, learning life of student becomes easier.." (Ö 3)

"Family is the center of acquisition of basic skills since it is the first group in which child participates after birth and where skills are placed because what she sees or experiences." (Ö 7)

"Interest and compassion within family, continuity at inspection, being cooperation with school is important for providing students to feel basic skills as part of life. " (Ö 13)

"Particularly family structure, life standard in our society consists of mid level families. Not Reading book, not watching documentaries, not following educational programs, not having habit of reading newspapers cause children become inadequate at skills such as critical thinking, creative thinking, entrepreneurship, correctly use of Turkish language skills." (Ö 15)

"Education starts with family the more family supports children more success child achieves in her life." (Ö 35)

"Family is a factor which may make acquisition of basic skills more difficult. If student does not get help about interest and repetition of acquisitions, we encounter family as a factor which makes more difficult.." (Ö 43)

Participants have highlighted expressions such as "family environment"" positive attitude", " personal attitudes" "Student's needs in their expressions.

Sample expressions of teachers who had presented idea about "**Teaching Program**" which is one of factors effecting the acquisitions of skill are given below:

"Acquisitions in programs become less effective over children since they are not explained with current and interesting examples about why students should acquire those." (Ö 8)

"We have difficulties at achieving goals since primarily life studies lesson should be related with education but the things which are requested are generally related to teaching. " (Ö 14)

"Just teacher or programs which are for memorizing information makes acquisition of basic skills more difficult. " (Ö 15)

"Teaching programs which are prepared inadequately, away from current methods and techniques and which are not proper with needs and interests of student will have and effect which will make acquisition of basic skills more difficult.." (Ö 33)

"I think that curriculum does not support all kind of improvement of student, it is only for teaching subject. ." (Ö 36)

In their expressions Participants highlight the idea that including skill in teaching program will not nu sufficient for providing student acquire those skills. Adverse points for teaching program takes attention in their expressions.

Sample expressions of teachers who had presented idea about "**Counterparts**" which is one of factors effecting the acquisitions of skill are given below:

"If counterparts are interested in lesson, this will affect student positively, if they are not interested this will effect student adversely.." (Ö 11)

"Since students spend time most time with their counterparts after family, Acquisitions lose their effect over students who see adverse examples of acquisitions which they should acquire at their counterparts (Ö 15)

"Skills related to society life will be facilitating for only students which can establish proper relationships with their counter parts otherwise it will be difficult. ." (Ö 19)

"Counterparts are the individuals who are taken as model by students after their teachers. Positive and negative attitudes which they see at their counterparts will make acquisition of basic skills easier.." (Ö 24)

As it can be understood from the word "rotten apple spoils the barrel relationship of student with her counterparts will effect its basic skills. This can be positively or negatively. "" (Ö 39)

It was mentioned in participant expressions that counterparts have whether negative or positive effects over acquisition of skills by student.

Sample expressions of teachers who had presented idea about "**Physical Conditions (School and Environment)**" which is one of factors effecting the acquisitions of skill are given below:

If school and environment have broad opportunities, this will make acquisition of skills easier. Presence of Library, laboratory etc." (Ö 11)

"If the environment where acquired skills will be applied is full of adverse points, acquisition and placement of skills by children will be difficult. " (Ö 16)

"Opportunities of city, neighborhood, street, village and school has facilitation effect over acquisition of basic skills with respect to positive conditions." (Ö 26)

"Physical conditions and environment may make acquisition of basic skills easier. Important differences can be observed between children who live in shanty town, suburbs where there are immigration so much with students living in city center. ." (Ö 35)

In their expressions participants mention that school and environment has important effect over acquisition of skills by students.

Sample expressions of teachers who had presented idea about "**Social Reasons**" which is one of factors effecting the acquisitions of skill are given below:

"If the skills which should be presented by student are not supported by society or if there are adverse examples about this attitude, this case causes lack of interest for student. " (Ö 2)

"In society traditions, customs, conventions, national and religious festivals, mourning days, happiness days, wedding ceremonies, briefly cultural elements are very effective over acquiring basic skills related to acquiring basic skills. ." (Ö 26)

"Particularly in societies people use events and people which they see and take model, use in their lives. Society which is not open to critics, does not think and satisfy with what they see effects development of people negatively." (Ö 35)

"Socio-economic environment where student live is important point at acquisition of basic skills by student. Being influenced and entering into interaction is important. " (Ö 37)

"Social peace, welfare level, development level effects child positively or negatively. It determines acquisition of skill. " (Ö 46)

Social reasons were expressed to have least effect over acquisition of skills. .

Factors which are effective over acquisition of basic skills in life studies lesson by students" are presented in figure "

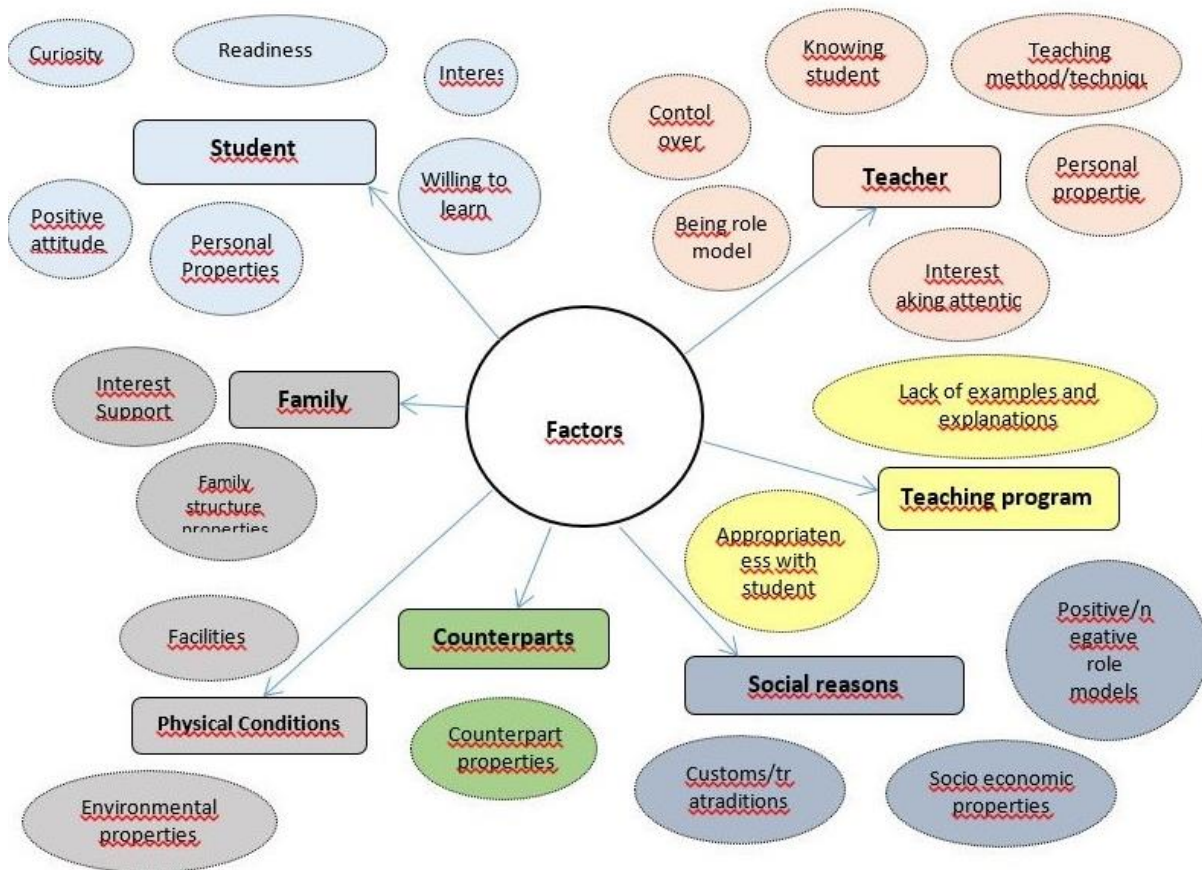


Figure 1. Factors Which are Effective Over Acquisition of Basic Skills in Life Studies Lesson by Students

Discussion, Conclusion Recommendations

Results and Discussion

The skills that are defined as “turning a work into be made easily and masterfully as a result of intellectual and behavioral attempt based on the readiness level of individuals in a proper learning and teaching environment” (MEB, 2009) in Life studies Class Curriculum and Guidance are the most important components of an effective learning. Because knowing the knowledge by the children but not able to express them orally or in a written form, knowing the resources but not using them consciously, knowing the concepts about the time but not managing them well, knowing their close surrounding but not protection them originates because of the lack of gaining information and in addition the skills (Karabağ and Inal, 2013, 251). Starting from this point, the significance of gaining the individuals basic skills in the education process is considerable.

Life studies class has an important role in the education of individuals, who observe and are aware of the events in their surrounding and ask questions and do research (Akinoğlu, 2003). In this study; ideas of classroom teachers related to acquisition status of basic skills which are aimed to be acquired by Life studies lesson teaching program, their statistical analysis was performed and following results are obtained.

When participant's ideas were examined by considering the descriptive data it can be observed that there is close distribution in ideas related to acquisition of skills by program. It was expressed that "Communication" "Maintaining safety and protection" "Recognition of basic concepts related to themes" were provided to be acquired at good level and other skills were provided to be acquired at medium level. Based on arithmetical means, participants think that "communication" skill is acquired most. The aim of Life studies Curriculum to educate the students having sound

personality and in addition to form sound communications with the persons in their surroundings and to express their feelings and thoughts without hesitation (Karabağ and Inal, 2013, 279), augments the significance of gaining these skills. School has an important place as a social environment in terms of communication skills of students. Being many students and teachers together and having a say in a social environment other than family drives them to distinguish their feelings and to express them. Primary education is extremely important for the development of communication skills since it is the stage when children come out of the family and open up the outer world and mingle with the social environment (Yörükoğlu, 1996). Based on the obtained data, they found that students acquire "creative thinking" skill with least ratio. Creative thinking skill enables the students to form new ideas and express them in a unique way (Karabağ and Inal, 2013, 272). In the study which was made by Semerci and Yanpar Yelken (2010, 52) for researching the ideas of classroom teachers based on common basic skills; teachers expressed that they develop critical thinking skill with most ratio (22.9%). Swartz and Parks (1994, 346) indicate that critical thinking skills can be taught in the first level of primary education by turning the effectiveness and skills appropriate to the characteristic of the students' ages. Correct, effective and nice use of Turkish language with least ratio. Communication skill which is highlighted in this research takes the third rank (14,6%) and "creative thinking" skill takes the second rank 25.2%. It is thought that the reason for this situation originate from variables such as the application time and participant characteristic. In another study (Narin, 2007), it was determined that the ratio of the teachers who agreed that the skills included in the Socail Studies Curriculum is sufficient in the gaining of creative thinking skills was 45,2%, the ratio of the teachers who thought that the skills are not sufficient in gaining creative thinking skills was 10.4%. Showing similarities of the said research results with the results of the present study turns out as a factor improving reliability.

When we examined participant's ideas separately for each skill it can be observed that they think "communication" and "recognition of basic concepts for themes" skills are acquired with "good level" and remaining 12 skills were acquired with "medium level. Studies which were made about this subject have the property which supports the findings of this research. In the study of Karaca and Ocak 2011 which was performed to assess the appropriateness level of Life studies Lesson textbook with respect to skills, they stated that program provides acquisition of general and specific skills. Most of teachers who had participated to study of Narin (2007) presented idea that most of the programs are sufficient for providing the acquisition of skills. Also ideas of teachers related to student's acquisition level of basics skills were received in the study of Aslan 2007 and it was observed that they had presented the idea that basic skills are acquired by students with adequate level. Findings which were obtained from data of this study indicates that students generally express that they acquire the skills at medium level. Table which appears here may be caused by structural problems of teaching program and/or defects which may occur at practice. Further researches are required for searching the reasons of this case.

When ideas of classroom teachers related to acquisition status of basic skills which are aimed to be acquired by life studies program are examined with respect to gender, educational status, professional seniority and instructed classroom level it can be observed that they do not have significant differences. According to results of Performed T-test, Kruskal Wallis and One Way Annova tests it was found that ideas of participants related to acquisition of life studies program do not differ with respect to participants' gender, educational status, professional seniority and instructed classroom level. In study of Uğur (2006) where ideas of classroom teachers related to life studies lesson it was determined that teachers' ideas related to general program are not differentiate according to service year and gender variable. In another research it was found that there is not significant relations ship between ideas of teaches and gender, seniority and classroom population (Özden, 2006). In a study which was performed by Gömleksiz and Bulut (2007) for determining the effectiveness of Life studies Teaching Programs it was observed that ideas of teachers related to general teaching program do not differ with respect to gender, seniority and classroom population. In a study which was performed by Çakır (2007) it was found that realization for acquisition level of life

studies lesson does not differ with respect to gender, seniority, graduated school and classroom levels. Results of Study which was made by Karaca and Ocak (2011, 2012) indicates that there is not any significant difference for 1., 2, 3., classclassroom teachers who are working in public schools with respect to genders, instructed class, attendance to seminars, with acquisition level of acquisition of general and specific skills which are included in 2005 Social Sciences Program. Results of same study points out that course text books do not have direct effect over acquisition of general and specific skills which are included in 2005 Life studies Program with respect to mentioned variables. In a study which was made by Alak and Nalcacı (2012, 44)no significant differentiation was found in ideas of teachers related to Life studies Lesson teaching program (acquisitions, themes, activities, measuring and assessment) with respect to gender, professional seniority and graduated school of teachers, number of students they instruct and type of the school where they serve.

All these results have the property of supporting present research results and they are considered to increase the reliability of results.

Findings which are obtained from third sub problem of research indicate that most important factor in for acquiring basic acquisitions is the student itself. When they are assessed according to importance order, "Life studies Lesson Teaching Program" takes the fourth order. This case indicates that student, family and teacher and environment are more important factors in acquisition of skills rather than teaching programs. In researches which were implemented by Yanpar Yelken and Semerci (2009) an Semerci and Yanpar Yelken (2010, 52); ideas of teachers who are serving in Elazığ City related to basic skill were qualitatively examined and it was concluded that environment, parent, school and teacher cooperation is required for acquisition of basic skills. Therefore results of these two works coincide with each other. These findings indicate that results of studies are reliable. One of participants of another study indicated that problems which are encountered in social studies lesson related to acquisition of skills are caused form" acquisition of skills, lack of self-confidence, family and environment (Mutluer, 2013, 361). So that said research has the property of supporting this research.

Within framework of findings of this research it can be mentioned that teacher generally finds the life studies program sufficient but incomplete with respect to acquisition of basic skills.

Recommendations

Following recommendation are advised for researchers and implementers based on findings which were obtained as a result of research:

1. Individual researches can be performed for determining the reasons of being able to/not being able to acquire basic skill which are aimed in Life studies Program
2. Qualitative and Quantitative studies can be performed at first step student and 1, 2 and 3 class level students in primary school for basic skill which are aimed to be acquired by Life studies Teaching Program.
3. Only teachers' ideas were examined in this study. However it is thought that assessing students and families who are important parts of education will be useful.
4. This research was performed for only Life studies Lesson. Studies for assessing different lesson's skill acquisitions levels can be done.
5. Although level of Life studies Lesson Teaching Program for acquisition of basic levels is sufficient at medium level with respect to teacher's ideas, reason why it is not sufficient at very well level can be examined with respect to several variables of program.

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Appendix 1. Questionnaire for Assessment of Acquisition of Basic Skills in Life studies Program by Students with respect to Teacher's ideas

Dear teacher;

Objective of this research is to assess the basic skills which are included in Life studies Teaching Program and aimed to be Acquired by students. In the scale you are asked to assess the acquisition status of 14 basic skill which are included in Life studies Teaching Program and aimed to be acquired by students. You can express your scale marking with (X). Obtained information will only be used for this research and personal information will not be included. Therefore clearly expressing your ideas with respect to each attitude is very important for research

1. SECTION

Personal Information

Gender Female Male
 Educational Status Two Year Program Under graduate Master
 Professional Seniority 1-4 5-9 10-14 15 and more
 Instructed Classroom Level 1. Class 2. Class 3. Class 4. Class

2. SECTION

No	Basic Skills	Very good	Good	Medium	Poor	Very Poor
1	Critical Thinking	0	0	0	0	0
2	Creative Thinking	0	0	0	0	0
3	Research	0	0	0	0	0
4	Communication	0	0	0	0	0
5	Problem Solving	0	0	0	0	0
6	Use of Information Technologies	0	0	0	0	0
7	Entrepreneurism	0	0	0	0	0
8	Use of Turkish nice, correctly and effectively	0	0	0	0	0
9	Taking decisions	0	0	0	0	0
10	Effective use of sources	0	0	0	0	0
11	Maintaining Safety and Protection	0	0	0	0	0
12	Self Management	0	0	0	0	0
13	Recognition of basic concepts of science	0	0	0	0	0
14	Recognition of concepts related to themes	0	0	0	0	0

Scale was completed

Appendix 2. Factors Which Affect the Acquisition of Basic Skill Which Are Included in Life studies Teaching Program

You can mark your personal information by marking (X) into boxes

Gender Female Male
 Educational Status Two Year Program Under graduate Master
 Professional 1-4 5-9 10-14 15 and more
 Seniority
 Instructed Classroom Level 1. Class 2. Class 3. Class 4. Class

Instruction: Enumerate the factors from the most significant to least significant by writing 1,2,3,4,5,6,7,8. Write numbers in "No" columns. Write the explanations for the items which you think as important with as much as detail.

No	Factors	Remarks
()	Student Itself
()	Counterparts
()	Teacher
()	Family
()	Teaching Program
()	Social Reasons
()	Physical Conditions (School and environment)
()	Other (Please Specify)