Educational Effects of After School Courses: A Study on School Managers and Teacher Opinions

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ABSTRACT

The purpose of this study is to determine the achievements of After School Courses, which have been implemented in all secondary schools affiliated to the Ministry of National Education since the 2014-2015 academic year, and the problems experienced during the implementation process. In this study, the case study method, which is one of the qualitative research methods, was adopted in order to conduct an in-depth and comprehensive examination. Data was collected from 10 teachers and 10 school administrators working in public secondary schools. The data obtained from interviews with teachers and school administrators were transcribed and analyzed using content analysis technique. According to the results of the study, teachers and school administrators stated that the courses made a significant contribution to preparing students for the central exams. However, school dropouts were cited as the biggest problem in after-school courses. It was concluded that a separate course program would be more effective in terms of success in central exams. In this direction, it is recommended that measures should be taken to reduce absenteeism and course programs should be structured with a focus on central exams in order to make after-school courses more functional and sustainable.

INTRODUCTION

Education is a dynamic process that contributes to the development of society by maximizing the potential of individuals. The main objective of this process is to enable individuals to become active participants in social, cultural and economic life by providing them with knowledge, skills and values. In this context, the ultimate goal of the education system is to raise individuals who are successful, hardworking, responsible, self-confident, able to communicate effectively and contribute to social welfare (Nartgün & Dilekçi, 2016: Karagöz, 2018). The Turkish education system has undergone significant transformations in recent years to achieve these goals. In particular, the 4+4+4 education system, which was put into practice with Law No. 6287, has caused widespread public outcry and controversy. The aim of this system is to find solutions to existing educational problems and improve the quality of education. However, some problems encountered during the implementation process led to criticism of the system (Memişoğlu & İsmetoğlu, 2013). One of the most common areas of criticism is that the education system focuses on measuring students' achievement levels based on centralized exams, making private courses one of the most important elements of the education system. This situation led to the closure of private courses with a law enacted as of the 2014-2015 academic year. The Ministry of National Education (MoNE) decided to close the private courses and open after school activity courses in all secondary and high schools in order to ensure equality of opportunity in education as of the 2014-2015 academic year (Akbaba, 2019; Ministry of National Education [MoNE], 2014a). These courses are taught by teachers employed by the Ministry of National Education, and the purpose, scope and management of the courses are determined by directives. The relevant directive states that courses can be opened depending on the physical conditions of the school and the number of students, that teachers and course centers will be determined in September, February and June of each year, and that the number of students should be at least 10 and at most 20 (MoNE, 2016). The Ministry's aim is to increase student achievement through these after-school educational activities and to minimize the negative effects of socioeconomic disadvantages. In a qualitative study conducted by Oakley (2008), the

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multifaceted effects of after-school activities on student development were revealed. Interviews with secondary school teachers emphasized the indirect impact of these activities on students' academic achievement and their role in developing social skills. The researcher noted the importance of careful planning and regular evaluation for the effective implementation of these programs. Teachers' views are that after-school activities contribute to students' social and emotional development as well as their academic achievement by increasing their commitment to lessons and school. This suggests that such activities can help students become successful individuals in their future lives. After-school activities are an important pedagogical tool that contributes to students' academic and social development. These activities, which include supportive lessons for central exams, especially for the central exams applied in the transition between levels, directly affect the academic success of students (Sarıca, 2018).

The transition to secondary education in Turkey has been shaped by various practices in different periods. The arrangements made to overcome the problems experienced in these transitions have sometimes emerged in line with the internal dynamics of the system and sometimes due to external political and social influences. In parallel with the changing needs of the country and global developments, the Turkish education system has also been subjected to reforms to prepare students for the future (Dinç et al., 2014). During the transition to secondary education, different exam systems have been implemented in order to place students in high schools appropriate to their interests and abilities (MoNE, 2018). These exams generally consisted of multiple-choice questions and aimed to measure students' academic achievement. Following different exam systems such as OKS (2004-2008), SBS (2009-2013) and TEOG (2013-2017), LGS was introduced in 2017 (MoNE, 2018). Changes in this examination system play an important role in determining students' future educational and career paths. Various studies have been conducted on the different approaches and effects of these exam systems in assessing student achievement (Dinç et al., 2014; Sarıer, 2010).

After School Courses (ASACS), which have been implemented by the Ministry of National Education (MoNE) since the 2014-2015 academic year, are an important initiative that aims to increase students' academic achievement and ensure equal opportunities. These courses allow students to compensate for their academic deficiencies, especially in preparation for central exams, and aim to reduce the effects of socioeconomic disadvantages (MoNE, 2016).

According to the current directive, the opening of courses depends on the schools' physical facilities and the number of students. Teachers and course centers are appointed in three periods each year - September, February and June. The number of students in a course should be at least 10 and at most 20. This regulation is one of the key elements of MoNE's strategy to create a competitive environment among students and support achievement.

Research has shown that ASACS practices positively affect students' academic performance (Bozbayındır & Kara, 2017; Canbolat & Köçer, 2017; Ünsal & Korkmaz, 2016). Thanks to these courses, students can be better equipped to prepare for exams and increase their success levels. Support and training courses play an important and complementary role in supporting students within the current education system.

In the United States, after-school supportive education programs called "After-School Programs" aim to provide equal opportunity in education, especially for students with low socioeconomic status (Shernoff & Vandell, 2007). Within the scope of these programs, academic support, guidance services, and artistic and sportive activities are offered together to help students spend their extracurricular time productively. Halpern (2002) stated that such programs provide a safe environment for children of working families and also contribute to their social development. Research shows that students who participate in these programs have higher academic achievement and school attendance rates (Cosden et al., 2001). In this framework, it can be said that after-school programs have a holistic structure that supports not only academic but also social and emotional development.

However, since ASACS is a new practice, some problems are also encountered. Türküresin (2018) states that courses can negatively affect student participation because student feel tired, while Yirci and Açıkgöz (2018) draw attention to problems such as lack of materials, motivation problems, and time constraints. In conclusion, ASACs have a significant potential to increase students'

achievement. However, problems need to be identified and solved to make this practice more effective. For this purpose, the opinions and suggestions of school administrators and teachers regarding the problems experienced in these courses and the solutions to these problems were collected and analyzed. In order to achieve this aim answers were sought to the following questions:

According to school administrators and teachers.

1. What are the effects of support and training courses on students?

2. What are the most common problems encountered during the implementation of the courses?

3. What are the suggestions for the management and implementation of the courses?

4. What are the opinions on the process of determining the teachers who will take part in the courses?

5. What are the difficulties encountered in the implementation process of the program and what are the solutions for them?

METHOD

Research model

In this study, a case study, one of the qualitative research methods, was adopted. The aim of qualitative research is to understand in depth the situations experienced by individuals or groups and their meanings about these situations (Creswell, 2013). Case studies enable a specific situation or event to be examined in all its aspects. In this way, the factors that are effective in the formation of this situation and the relationships between these factors are revealed (Yıldırım & Şimşek, 2011).

Study group

The participants of the study consisted of 10 school administrators and 10 teachers working in secondary schools with course centers in Aksaray. The participants were determined by maximum diversity sampling method due to their different characteristics (Büyüköztürk et al., 2018; Creswell, 2013; Yıldırım & Şimşek, 2011). This approach enriched the findings by adding different perspectives to the study. Demographic characteristics of the participants are presented in Table 1.

Table 1

Demographic Characteristics of Teachers and School Administrators

Teacher

Gender	Years of Seniority	Branch	Branch Faculty of Graduation	Number
Female	5-10	Science	Faculty of Education	1
Female	5-10	Math.	Faculty of Education	1
Female	11-15	Turkish	Faculty of Education	2
Female	16-25	Eng	Faculty of Education	1
Male	5-10	History	Faculty of Arts and Sciences	1
Male	5-10	Math.	Faculty of Arts and Sciences	1
Male	11-15	Math.	Faculty of Education	1
Male	16-25	Turkish	Faculty of Education	1
Male	16-25	Math.	Faculty of Education	1

Administrator

Gender	Years of Seniority	Branch	Branch Faculty of Graduation	Number
Male	5-10	Relig.	Other	1
Male	5-10	Technolgy desing	Faculty of Education	1
Male	11-15	History	Faculty of Education	1
Male	11-15	Turkish	Faculty of Education	1
Male	16-25	History	Faculty of Education	2
Male	16-25	Turkish	Faculty of Education	1
Male	16-25	Math.	Faculty of Education	1
Male	>25	History	Faculty of Education	1
Male	>25	Technology desing	Other	1

Data collection

In this study, semi-structured interview method was used to analyze the views of secondary school administrators and teachers giving courses in ASACS. As Büyüköztürk et al. (2016) state, semi-structured interviews both include predetermined questions and provide participants with the opportunity to express their own thoughts freely. In qualitative research, the researcher's command of the literature and the data obtained in face to face interviews increase the validity of the study (Yıldırım & Şimşek, 2011). The relevant literature, especially the ASACS directive and course manuals, was reviewed and open-ended questions were prepared based on the findings obtained. The interview form was evaluated and piloted by two academicians who are experts in their fields. As a result of the pilot study, some adjustments were made to the form and it was finalized. The interview form included demographic information of the participants (gender, branch, seniority, etc.) and 5 questions to elicit their views on the ASACs. The interviews were collected in sessions lasting approximately 30-40 minutes during the 2022-2023 academic year and were audio-recorded and then transcribed. Codes were used instead of names to protect the confidentiality of participants' identities.

Data Analysis

The data obtained in this study were analyzed in depth using content analysis, one of the qualitative research methods. The interview texts of the participants (teachers and school administrators) were analyzed gathering under the codes (T1, T2, SA1, SA2, etc.). As Yıldırım and Şimşek (2011) stated, content analysis is the process of classifying data under certain themes and categories. In this direction, the data were coded with the codes created in line with the research questions and the findings were obtained by frequency analysis.

Validity and Reliability

This study examined the concepts of validity and reliability through the lens of credibility, transferability, consistency, and verifiability—core principles of qualitative research. To ensure credibility, the interview form was developed based on a comprehensive literature review, and participants were informed about confidentiality and encouraged to share their views openly. The data analysis was independently conducted by two qualitative research experts, and the inter-coder agreement was calculated as 92.3% using the Miles and Huberman (1994) formula.

To enhance the research's transferability, detailed descriptions of the research process and results were provided, and the codes and themes were explicitly articulated. In terms of ensuring consistency and verifiability, the entire research procedure underwent critical evaluation by domain experts, and external input was obtained to support the coding process. This integrated methodological approach reinforced the academic integrity of the study, demonstrating that the results were trustworthy, dependable, and held scholarly merit.

The research was conducted with the decision of the Scientific Research and Publication Ethics Committee of the university in the province where the research was conducted, session numbered 2023/18 and numbered 1.

FINDINGS
The effects of ASACs on students according to school administrators and teachers
Table 2

Distribution of the Codes Identified for the Theme "The Effects of Supporting and Training Courses on Students"

Theme	Category	Code	Frequency
Effects on Students	Positive	Exam preparation	16
	Negative	Family pressure	4

The findings related to the effects of ASACs on students are presented in Table 2. As a result of the analysis, 2 different categories emerged. These categories are "Positive" and "Negative" categories. Two main codes were identified from these categories: "Preparation for the Exam" and "Family Pressure". While the code "Preparation for the Exam" was emphasized frequently by most of the participants (n=16), the code "Family Pressure" was expressed by fewer participants (n=4).

The majority of the participants think that the courses have positive effects on students. In particular, it was stated that as the courses focused on exams, they increased students' success in in-school exams and contributed to their preparation for the 8th grade placement central exam, which is an important exam such as the high school entrance exam. The opinions of teachers and school administrators on this issue are given in below.

The quotations of school administrators and teachers who expressed their opinions for the "Preparation for the Exam" code are as follows:

T-3 *"I have observed a great benefit in the ASACS, especially when there is a model of productive lessons (in terms of examining the solutions of different types of questions)."* ,

T-1 *"The courses are of high quality for the students who have no opportunity to take private tuition. We see that students who attend the course. This success in their lessons is naturally reflected in their exams. At the end of 8th grade, we witness that they have good scores in central exam as LGS.",*

T-10 *"I believe that it creates a systematic environment especially for students preparing for the exam. It is an opportunity for students who are successful and want to be successful.",*

SA-7 *"Since in ASACs teachers solve questions similar to LGS, students who attend regularly have an opportunity to experience different types of questions than other students and gain experiences. This experience increases course success and especially success in central exams."*

The quotes of the administrators and teachers who expressed their opinions for the "Family pressure" code are given below:

T-6 *"The course is ineffective for students with low academic achievement. These students come to the course to escape from home and the responsibilities related home given by parents, and they are attending ASACS to play games with their mates. Therefore, the course does not have any positive effect on students with low academic achievement."*

SA-9 *"Most of them do not see any benefit if they are forced by their parents. If there is no exam such as LGS in future, the student does not see the benefit of the course because he does not feel obliged to study."*

Problems faced by school administrators and teachers during the implementation of the ASACS

Table 3

Distribution of Codes for the Problems Encountered during Implementation Process

Theme	Category	Code	Frequency
Encountered in the Implementation Process Problems		Dropping out	11
	Problems	Material	9

The findings related to the problems encountered during the implementation process are presented in Table 3. In the analysis conducted under the category of problems encountered during the implementation process, the codes "Dropping out" and "Materials" were found. According to the findings, most of the participants stated that students' Dropping out threatened the continuity and effectiveness of the courses. Similarly, the inadequacy of training materials was also reported to reduce the expected efficiency of the courses and negatively affect students' learning processes.

The quotes of school administrators and teachers who expressed their opinions for the "Dropping out" code are as follows:

SA-1 *"The most common problem we face is students Dropping out. After a few weeks, students' Dropping out increases and this affects the continuation of the course."*

SA-2 *"One of the most important problems is students Dropping out. The fact that no (fee) is paid for ASACS and parents do not care importance dropping out."*

SA-10 *"I do not think there is a serious problem in the implementation process. But after a while, I think that the course that is closed due to the decrease in the number of students who do not attend, is unfair for the other students. For this reason, studies can be done on Dropping out."*

T-5 *"Our biggest problem in courses is Dropping out. The students who come in the first few weeks don't attend after a while so the course gets closed. I can say that parents and us have a lot of work here. If I need to criticize myself, I cannot make the lesson more attractive to the students."*

School administrators and teachers' quotations expressing their opinions for the "Material" code are given below:

Ö-5 *"It would be better to enrich the materials rather than the school program. The subjects covered or questions solved only on the interactive whiteboard are very insufficient. Schools need to be supported in terms of materials.",*

SA-1 *"The most common problem we face is student Dropping out. After a few weeks, student Dropping out increases and this affects the continuation of the course."*

SA-4 *"The biggest problem we face in the courses is student Dropping out and irresponsible parents. Some of students still do not have the awareness of exams and the idea of profession. Therefore, students spend time outside instead of attending the course."*

Suggestions of school administrators and teachers for the management and implementation of the courses

Table 4

Suggestions for the Management and Implementation Courses Process

Theme	Category	Code	Frequency
Opinions on the Implementation Process	Recommendations	Course fee	8
		Funding and material support	6
		Dropping out	6

The findings related to the suggestions of school administrators and teachers regarding the management and implementation process of the courses are presented in Table 4. In the analysis made under the category of suggestions for the implementation process, the codes "Course Fee" and "Financing and Material Support" and "Dropping out" were emphasized. According to the findings, most of the participants stated that the courses should be paid and that students do not value the course when it is free. School administrators and teachers stated that financial support should be provided for the courses and that they had difficulty in meeting the printed materials distributed to students in the courses. They stated that students Dropping out threatens the continuity and effectiveness of the courses. They stated that sanctioning students who are absent would prevent students Dropping out. The interview excerpts of the administrators who expressed their opinions for the "course fee" code are as follows:

SA-7 "First of all, the courses should be charged with a small fee. When they are free, neither the student cares nor the parent can ensure the student's attendance. If the courses are charged, the family can force their child to attend the course."

SA-5 "Due to the fact that the parents are not charged a fee, the parents are lax in following the students or the students do not care because the courses are free."

SA-8 "Not charging fees for the courses and putting all the expenses on the schools puts us school administrators in trouble after a while."

Examples of interview excerpts of the teachers who expressed their opinions for the "Course fee" code are presented below:

T-9 "The courses always start very well at first. Participation is very high. Students are enthusiastic. But after a while, since the student does not pay a fee for the course, it becomes worthless. The student does not feel obliged to go to the course and at the end of 3 months, if the administration does its job well and has a conscience, it closes the course. If it is running the course for the sake of the students, it continues with 3 or 4 students until the end of the year."

T-3 "Some money should be taken from parents. Because unfortunately, the services provided free of charge are not appreciated in our country."

The opinions of the administrators and teachers who participated in the study for the code "Funding and material support" are presented below:

SA-2 "In order to make the courses more efficient, financial support should be given to the schools, or I think it would be better to take a little money from the students for participation in the course and give it to the school."

SA-4 "At the point of implementation of the course, teacher and student opportunities need to be increased and it needs to be of higher quality than private courses. Resources need to be provided.",

SA-8" The mock exams conducted by the Ministry are not enough, but when we try to do it ourselves, we cannot be sufficient due to the financial situation of the school."

T-5 "It would be better to enrich the materials used rather than the school program. The subjects covered or the questions solved only on the interactive whiteboard are frankly insufficient. Schools need to be supported in terms of materials."

The opinions of the administrators and teachers who participated in the study for the "Dropping out" code are as follows:

SA-10 "In our country, education is free of charge, but parents are penalized if their students are not attending compulsory education. The same should be applied in courses; parents and students who do not attend the course should be sanctioned, closing the course is a punishment for hardworking and willing students."

SA-5 "The verbal permission of the absent student's parents should be an excuse for the student not to come, after all, with the knowledge of the parents, courses are closed because insufficient the number of students."

SA-10 "I don't think there is a serious problem in the implementation process. But after a while, I think that the course closed due to the decrease in the number of absent students is unfair to other students. For this reason, studies can be done for preventing Dropping outs."

T-5 "Our biggest problem in courses is Dropping out...."

Opinions of school administrators and teachers on the process of determining the teachers who will take part in the courses

Table 5

Distribution of Codes for the Theme of Selection of Teachers to be Assigned in Courses

Theme	Category	Code	Frequency
Teachers' Views on the Selection Process	Assignment	Demand/Request	12
		Discrimination	8

The distribution of the codes identified for the theme of "Selection of Teachers to be Assigned in Courses" is given in Table 5. In the assignment category, 2 codes were identified. When the frequency distribution of the identified codes is analyzed; "Demand / Request" code has 12 frequencies and "Discrimination" code has 8 frequencies.

When we look at the opinions of school administrators and teachers who expressed their opinions on the code identified for the assignment category, two different codes emerged. The school administrators who participated in the interview stated that they assign teachers in the courses according to the number of applications. They stated that forms are distributed to students for teacher selection in the intensity caused by the financial return of the course, and some of teachers stated that the selection of teachers in the courses is based on volunteerism and that they are not exposed to any pressure. Teacher opinions on these codes are given below.

Interview excerpts of the managers who expressed their opinions for the "Demand/Request" code are given below:

SA-1 *"First of all, we look at the demands of teachers, if we have teachers who want to give a course, we open it according to their demand. İf there is more than one teacher from the same discipline, we distribute forms to students or we give priority to the teacher who did not give a course in the previous year. İf no one wants to give a course, we give it to teachers from other schools."*

SA-2 *"We do not have a problem because we have one branch teacher for each subject. Our teachers apply to give a course because it contributes to our teachers both in terms of money and points."*

SA-3 *"In case there is more than one teacher from the same branch in the school, we let the students choose the teachers, and we give priority to whichever teacher is chosen more. But since our teachers usually decide among themselves, we have not encountered any problems so far."*

T-8 *"When we apply to give course, İf there is more than one subject teacher from the same subject, priority is given to the one who didn't give course previous year, we did this in turn…"*

The quotations of the teachers who expressed their opinions for the code" Discrimination" are given below:

T-1 *"Teachers who want to take part in the course apply. İf there is more than one teacher from the same branch, the students should normally choose, but the administration usually does this. Sometimes there are injustices here, teachers who have close relationships to the administration are preferred more and other teachers are victimized."*

T-2 *"It is said that students can choose the teacher they want in normal elections, but when it comes to practice, the teacher who have close relationships to the administration is chosen ......"*

T-5 *"İf there is more than one teacher from the same branch, they usually agree among themselves, or the school administration chooses the teacher who is close to them..."*

Difficulties encountered in the implementation process of the program and suggestions for solutions

Table 6

Suggestions for Developing a Separate Course Program Distribution of Codes

Theme	Category	Code	Frequency
Suggestions for Developing a Separate Course Program	Suggestions	Separate program	13
	Enriching the school curriculum	Course material	7

Table 6 presents the frequency distributions of the codes related to the theme "Suggestions for Developing a Separate Course Program". In this context, it was determined that the code "Separate program" under the Suggestions category had 13 frequencies. In the category of enriching the school program, the code "Increasing Course Materials" has 7 frequencies.

In line with the opinions of school administrators and teachers, it was stated that designing the course program independently from the school curriculum would be more appropriate for the efficiency of the courses. In addition, it was emphasized that the program should be shorter, more concise and more targeted than the school curriculum since the main purpose of the courses is preparation for exams. Accordingly, the views of school administrators and teachers on this issue are discussed in detail below.

The excerpt of the administrator and teacher interviews collected under the code "Separate Program" is as follows:

SA-9 *"Courses should have a program for the high school entrance exam. Previously, the program in the private courses was directly oriented towards the exam. The subjects were simplified and mostly based on solving problems. If the purpose of the courses is to prepare students for the exam, the program should be changed."*

S-2 *"Courses should have a separate program. Instead of the same program as the school, there should be a shorter and more concise program. Since the purpose of the courses is to prepare for the exam, it would be good for us to have a suitable program."*

T-7 *"Implementing a new course program consisting of the same objectives but with objectives for learning levels determined according to the grade level would also support each student to learn at his/her own level."*

The quotations of the administrators and teachers who participated in the study, collected under the "Course Material" code, are as follows:

SA-4 *"At the point of implementation of the course, teacher and student opportunities need to be further increased and the quality of the course needs to be better than private courses. Resources need to be provided."*

SA-8 *"The mook conducted by the Ministry are not enough, but when we try to do it ourselves, we cannot be sufficient due to the financial situation of the school."*

SA-10 *"Additional resource support should be provided for the courses, such as practice books by the Ministry …."*

T-5 *"It would be better to enrich the materials used rather than the school program. The subjects covered or the questions solved only on the interactive whiteboard are frankly very insufficient. Schools need to be supported in terms of materials."*

T-10 *"An enrichment can be made by increasing the materials, so that more positive results can be obtained."*

RESULTS, DISCUSSION and SUGGESTIONS

The main purpose of this study is to examine in depth the views of teachers and school administrators on the ASACs implemented in secondary schools. In the light of the data obtained, important findings were reached about the strengths, weaknesses and areas that need to be improved. Within the scope of the first question of the study, the effects of ASACs on students' academic

achievement were analyzed and two main categories were determined as "positive" and "negative". In the analysis of the "preparation for exams" code under the "positive" category, it was concluded that ASACs positively affected students' achievement in both in-school exams and central exams. According to the views of the participants, ASACs play an important role in increasing exam success by enabling students to overcome their academic deficiencies. These findings are in line with the findings of studies conducted by Akkaya (2017) and Kuzucu (2019). In these studies, it was emphasized that ASACs have positive contributions to students' academic achievement. Regarding the "family pressure" code under the "negative" category, school administrators and teachers agreed that students with low academic achievement do not benefit enough from the courses. It was stated that students usually enroll in courses with the guidance of their families and have problems with attendance due to lack of motivation. This shows that students use the courses to escape from their responsibilities at home or to socialize. In the study conducted by Canpolat (2017), similar findings were found, and it was emphasized that the success levels of students who came to courses under the pressure of parents were low. Within the scope of the second questions of the study, "Dropping out" was identified as one of the problems frequently encountered in the courses. When students do not attend the courses regularly, it leads to a decrease in the number of students and even closure of the courses. This situation contradicts the principle of equal opportunity in education and negatively affects other students' right to education. Similarly, Canpolat and Köçer (2017) emphasized the problem of droping out of courses and stated that this may be due to the fact that the courses are free of charge. Another code in the problems category, "material", was frequently mentioned by the participants. Teachers and school administrators emphasized that the lack of materials in schools negatively affected the effectiveness of the courses. There is a consensus that this situation causes the courses to be insufficient in preparing students for the exam. Similarly, Bozbayındır and Kara (2017) stated that teachers were concerned about the lack of materials in the courses and requested support to overcome this deficiency. Ünsal and Korkmaz (2016) emphasized that the scarcity and inadequacy of material use is an important problem in preparing students for the exam. Nartgün and Dilekçi (2016) also stated that the lack of exams negatively affected students' question solving skills. These findings support the negative impact of lack of materials on the success of the courses and suggest that solutions should be developed for this issue. Within the scope of the question of the study, the most frequently mentioned code in the category of suggestions for the implementation process was "course fee". Both school administrators and teachers emphasized the necessity of charging a symbolic fee to parents in order to increase participation in the courses and improve the quality of the courses. Participants stated that the fact that the courses were free of charge led to a decrease in interest in the courses and that parents had difficulty in ensuring their children's attendance. In addition, school administrators stated that the quality of education could be improved by providing course materials with the income obtained. These findings support Ergün's (2017) and Ünsal and Korkmaz's (2016) findings that the free courses decrease student interest. The findings related to the "Financing and Material Support" code show that teachers and school administrators emphasized the importance of material and financial support to increase the effectiveness of the courses. Teachers stated that exposing students to various question types would positively affect exam success. School administrators, on the other hand, stated that school facilities should be improved, and financial resources should be increased for the effectiveness of the courses. The inability to administer enough mock exams to students due to limited facilities and difficulties in obtaining photocopying materials were among the problems frequently mentioned by administrators. These findings are in line with other studies in literature. Dönmez, Gürbüz, and Tekçe (2018) emphasized that one of the most important problems in the execution of the courses is the lack of additional budget allocation to schools, while Canpolat (2017) emphasized the importance of providing financial support for the courses, printed material support and consumables. This situation reveals once again how important adequate financial and material support is for increasing the effectiveness of courses. The research findings revealed that the views of teachers and school administrators regarding the "Dropping out" code were largely similar. Participants stated that Dropping out in courses negatively affected the success of the courses and that this situation required effective solutions. School administrators expressed concern that

especially high levels of Dropping out could lead to the complete cancellation of courses. This situation overlaps with the problem of attendance in courses, which was also emphasized in the studies of Canpolat and Köçer (2017) and Topçu and Ersoy (2019). In these studies, it was stated that student Dropping out is more common due to the free courses and this situation reduces the effectiveness of the courses. Within the scope of the fourth question of the study, it was determined that teachers' demands play an important role in determining the teachers to be assigned to support and training courses. Most of the school administrators stated that they take teachers' requests into consideration when there is not more than one teacher in the same branch. However, in cases where there is more than one teacher, it is seen that teachers are usually selected based on the opinions of students. This increases the participation of teachers in the courses and makes the courses more effective. Some of the teachers also stated that their opinions were taken by the school administrators and that they managed a harmonious process by making decisions together with the teachers in their class. According to Göksu and Gülcü (2016), the findings that a student-centered approach will increase course success are in line with the results of this study. The researchers argue that students choosing their own teachers will positively affect student motivation by increasing the rate of attendance on courses. In line with the fourth question when the "Discrimination" code was examined in determining the teachers to be assigned in the support and training courses, the majority of the teachers stated that school administrators discriminate among teachers when assigning teachers to the courses. Teachers emphasize that some teachers are mostly preferred as they have close relationships with the school administration or who always obey the school manager's decisions. When we examine the studies in the literature, Keskin (2020) showed similar results to this study in that students cannot choose the teachers they want in the selection of teachers in the courses, there is no voluntary basis and arbitrary assignments are made by the school administration. Within the scope of the fifth question of the study, the suggestion of developing a separate program for support and training courses was examined. The data collected under the code of "separate program" show that most of teachers and school administrators agree that the course program should be independent from the school program. The participants believed the courses should be held during the school year and should be exam-oriented so that students can prepare for the exams more effectively. This situation is similar to the practices in classrooms, and it can be said that there is an expectation that ASACs should offer an intensive review program for central exams like classrooms. However, the results of the literature review do not fully overlap with the findings of this study. In general, the existing literature suggests an integrated approach with the school curriculum rather than a separate program. Within the scope of the fifth question of the study, the findings related to the "course material" code reveal the need for additional materials to increase the effectiveness of the courses. School administrators and teachers emphasize that additional materials should be prepared to enable students to repeat the topics more frequently and to encounter different types of questions. This is considered as an important step to make the courses more comprehensive and student-centered. The limited number of studies focusing specifically on this issue in literature shows that this study makes a unique contribution. This study is an important resource for similar studies to be conducted in the future.

Based on the results of the research, this section provides recommendations for policy makers, practitioners and future research to improve support and training courses.

1. The attendance and Dropping out of students participating in the course can be shared with families on an ongoing basis.

2. Given that courses increase students' academic achievement, course content and teaching processes can be designed to support the school curriculum.

3. Students and parents can be sanctioned to prevent Dropping out.

4. Printed materials and stationery support can be provided to schools to make the courses more efficient

5. The course program can be adapted to prepare for the central exams.

7. The number of achievement tests and mock exams applied in the courses can be increased.

Declarations

Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

Ethics Approval

This study was conducted with the permission of the Research and Ethics Committee of the relevant university with the decision dated 28/02/2023 and numbered 2023/01-18. We conducted the study in accordance with the Helsinki Declaration in 1975.

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Research and Publication Ethics Statement

Hereby, I, as the author, consciously assure that for the thesis titled "An Analysis of the Educational Value of Support and Training Courses from the Perspective of School Administrators and Teachers," the following principles have been fulfilled:

- This material is my own original work, and it has not been published elsewhere previously.
- The study reflects my own research, analysis, and interpretation in a truthful and comprehensive manner.
- The findings are appropriately situated within the context of prior and current scholarly research.
- All references, sources, and citations used throughout the study have been accurately and transparently disclosed.
- The data used in this study were taken from first author's (Emre DÖNGEL) master dissertation supervised by second author (Yalçın DİLEKLİ).

Contribution Rates of Authors to the Article

All authors contributed equally to this study.

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