Social Studies Teachers' Views on the 7th Grade Social Studies Teacher Guidebook and its Removal: A Q Method Analysis

Zafer Çakmak [1], İsmail Hakan Akgün [2], Turan Kaçar [3]

Abstract

For the curriculum to be implemented more effectively and efficiently, the Ministry of National Education (MoNE) has distributed teacher guidebooks to primary and secondary school teachers since the 2005-2006 academic year. In 2018, the teacher guidebooks, which instruct and advise teachers in the delivery of the course, were abolished. However, the literature has a significant number of studies on the value of teacher guidebooks. Using Q methodology, the goal of this study is to determine the views and perceptions of social studies teachers working in Diyarbakır (a city located in eastern Turkey) regarding the Ministry of National Education's 7th grade social studies teacher's guidebook distributed until the 2018-2019 academic year and the removal of these books. The mixed-method research technique was used to conduct this study, which contains both qualitative and quantitative elements. In this phenomenological study, an online interview was conducted via Zoom using the Q methodology. The study group consisted of 30 social studies teachers from several secondary schools in Diyarbakır, each with a varied level of professional experience. The data were collected using the Q methodology form, which was produced by the researchers following the literature and the opinions of experts in the field. This form included the Q items, the Q sort in which these items were placed, and open-ended questions to determine the participants' views on extreme values. The *PQMethod 2.35* software was used to examine the data in the Q sort in the Q methodology form filled out by the participants. The answers submitted by the participants to the open-ended questions were analyzed using descriptive analysis. According to the findings of all the analyses, it was determined that the 7th grade social studies teacher's guidebook had positive aspects and that removing these books had negative consequences for social studies teachers, and that it would be more beneficial to redevelop the guidebooks and present them to teachers for use. It is reasonable to conclude that the removal of the teacher guidebook will have negative implications, particularly for

[1] Fırat University, Faculty of Education, Department of Social Studies Education, Turkey, zcakmak@firat.edu.tr

[2] Adıyaman University, Faculty of Education, Department of Social Studies Education, Turkey, hakgun@adiyaman.edu.tr

[3] TOBB Ferdi Yigit Anatolian Imam Hatip High School, Diyarbakır, Turkey, kacarturan21@gmail.com

new teachers. Furthermore, it has been suggested that the future guidebook for social studies teachers should facilitate course activities, eliminate the lack of knowledge in the course content, and assure the efficiency of time management.

Introduction

In Turkey, a curriculum based on a constructivist learning approach has been implemented since the 2005-2006 academic year. It was anticipated that certain advancements in this direction would occur because of the adoption of the curriculum that reflects the constructivist learning approach (Yaman & Demir, 2015). In this regard, beginning the 2005-2006 academic year, the Ministry of National Education (MoNE) has started distributing teacher guidebooks to elementary and secondary school teachers to execute the curriculum more effectively and efficiently (Temiz, 2007). Based on these arguments, it is possible to say that the introduction of teacher guidebooks into our educational system started with the implementation of instructional programs that reflect the constructivist learning approach.

The curriculum is a set of experiences targeted for individuals within and outside of school, and it encompasses all activities linked to the delivery of a lesson (Akpunar, 2015; Demirel, 2013). The present curricula in Turkey may be stated to be predominantly constructivist (Aydın, 2016; Yeşilyurt, 2011). The constructivist learning approach is substantially different from traditional approaches. The goal of constructivism is to allow students to take an active role in their learning and to organize what they've learned in their minds in a certain way. As a result, constructivism is the foundation of many countries' educational systems today (Özden, 2005). Student-centered instruction is emphasized in constructivism, and the focus is on increasing students' mental skills rather than their behaviors (Güneş, 2014). The constructivist method is based on the idea that learners produce knowledge by engaging in mental processes (Baran, 2015). When the literature is examined in this regard, it can be concluded that the guidebooks prepared for primary and secondary school teachers reflect the constructivist approach and are guiding resources for teachers. In fact, according to Yaman and Demir (2015), teacher guidebooks that lead the implementation of the constructivist learning approach are an important part of this system. It can be stated that the main purpose of these books is to guide, assist and provide suggestions for teachers regarding the teaching of the lesson because these books contain information and planning about which methods and approaches will be utilized during the class, as well as the materials and equipment that will be used, and the types of activities that will be implemented (MoNE, 2012).

Teacher guidebooks are sources that specify in detail the responsibilities of teachers during the execution phase of the curriculum, have the quality of a lesson plan, and guide teachers in the implementation of a lesson (Süğümlü, Mutlu, & Çinpolat, 2019). Teacher guidebooks can be stated to help instructors with their work, such as deciding what to do during a lesson and, most importantly, saving time (MoNE, 2012). In reality, the O clause of the 4th article of the MoNE Textbooks and Educational Tools Regulation (MoNE, 2012) defines teacher guidebooks as follows: *"Printed/pdf materials prepared for the benefit of teachers, containing various examples, exercises, units, topics, themes, internet addresses related to learning areas, reading resources and other activities that will enable more effective use of the textbook in line with the acquisitions and explanations in the relevant education and training programs"*. Teacher guidebooks, according to Yıldırım (2011), are required for teachers to use textbooks effectively and appropriately in the classroom, and during the pre-lesson planning and preparation stages. Teacher guidebooks are tools designed to assist and guide teachers in achieving the curriculum's objectives (Demirel, 2000). In the light of these explanations, it can be said that teacher guidebooks are important sources that guide teachers about the teaching of the lesson from 2005 to 2018. In this regard, it is possible to state that the introduction of teacher's guidebooks into the Turkish educational system

coincided with the adoption of the constructivist learning approach in the 2005-2006 academic year (Baran, 2015).

Teacher guidebooks have become increasingly important for a variety of reasons since Turkey adopted constructivism. The constructivist learning method is initially explained in these guidebooks, followed by instructions for teachers on what should be done at certain phases of the lesson when using this approach (Ayvacı & Er-Nas, 2009). The preparation and teaching steps of the course, annual plans, the acquisitions, skills, values, strategies, methods, and techniques appropriate for the subject, the tools and materials to be used in the course, and warnings and explanations that may occur in teaching are all included in the teacher guidebooks prepared following the constructivist learning approach (Şimşek-Özkan, 2011). Furthermore, the phases of assessment and evaluation, as well as the course content to be utilized in the course, are known to be contained in these guidebooks. Based on these considerations, it is reasonable to infer that teacher guidebooks will have a significant and positive impact throughout the implementation phase of a constructivist curriculum.

Teacher guidebooks, which are prepared appropriately for the curriculum, are the most important resources that teachers can access in planning, implementing, and evaluating the learning-teaching process (Ceyhan & Yiğit, 2003). Correspondingly, these books are publications that guide teachers on how to present topics to students, how to ensure a connection between knowledge, skills, and thoughts in students, and what kinds of activities will be used to assess students' learning processes (Köseoğlu et al., 2003). Teacher guidebooks are reference books created by the Ministry of National Education to assist and advise instructors, as well as to demonstrate how teachers would progressively teach the lesson and to contain the essential measurement and assessment phases for evaluations (Kulantaş, 2007). Teacher guidebooks can help with the implementation, development, and assessment of learning activities in this regard (Ayvacı & Er-Nas, 2009). Teacher guidebooks, on the other hand, should not make instructors completely reliant on them; instead, they should serve as a guide for teachers rather than a constraint (Sert, 2012). It may be claimed that the usage of teacher guidebooks is critical in this regard.

Teachers' viewpoints should be considered in the application and measurement-evaluation components of teacher guidebooks since educators have key responsibilities in ensuring that they are used following their intended aims (Ayvacı & Er-Nas, 2009) and because teacher guidebooks make it simpler to guide students by describing the actions that teachers will take, the order in which the activities will be applied, and how the activities will be performed (Ceyhan & Yiğit, 2003). These guidebooks also include information on the approaches and strategies teachers might use throughout the teaching phase. Furthermore, these books offer a wealth of material, including explanatory lectures, questions posed to students and answers, activities, and behaviors for the classroom environment (Tekeli-Yıldızhan, 2010).

Teacher guidebooks may be considered one of the tools that assist teachers in carrying out their responsibilities (Turan & Karabacak, 2008). These guidebooks, on the other hand, were no longer available after the 2018-2019 academic year. Turan and Karabacak (2008) argue that in an educational setting where a student-centered approach is adopted, the importance of teacher's guidebooks should not be disregarded. In fact, in Yurtbakan and Cerrah-Özsevgeç's (2019) study on classroom teachers' perspectives on the importance of teacher guidebooks, the participants believed that these books represent the constructivist approach and that the exercises in these books assist students to improve psychomotor abilities. In this respect, the studies in the literature (Ayvacı & Er-Nas, 2009; Ceyhan & Yiğit, 2003; Genç, Güner, & Güner, 2014; Göçer, 2011; Göçer & Aktürk, 2015; Seydi, 2014; Tekeli-Yıldızhan, 2010; Turan & Karabacak, 2008; Yaman & Demir, 2015; Yazar & Yanpar-Yelken, 2013) show that, while teacher guidebooks have certain shortcomings in the implementation phase, they are typically beneficial and valuable.

In Göçer and Aktürk's (2015) study, which used metaphors to analyze the views of primary and secondary school teachers towards teacher guidebooks, the meanings assigned to the guidebooks by

the teachers differed. While most teachers see the guidebooks as a source of information and assistance, some believe that these sources have positive qualities, and yet they limit teachers' creativity. In their study of primary and secondary school teachers' opinions on teacher guidebooks, Genç et al. (2014) found that the developmental differences of the students were not taken into account in the guidebooks and that they did not offer alternative actions for the teachers when the students couldn't answer the questions. Considering these arguments, it is possible to conclude that, while the teacher guidebooks have certain flaws, these flaws may be remedied with the necessary revisions.

In this regard, it is reasonable to assume that teacher's guidebooks will be more helpful, especially for the new teachers, because it takes time and experience for a novice teacher to develop expertise. At this point, teacher guidebooks can be a reference for teachers who are just starting in the profession. As a result, using teacher guidebooks is critical, particularly in the early years of teaching. Indeed, Adhe, Masitha, and Widayati (2020) argue that teachers must have the appropriate information to make judgments based on their understanding of learning phases. In this regard, teachers who are new to the profession can make more accurate and appropriate decisions using teacher guidebooks that include the required knowledge and instructions. Considering these findings, it is reasonable to conclude that the 7th grade Social Studies Teacher Guidebook (SSTG) will support teachers' professional development. The 7th grade SSTG may be described as an application-based resource book and lesson plan that addresses how a subject will be taught in the lesson and guides teachers. Teachers do not need to follow this plan completely, and these books can even be considered more of a recommendation throughout the teaching phase. Or, to put it another way, these publications provide teachers with a variety of options, recommendations, and ideas for delivering the lesson.

According to Ayvacı and Er-Nas (2009), it is possible to discuss the benefits and significance of teacher guidebooks in practice. In SSTG, teachers were provided knowledge regarding exemplary activities as well as contemporary teaching methods, strategies, and approaches, and they were informed on how to perform the activities (Kaymakcı, 2009). In their study, Yazar and Yanpar-Yelken (2013) found that most social studies teachers believe that both in-service training programs and teacher guidebooks on values education are beneficial. Teacher guidebooks, according to Seydi (2014), are a vital tool since they give convenience to teachers in a variety of areas. Based on these considerations, it can be said that reviewing and reorganizing teacher guidebooks following the opinions of researchers and teachers, as well as for deciding whether to continue using these guidebooks, would provide highly valuable outcomes.

Teacher's guidebooks have been distributed to teachers free of charge by the Ministry of National Education for 13 years. After the 2018-2019 academic year, however, these guidebooks were not provided to teachers. The lack of research on whether to use these guidebooks following the elimination of them demonstrates the necessity for this study. In this regard, the research problem of this study might be described as follows: What are social studies teachers' thoughts on the 7th grade SSTG, which was available to social studies instructors from the 2005-2006 academic year to the 2018-2019 academic year, and its removal through Q methodology? As a result, it can be concluded that this study is significant in terms of determining social studies teachers' opinions, attitudes, and perspectives on teacher guidebooks and their removal. According to Danielson (2009), the Q method may identify participants' perceptions, viewpoints, attitudes, and ideas, as well as areas of agreement and disagreement. The goal of this strategy is to evaluate the Q statements delivered to the participants according to their importance in relation to a Q sort. There was no study on the 7th grade SSTG and the evaluation of these books using the Q method in the literature. It may be anticipated that this study will make significant contributions to the field of social studies education by determining the elements of 7th grade SSTG based on the perceptions and opinions of social studies teachers and that it will be a very distinctive study on SSTG evaluation. In this regard, it is essential to evaluate and analyze the opinions and perceptions of social studies teachers regarding 7th grade SSTG and the removal of these books using Q methodology. Furthermore, this study is significant in terms of calling attention to the

fact that there is a demand for re-implementing teacher guidebooks to the Ministry of National Education, which is responsible for implementing curriculum and guidebooks.

The purpose of this study is to determine the opinions of social studies teachers in Diyarbakır on the 7th grade SSTG, which was provided to social studies teachers for use until the 2018-2019 academic year by the Ministry of National Education, and the removal of these books, using the Q methodology. Consequently, this study is expected to contribute to social studies education and to be beneficial for curriculum practitioners, based on the thoughts and ideas obtained from participating teachers.

This study is limited to the 2020-2021 academic year, the 7th grade SSTG used in secondary schools until the 2018-2019 academic year, 30 social studies teachers working in four districts of Diyarbakır city center, and the Q method form developed by the researchers. Furthermore, it was assumed in this study that the researchers' Q method statements were accurate and sufficient, that the study group answered the data collection tool questions honestly and impartially, and that the researchers were not biased toward the research problems.

The participants (30 social studies teachers) filled out the Q method form prepared following the goal of this study to determine the opinions of the instructors regarding the 7th grade SSTG, which was offered to the use of social studies teachers until the 2018-2019 academic year, and the removal of these books. The Q method form designed for this study was used to find answers to the following research questions:

✓ Is there a consensus among social studies teachers about the 7th grade SSTG and the removal of these guidebooks?

✓ What are the opinions of social studies teachers on 7th grade SSTG and the removal of these guidebooks?

✓ Is there a difference in the opinions on 7th grade SSTG and the removal of these guidebooks in terms of gender?

✓ What are the reasons for the social studies teachers to choose the items with extreme values (+3 and -3) for the 7th grade SSTG and the removal of these guidebooks?

Method

Research Design
This study adopted a mixed research methodology that included both qualitative and quantitative components. In this phenomenological study, the interviews with the participants were conducted using the Q method. Q methodology is a mixed research method that is based on qualitative and quantitative research methods and determines individuals' perceptions and views on a subject in order of priority (Karasu & Peker, 2019; Stone, 2015; Yıldırım, 2017). Because it combines the benefits of qualitative and quantitative research methodologies, studies using the Q methodology allow for a complete appraisal of the phenomenon under investigation (Watts & Stenner, 2012). According to Demir and Kul (2011), the Q methodology aims to reconcile the clarity of qualitative research with the statistical skills of quantitative research. In this study, qualitative research is prominent in terms of conducting a structured interview with the participants and asking open-ended questions during this interview, whereas quantitative research is prominent in terms of the participants filling out the Q method form and analyzing this form using a statistical software (PQMethod 2.35). Because of the nature of the Q technique, quantitative data from the research group is collected first, followed by qualitative data from the same group. In this regard, it is possible to say that this study is appropriate for a mixed-method design. As a matter of fact, according to Creswell and Plano-Clark (2017), the mixed-method design is appropriate when research data are collected and analyzed using both qualitative and quantitative methods.

The Q methodology generally consists of Q statements and sorts that reflect the personal judgments of the participants. In this technique, the participants place the Q statement in the specified Q sorting as "agree", "disagree" and "uncertain" (Demir & Kul, 2011). The purpose of the Q methodology is to determine a variety of participant opinions on a topic of interest (Lee, 2017). Schick, Gartmeier, and Berberat (2021) argue that studies using the Q methodology take a novel approach. Considering these explanations, the Q technique was employed in this study to see if the participants' opinions on the 7th grade SSTG and the removal of these books formed a consensus, as well as to rank order the dimensions of the guidebook.

The structure determined by the Q methodology is similar to that of the scale development process. In terms of the process, principal component analysis in the Q approach is comparable to exploratory factor analysis, although there are several differences. The items created in the scale development process and studies using the Q methodology are presented to the participants. However, in scale development, principal component analysis is used to identify which factor an item belongs to, whereas in Q methodology, it is used to determine which group a person belongs to. In addition, the statements specified as factors in the Q methodology represent groups sharing similar ideas (Yıldırım, 2017). In contrast to traditional factor analysis, correlations between people are employed in Q methodology factor analysis (Karasu & Peker, 2019). Then, the z-scores of the measured variables are included in the same plane, and a comparison is made with each other on this plane over the average of the study group. In other words, variables with different units of measurement are compared using standard deviations based on their distances from the study group's mean (Brown, 1980). Researchers using the Q methodology should rely on participants' subjective values such as emotions, thoughts, ideas, and assessments. (Lee, 2017). In this regard, the Q methodology is founded on a process in which participants agree or disagree with a series of conventionally prepared statements (Brown, 1996). In light of these considerations, this study used the Q methodology to examine the participants' perceptions and perspectives on SSTG.

Study Group

The study group consisted of 30 social studies teachers working in various secondary schools in Diyarbakır in the 2019-2020 academic year. Since elementary school teachers are responsible for 4th-grade social studies courses, they were not included in the study group. In studies employing Q methodology, various subgroups are created based on the participants' distinct social viewpoints (Moser & Baulcomb, 2020). In other words, the opinions of the participants in Q methodology studies regarding a statement can be combined under many factors (groups) or separated. Watts and Stenner (2005) argue that Q methodoşogy studies do not require large participant groups. In this regard, having a study group of 30 persons in this study might be considered sufficient. The study group was determined using criterion sampling. The criteria for determining the participants in this study is that the participants taught using 7th grade SSTG until the 2018-2019 academic year. "In criterion sampling, observation units in a study can be composed of people, events, objects, or situations with certain qualities. In this case, units that meet the criteria determined for the sample are taken into the sample." (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2010, p. 91). Besides criterion sampling, the participating teachers were randomly selected voluntarily. For determining the participants, a draw was conducted amongst 156 secondary schools (127 public, 29 private) in four districts (Bağlar, Kayapınar, Sur, and Yenişehir) in the city center of Diyarbakır. The draw resulted in the recruitment of 47 social studies teachers from 16 secondary schools (13 public, 3 private). Among these teachers, 30 people who used the teacher guidebooks until the 2018-2019 academic year and agreed to be interviewed were determined as the study group. The researchers first obtained permission from the Social and Human Sciences Ethics Committee of Fırat University and then received the necessary permission from the Diyarbakır Governorship Provincial Directorate of National Education for the implementation of the study. Table 1 shows some of the features of the study group used in this investigation. Table 1 displays the female participants as F1, F2, F3, …, F15, and the male participants as M1, M2, M3,…, M15.

Table 1. Some Characteristics of the Study Group

Gender	Frequency
Female	15
Male	15
Teaching Experience	**Frequency**
1-5 years	5
6-10 years	10
11-15 years	5
16-20 years	5
21 years and more	5
School	**Frequency**
Public secondary schools	20
Private secondary schools	5
Public rural secondary schools	5
Degree	**Frequency**
Bacherlors	24
Master's	4
PhD	2
Total	30 people

Table 1 shows that 15 of the 30 participants are female teachers and 15 are male teachers. 24 participants have a bachelor's degree, 4 have a master's degree, and 2 have a doctorate in social studies education. 20 participants work in public secondary schools in the city center, 5 in private secondary schools in the city center, and 5 in public rural secondary schools. While 10 participants have 6-10 years of teaching experience, there are 5 participants each with 1-5 years, 11-15 years, 16-20 years, and 21 years or more teaching experience. The fact that the participants are of varied genders, teaching experience, graduation degrees, and work in secondary schools in various locations is considered a powerful aspect of the study.

Data Collection Tool and Process

The researchers conducted a literature review on teacher guidebooks to ensure the validity and reliability of the Q method statements utilized in the interview form with the participants in this study. Furthermore, the researchers examined the 7th grade SSTG implemented in the 2017-2018 school year to identify the dimensions, scope, and content of the guidebooks. The researchers then created the Q method form, which contains 50 Q method statements and the Q sort, following the relevant literature. Two training program field specialists (an associate professor and an assistant professor) and a psychology expert who have studied Q methodology were consulted for this form to be valid. The 26-item Q method form was created, and the research form was completed after receiving the opinions and recommendations of the field specialists and the psychology expert.

All participants in this study initially filled out an informed consent form. The interview with the participants lasted approximately 40 minutes. Due to the concerns regarding the global Covid-19 epidemic, the interview was conducted online using a distance education module (Zoom). During this interview, all the researchers focused only on completing the process appropriate for the Q methodology. The researchers provided the participants a quick overview of the Q methodology at the beginning of the interview and then instructed them on how to transfer the mixed Q method statements in Table 3 to the Q sort in Table 2. In Q methodology studies, after the sequence in the Q sort is completed, the participants can check their views and preferences on the subject of the study, or they can make changes if they disagree (Van Exel & De Graaf, 2005). Therefore, the item numbers in the Q statements that the participants transferred to the Q sorting form were presented to them again, and they were allowed to make changes. At the end of the interview, the participants were asked to write

the reasons for the Q statements they placed in the extreme values (+3 and -3) in the Q sort on the Q method form.

Table 2. Q Sort Used in the Study

Disagree			Neutral	Agree		
-3	-2	-1	0	+1	+2	+3

As shown in Table 2, Q methodology uses a range including negative and positive values on the Q sort for rank-ordering the participant's views and is based on a sorting that the rate of participation in the items increases as you move from left to right (Demir & Kul, 2011). The Q string, which is shown in Table 2 and determined in line with the opinions of researchers and field experts for this study, and which is appropriate for the mandatory distribution, is between -3 and +3. While the Q sort has three items for the stages of -3 and +3, the remaining stages include four items each, comprising a total of 26 statements. In order of priority, the participants placed the mixed Q method statements in Table 3 into the Q sort in Table 2. For example, if a participant absolutely agreed with a statement regarding 7th grade SSTG, he or she gave it a +3 rating; if he or she strongly agreed with it, he or she gave it a +2 rating; and if he or she agreed with it, he or she gave it a +1 rating. In other words, each box had an item number inscribed in it, and no box was left empty. As a result, the participants' perceptions, and opinions regarding 7th grade SSTG were rank-ordered in terms of priority.

In Q methodology studies, the Q statements are extremely significant. Before beginning the study, it is critical to explicitly establish the Q statements. Consequently, Q statements should be precise and brief, including only one argument, and allowing participants to efficiently answer the questions (Watts & Stenner, 2005). In addition, the Q statements should be categorized and classified (Brown, 1993). The Q methodology form typically has 40 to 50 statements, however, a smaller or larger number of items are also possible (Van Exel & De Graaf, 2005). Considering these arguments, the researchers conducted a literature review during the creation of the dimensions of the 7th grade SSTG and the Q statements. The researchers then created a 50-item Q statement set and sent it to two training program field specialists (an associate professor and an assistant professor) and a psychological science expert for evaluation. It was considered that the 26-item Q-set, consisting of 13 categories and established based on expert opinions, was sufficient for this study. The dimensions of the 7th grade SSTG and the 26-item Q method statements are shown in Table 3.

Table 3. Dimensions of the 7th Grade Social Studies Teacher Guidebook and Q Method Sentences

Dimensions of the SSTG	Q Method Statements Regarding 7th Grade SSTG
Time Management	SSTG ensures that the time is used effectively in the classroom. **(1)**
	SSTG makes time management difficult in the lesson. **(22)**
Active Students	When SSTG is used, students become active in the lesson. **(9)**
	When SSTG is used, teachers become active in the lesson. **(21)**
Tools and Materials	SSTG facilitates the determination of the tools and materials to be used in the lesson. **(2)**
	SSTG makes it difficult to determine the tools and materials to be used in the lesson. **(20)**
Measurement and Evaluation	SSTG is useful in terms of measurement and evaluation. **(8)**
	SSTG has deficiencies in terms of measurement and evaluation. **(19)**

Table 3. Continued

Dimensions of the SSTG	Q Method Statements Regarding 7th Grade SSTG
Method and Technique	SSTG facilitates the determination of the methods and techniques to be applied in the lesson. **(7)**
	SSTG makes it difficult to determine the methods and techniques to be applied in the lesson. **(18)**
Activities	SSTG facilitates activities in the lesson. **(6)**
	SSTG makes it difficult to do activities in the lesson. **(17)**
Teacher Development	SSTG contributes to the development of teachers. **(26)**
	SSTG limits the development of teachers. **(16)**
Acquisitions	SSTG facilitates students' acquisitions. **(11)**
	SSTG makes it harder for students to acquire. **(15)**
Lesson Planning	SSTG makes lesson planning easier. **(10)**
	SSTG makes lesson planning more difficult. **(14)**
Teacher Creativity	SSTG makes teachers authentic. **(25)**
	SSTG inhibits teachers' creativity. **(13)**
Course Content	The course contents provided in SSTG are sufficient. **(23)**
	The course contents provided in SSTG have shortcomings. **(4)**
Reusing the Guidebook	SSTG should be made available to teachers again. **(24)**
	There is no need to use the SSTG in the classroom. **(5)**
Benefit of the Guidebook	The use of SSTG in the classroom is beneficial. **(12)**
	The use of SSTG in the classroom is useless. **(3)**

The items in the Q method sentences in Table 3 were created following the structural design as they were based on the literature. In other words, the dimensions of the guidebook and Q method statements were created following the literature. A total of 26 elements were identified in 13 dimensions connected to teacher guidebooks, one positive and one negative for each dimension. In addition, the numbers of these items were randomly numbered in bold to avoid affecting the participants.

Data Analysis

Q methodology is a scientific analysis approach that is based on a literature-based conceptual framework, data gathering techniques, and personal views (Bambery & Porcerelli, 2010). The *PQMethod 2.35* statistical program was used in this study to analyze the Q sort in the Q method form filled out by the participants. Q methodology, according to Karasu and Peker (2019), is a sort of analysis that is formed by converting factor analysis which is commonly used in quantitative research methodologies. The answers of the participants to the open-ended questions in the Q method form were analyzed using the descriptive analysis method. Yıldırım and Şimşek (2008) argue that the goal of descriptive analysis is to provide the findings in an organized and interpreted manner. The data obtained for this purpose are first described clearly and systematically. Then, these descriptions are explained, interpreted, and some inferences are made by evaluating the cause-effect relationships (Yıldırım & Şimşek, 2008). Following the completion of all analyses, the researchers shared the findings of the study with two field specialists (an associate professor and an assistant professor) as well as a psychological science expert who has previously conducted Q methodology studies to review the findings. The researchers completed the analysis by making the necessary adjustments for the findings after receiving feedback from field and science experts.

Results

Findings Regarding Whether There is a Consensus Among Social Studies Teachers About 7th Grade SSTG and the Removal of Them

When assessing the perspectives of social studies teachers about 7th grade SSTG and the removal of these guidebooks, it was first assessed whether there was a common opinion among the participants. For this purpose, principal component analysis and various rotations were made in the *PQMethod 2.35* statistical program. Table 4 shows the distribution of factor loadings for 30 participants as a result of the principal component analysis and rotations.

Table 4. Factor Loadings of the Participants

Participants	Factor 1	Factor 2
F1	**0.9204X**	0.1496
F2	**0.8763X**	0.2319
F3	**0.8047X**	0.1840
F4	**0.7577X**	0.1486
F5	**0.7282X**	0.1712
F6	**0.9070X**	0.1724
F7	**0.8255X**	0.3322
F8	**0.6686X**	0.4299
F9	**0.8573X**	0.2091
F10	**0.9289X**	0.1182
F11	**0.9421X**	0.0846
F12	**0.7663X**	-0.3347
F13	**0.8119X**	0.2819
F14	**0.6831X**	0.5272
F15	**0.7329X**	0.1811
M1	**0.8187X**	0.0575
M2	-0.2361	**0.7868X**
M3	**0.9204X**	0.1496
M4	**0.7747X**	-0.0579
M5	-0.3370	**0.7832X**
M6	**0.9204X**	0.1496
M7	**0.7914X**	-0.1118
M8	**0.7174X**	0.3331
M9	**0.9117X**	0.1192
M10	**0.9204X**	0.1496
M11	**0.9204X**	-0.1496
M12	**0.8784X**	0.2452
M13	**0.9004X**	0.1860
M14	**0.7632X**	0.3237
M15	**0.9204X**	0.1496

The significance of the factors in Table 4 was determined by using McKeown and Thomas' (1988) formula of *"Standart error = (1/√number of items) x 2.58"* and was calculated as *"0.51"*. Based on this information, it can be said that the factor loads of 28 participants in Factor 1 and two participants in Factor 2 have significant values. According to the results in Table 4, after the factor analysis and the rotations, it was determined that 30 participants were grouped in two factors. To clearly identify which group/factor the participants belong to, the "X" symbol was used at the end of the values and the determined values were highlighted in bold. It was observed in Table 4 that 28 participants gathered in

Factor 1 and two participants in Factor 2. As a result of these findings, it can be concluded that the participants' opinions strongly reflect the combination of items they loaded. 28 out of 30 participants (93.33%) gathered under Factor 1, which represents the general characteristic of the group. Based on this finding, it can be concluded that social studies teachers' perspectives on 7th grade SSTG and the removal of these guidebooks are remarkably similar. In the literature, there are many studies that have results in this direction and that report that teacher guidebooks have more positive aspects (Ayvacı & Er-Nas, 2009; Ceyhan & Yiğit, 2003; Genç et al., 2014; Göçer, 2011; Göçer & Aktürk, 2015; Seydi, 2014; Tekeli-Yıldızhan, 2010; Turan & Karabacak, 2008; Yaman & Demir, 2015; Yazar & Yanpar-Yelken, 2013). On the other hand, some studies in the literature (Karakuş, 2010; Toraman, 2010; Yıldız & Kılıç, 2018) have found that teacher guidebooks have more unfavorable characteristics. In the light of these arguments, it is reasonable to conclude that the opinions of the participants about the teacher guidebooks are significantly similar.

Findings Regarding the Opinions of Social Studies Teachers on 7th Grade SSTG and Removal of These Guidebooks

According to the factor loadings in Table 6, the views of the participants regarding the 7th grade SSTG and the removal of these guidebooks were significantly similar. The Z scores of the Q method statements and the Z score rankings of these statements in the relevant factors should be established to discover which common opinion the participants agree on, and which items are considered more significant by the participants. According to Van Exel and De Graaf (2005), the Q statements are subjected to a ranking under the factors determined based on their Z scores. This ordering is determined by the level of importance that the groups have assigned to the Q statements. As a result, the opinions of 30 participants gathered under two groups/actors based on their Z-scores are listed in Table 5 according to the participants' level of importance for the Q statements.

Table 5. Z-scores and the Order of Importance for the Q Statements

Q Method Statements for SSTG	Factor 1		Factor 2	
	Z	order[*]	Z	order[*]
SSTG should be made available to teachers again.	1.51	1	-0.64	15
SSTG makes lesson planning easier.	1.45	2	-0.64	15
The use of SSTG in the classroom is beneficial.	1.44	3	-0.64	15
SSTG makes teachers authentic.	1.19	4	1.26	3
SSTG contributes to the development of teachers.	1.17	5	0.95	10
SSTG facilitates students' acquisitions.	1.09	6	1.26	3
When SSTG is used, students become active in the lesson.	0.97	7	1.26	3
SSTG is useful in terms of measurement and evaluation.	0.57	8	0.94	11
SSTG facilitates the determination of the methods and techniques to be applied in the lesson.	0.54	9	1.25	6
SSTG facilitates the determination of the tools and materials to be used in the lesson.	0.45	10	1.25	6
SSTG ensures that the time is used effectively in the classroom.	0.42	11	1.25	6
SSTG makes time management difficult in the lesson.	0.12	12	-0.94	18
The course contents provided in SSTG are sufficient.	0.11	13	0.00	12
SSTG limits the development of teachers.	0.07	14	-0.94	18
SSTG inhibits teachers' creativity.	-0.03	15	-0.94	18
When SSTG is used, teachers become active in the lesson.	-0.59	16	-0.94	22
SSTG makes it difficult to determine the tools and materials to be used in the lesson.	-0.61	17	-0.94	22
SSTG makes it difficult to determine the methods and techniques to be applied in the lesson.	-0.71	18	-0.94	22

Table 5. Continued

Q Method Statements for SSTG	Factor 1		Factor 2	
	Z	order[*]	Z	order[*]
SSTG has deficiencies in terms of measurement and evaluation.	-0.75	19	-0.94	22
SSTG makes it difficult to do activities in the lesson.	-0.93	20	-0.95	26
SSTG makes it harder for students to acquire.	-0.93	21	-0.95	26
The course contents provided in SSTG have shortcomings.	-0.93	22	-0.95	26
SSTG facilitates activities in the lesson.	-0.97	23	-0.95	26
SSTG makes lesson planning more difficult.	-1.51	24	0.95	9
The use of SSTG in the classroom is useless.	-1.57	25	0.95	9
There is no need to use the SSTG in the classroom.	-1.58	26	0.95	9

[*] Shows the order in which the participants in the relevant factor attach importance to the statement.

According to Table 5, the most positively approached items in factor 1 by the group of 28 participants are "*SSTG should be made available to teachers again*", "*SSTG makes lesson planning easier*" and "*The use of SSTG in the classroom is beneficial*", respectively. The items in factor 1 that the same group approached most negatively are "*There is no need to use the SSTG in the classroom*", "*The use of SSTG in the classroom is useless*" and "*SSTG makes lesson planning more difficult*", respectively. The items in factor 2 that were most positively approached by the group of 2 participants are "*SSTG makes teachers authentic*", "*SSTG facilitates students' acquisitions*" and "*When SSTG is used, students become active in the lesson*", respectively. The items in factor 2 that this group approached most negatively are "*SSTG makes it difficult to do activities in the lesson*", "*SSTG makes it harder for students to acquire*" and "*The course contents provided in SSTG has shortcomings*", respectively.

In the light of these findings, in the 28-person group in factor 1, almost all the positive items (12 out of 13) are items that the participants approached positively. In this group of 28 people, the ranking among the positive items according to the dimension they are related to is that SSTG should be offered to teachers again, it facilitates the planning of the lesson and its use in the lesson is beneficial. The items in which the participants in this group did not approach positively were the items stating that SSTG is not needed in the course, it is useless, and it complicates the planning of the course. It also observed that the participants in the two-person group in factor 2 approached most of the positive items (9 out of 13) positively. Based on these findings, the participants in factor 1 and factor 2 can also be called the group of those who approach positively. It can also be stated that the group in factor 1 approached SSTG more positively than the group in factor 2. Overall, it is possible to conclude that the participants agreed that SSTG is beneficial, facilitates lesson planning, and should be started to be reused.

In this regard, it may be asserted that a z-score analysis including all participants will reveal the situation more clearly. For this, a Z_{mean} score was determined for each dimension in the two factors and presented in Table 6. The formula *"Zort= (Z value of the positive phrase about the word - Z value of the negative sentence about the term) / 2"* (Yıldırım, 2017) was used to calculate the Z_{mean} scores. Table 6 also includes a general weighted average score for each dimension of 7th grade SSTG. Weighted average scores were obtained by multiplying the number of people in each factor by the Z_{mean} scores and then dividing the sum of the scores in all factors by the number of participants.

Table 6. Z-means for the Dimensions of the Social Studies Teacher Guidebook

Dimensions of SSTG	Factor 1	Factor 2	Weighted Average
	Z_{mean} (28 teachers)	Z_{mean} (2 teachers)	Score
Reusing the Guidebook	1.55	-0.80	1.39
Benefit of the Guidebook	1.51	-0.80	1.36
Lesson Planning	1.48	-0.80	1.33
Student Acquisition	1.01	1.11	1.02
Students being Active	0.78	1.10	0.80
Measurement and Evaluation	0.66	0.94	0.68
Method and Technique	0.63	1.10	0.66
Teacher Creativity	0.61	1.10	0.64
Teacher Development	0.55	0.95	0.58
Tools and Material	0.53	1.10	0.57
Course Content	0.52	0.46	0.52
Time Management	0.15	1.10	0.21
Doing Activities	-0.02	0.00	-0.02

When the weighted Z-score averages included in Table 6 and covering all the participants (30 people) are examined, the dimensions that have the most positive effect on the 7th grade SSTG are the dimensions of reusing the guidebook (X_z= 1.55), the benefit of the guidebook (X_z= 1.51) and lesson planning (X_z= 1.48), respectively. The ones with the least positive effects are doing activities (X_z= -0.02), time management (X_z= 0.21) and course content (X_z= 0.52) dimensions, respectively. Based on these findings, it is possible to conclude that SSTG should be started to be reused, is useful, and facilitates lesson planning. On the other hand, SSTG has shortcomings in areas such as the implementation of the activities in the guidebook, time management, and insufficient course content. There are many studies in the literature concluding that teacher guidebooks have more positive aspects (Ayvacı & Er-Nas, 2009; Ceyhan & Yiğit, 2003; Genç et al., 2014; Göçer, 2011; Göçer & Aktürk, 2015; Seydi, 2014; Tekeli-Yıldızhan, 2010; Turan & Karabacak, 2008; Yaman & Demir, 2015; Yazar & Yanpar-Yelken, 2013). Furthermore, there are few studies (Karakuş, 2010; Toraman, 2010; Yıldız & Kılıç, 2018) stating that guidebooks have positive aspects but mostly negative aspects. Considering these arguments, it is reasonable to conclude that, while the 7th Grade SSTG has certain flaws, it is generally useful.

Findings Regarding 7th Grade SSTG and the Removal of These Guidebooks in terms of Gender
The participants of this study consisted of 15 female and 15 male social studies teachers. Table 7 shows the factor load values of these individuals' groups/factors in relation to the gender variable.

Table 7. Factor Loads of the Participants by Gender

Participants	Female		Participants	Male	
	Factor 1	Factor 2		Factor 1	Factor 2
F1	**0.9204X**	0.1496	M1	**0.8187X**	0.0575
F2	**0.8763X**	0.2319	M2	-0.2361	**0.7868X**
F3	**0.8047X**	0.1840	M3	**0.9204X**	0.1496
F4	**0.7577X**	0.1486	M4	**0.7747X**	-0.0579
F5	**0.7282X**	0.1712	M5	-0.3370	**0.7832X**
F6	**0.9070X**	0.1724	M6	**0.9204X**	0.1496
F7	**0.8255X**	0.3322	M7	**0.7914X**	-0.1118
F8	**0.6686X**	0.4299	M8	**0.7174X**	0.3331
F9	**0.8573X**	0.2091	M9	**0.9117X**	0.1192
F10	**0.9289X**	0.1182	M10	**0.9204X**	0.1496

Table 7. Continued

Participants	Female		Participants	Male	
	Factor 1	**Factor 2**		**Factor 1**	**Factor 2**
F11	**0.9421X**	0.0846	M11	**0.9204X**	-0.1496
F12	**0.7663X**	-0.3347	M12	**0.8784X**	0.2452
F13	**0.8119X**	0.2819	M13	**0.9004X**	0.1860
F14	**0.6831X**	0.5272	M14	**0.7632X**	0.3237
F15	**0.7329X**	0.1811	M15	**0.9204X**	0.1496

Table 7 shows that 15 female and 13 male participants out of 30 participants (28 out of 30) are grouped under factor 1 and only two male participants were grouped under factor 2. Although these two participants form a different group, they only represent 6.66% of the participants. Based on these findings, it can be stated that the views of social studies teachers about 7th grade SSTG and the removal of these guidebooks are significantly similar (93,34%) in terms of gender. In this respect, it is reasonable to infer that the gender variable does not make a significant difference in the views of the participants towards the 7th grade SSTG and the removal of these guidebooks. Therefore, it can be said that the views of male and female participants are united in a common factor (factor 1). In addition, male and female participants in factor 1 formed the group of those who approached SSTG positively. These participants are also the group that is against the removal of the guidebooks. Few studies (Tekeli-Yıldızhan, 2010; Toraman, 2010; Yılmaz, 2014) were found in the available literature investigating the SSTG and the removal of these guidebooks in terms of gender. According to the results of this study, it was seen that the gender variable did not make a significant difference in the views of the participants regarding the 7th grade SSTG and the removal of these guidebooks.

Findings Regarding the Extreme Values Participants Placed in the Q Sort

While +3 in the Q sort indicates the Q method statements that the participants approach most positively in the Q method form, -3 denotes the Q method statements that they approach most negatively. The opinions of some participants about the extreme values in the Q string are given below with direct quotations. In the available literature, no study has been found regarding SSTG and the removal of these guidebooks.

Opinions of Some Participants Close to the Extreme Value of +3

When the opinions of the participants close to the +3 extreme value are examined, the views that teacher guidebooks should be started to be reused, that they are guiding, useful, facilitate planning and student-centered featured prominently. In this direction, the opinions of some participants with similar ideas, which are close to the extreme value of +3, are included with direct quotations.

F10: *"I want the teacher's guidebooks to be implemented again because teacher's guidebooks guide us. Therefore, having a teacher guidebook in the hands of teachers benefits teachers in many ways. For example, thanks to the guidebook, it can be determined which activities will be done in the lesson, which tools and materials will be used, or which methods and techniques will be used. In this respect, I think that teacher guidebooks should be developed and presented to teachers again. I believe that these books will be much more useful, especially for beginners in the teaching profession."*

F20: *"In my opinion, the most important benefit of the social studies teacher guidebook is that it provides the planning of the lesson. For example, thanks to the lesson plans in the social studies teacher's guidebooks, I no longer need to prepare a plan in the lessons. This approach significantly alleviated the workload of teachers. Although they have some shortcomings, I think it is an important issue to develop these books again and make them available to teachers. In this respect, I believe that the social studies teacher guidebook is very important and useful."*

F5: *"The most important benefit of social studies teacher guidebooks was undoubtedly the determination of student-centered methods and techniques included in the instructions in these books. In this direction, teacher guidebooks were guiding us. After the guidebook was removed, I am now having serious problems with which method and technique I should apply. I believe that especially newly appointed teachers will experience much more difficulties in this regard."*

F16: *"The most essential benefit of social studies teacher's guidebooks, in my opinion, is that they make it easier for students to achieve their course objectives. If the directions in the teacher guidebook are followed correctly and effectively, students can make great improvements in their course. Isn't it true that the primary goal of curricula is to enable pupils to fulfill their academic achievements? In this sense, I believe that making the appropriate adjustments and revisions for these books, as well as making the teacher guidebooks available to teachers again, would be advantageous."*

F4: *"Teacher guidebooks, in my opinion, are extremely helpful in students learning, executing lessons effectively, and teaching students new capabilities. Teachers' workload in terms of providing ideas is reduced because of the instructions provided in the guidebooks. I was occasionally perplexed as to what to do when I arrived in class exhausted. With the guidebooks, on the other hand, I knew exactly what to do in the class right away. As a result, I believe that these books will assist in the professional growth of teachers. In this regard, I would like to see the teacher guidebook reintroduced."*

F27: *"When the instructions, activities, and methods and techniques to be applied in the lessons are examined in the teacher guidebooks, I see that these books are mostly prepared with a student-centered perspective. It is obvious that these books, which are very useful and flexible in terms of application, have great benefits in education and training. However, I do not find it right to suddenly remove these guidebooks. At least the ministry could have surveyed teachers on this issue. They could have asked our opinions."*

Opinions of Some Participants Close to the Extreme Value of -3

When the opinions of participants around the +3 extreme value were examined, the views that implementing teacher guidebooks takes time, that there are difficulties while implementing, that these guidebooks are unnecessary, that they offer insufficient content and are good for novice teachers, and that students are not actively participating in the lesson were all prominent. In this direction, the opinions of some participants with similar ideas, which are close to the extreme value of -3, are included with direct quotations.

F1: *"I think the biggest problem of the social studies teacher guidebook is that it takes a lot of time to apply the instructions in these guidebooks. Therefore, it should not be forgotten that the instructions in the teacher's guidebooks will vary according to the conditions of the school. For example, it is almost impossible in terms of time management to implement these instructions in crowded classrooms. For this, I think there is no need for a guidebook for experienced teachers during the application phase of the course. However, guidebooks may be distributed to newly assigned teachers."*

F21: *"The most serious problem of the social studies teacher guidebook was that the activities were not suitable for the course content. It was almost impossible for many activities to be done on time in class. Therefore, the activities prepared in the teacher guidebooks should be prepared in accordance with the course duration and the course contents should be simplified. If this is the case, maybe social studies teacher guidebooks can be more beneficial especially for teachers who are just starting in the profession."*

F5: *"I believe that social studies teacher guidebooks are generally useful, but I think the most important thing is that students should be more active in the lesson. Because of these teacher guidebooks, students could not be very active in the lesson. Lessons proceeded in a monotonous way with the question-answer technique. In this respect, it is necessary to develop teacher guidebooks prepared to increase the effectiveness of students in the lesson. I think these teacher guidebooks may be more helpful to newly appointed teachers than experienced teachers."*

F30: *"In my opinion, the weakest aspect of social studies teacher guidebooks is the inadequacy of course content. The course contents given in the teacher guidebook were very superficial and inadequate. I think this approach had negative consequences for both teachers and students. Because if the course content is not given to the students adequately, this may negatively affect the cognitive and skill development of the students as well as the acquisition of course objectives. For this reason, if guidebooks are to be distributed to teachers, I think that the course contents should be prepared more comprehensively."*

F17: *"I think that teacher guidebooks are partially useful, but it is almost impossible to carry out the activities determined in the guidebooks on time according to the annual plan. Because it took a lot of time to carry out the determined activities and to have a wide range of course contents. In this respect, I believe that the course activities and course contents in the guidebooks should be further simplified. I also think that it would be more beneficial to leave the course activities and content to the teachers."*

F2: *"Although teacher guidebooks generally guide teachers, I do not think that these books contribute much to the professional development of teachers. Although there are many stages in the guidebooks, from course content to measurement and evaluation, the teachers who will apply this book must first adopt and understand this book. In this respect, I do not think that these books will contribute much to the professional development of teachers without adopting and understanding these books."*

Conclusion, Discussion and Suggestions

The purpose of this study, which used the Q approach, was to find out how social studies teachers thought about the 7th grade SSTG and the removal of these books, whether the teachers were united around a shared perspective about the book, and the book's prominent aspects. The 30 participants in the study group were divided into two factors/groups. There were 28 people in the first factor and two people in the second factor. Since 28 out of 30 (about 93%) of the participants gathered in one factor, this reflects the general characteristic of the group. According to these results, the views, and perceptions of teachers about 7th grade SSTG and the removal of these guidebooks showed a significant similarity.

There are a total of 26 items in the Q method statements generated for this study, 13 of which are positive and 13 of which are negative. The fact that the participants in factor 1 approached 12 out of 13 positive items (Approximately 92%) positively and the z-scores of these items were positive show that the general approach to 7th grade SSTG is positive, but they have a negative approach to the removal of these guidebooks. In factor 2, there is a positive approach to 9 out of 13 items (Approximately 70%). This shows that the group in factor 2, which consists of two participants, also has a positive attitude towards 7th grade SSTG. Accordingly, the participants in factors 1 and 2 can be named as "those who approach SSTG positively". These participants are also those who want the guidebooks to be implemented again. According to the weighted z-score averages covering all the participants (30 people), the dimensions of the 7th grade SSTG that have the most positive effect are related to the re-implementation of the guidebook, the benefit of the guidebook, and the planning of the lesson. Based on these findings the concept of re-implementing the SSTG emerges. When the dimensions of the 7th grade SSTG with the least positive effect are examined, it is apparent that the activities in the guidebook are not completed adequately, the course time management is ineffective, and the course content is inadequate.

According to the results of this study, since 15 female and 13 male participants (28 people) out of 30 participants in the study group were categorized under factor 1, the gender variable did not make a difference in the views on 7th grade SSTG and the removal of these guidebooks. The vast majority of female and male participants (93 percent) agreed that the teacher guidebook is an effective instrument in the implementation phase and that the implementation of these guidebooks should be restarted. Therefore, it can be said that the views of male and female participants are united in a common factor (factor 1). In addition, the participants in factor 1 formed the group of those who approached SSTG positively. This group is also the group that is against the removal of teacher guidebooks.

When the opinions of the participants about the extreme values are examined, it can be stated that the participants mostly approach SSTG positively and they think that this book should be developed and provided to teachers again. Another issue that comes up in extreme value analyses is the notion that teacher guidebooks will be considerably more valuable, especially for novice teachers.

Considering the factors such as only dealing with SSTG, determining the Q statements regarding this guidebook, and the fact that the participants were limited to social studies teachers in this study, the participants were in the same group at a significant rate (93%). In this respect, it can be concluded that the participants have similar thoughts, find the teacher guidebooks useful, are against the removal of these guidebooks, and think that the guidebooks should be made available to teachers again.

There was no study in the literature in which teacher guidebooks were examined by Q methodology analysis. In addition, no study was found on 7th grade SSTG and the removal of these guidebooks. However, it should not be forgotten that teacher's guidebooks play a significant role in teachers' ability to fulfill their responsibilities and that these books are required for student-centered practices and activities (Turan & Karabacak, 2008). In this regard, teacher guidebooks that are aligned with the curriculum are one of the most significant resources available to teachers for planning, implementing, and assessing the learning and teaching process (Ceyhan & Yiğit, 2003). According to Ayvacı and Er-Nas (2009), it is possible to talk about the importance of teacher guidebooks in practice and the benefits they will bring. In the study of Yazar and Yanpar-Yelken (2013), it was reported that a significant part of social studies teachers think that teacher's guidebooks are useful. Teacher guidebooks, according to Seydi (2014), are a vital tool since they provide convenience to teachers in a variety of topics. As a matter of fact, according to the study of Yurtbakan and Cerrah-Özsevgeç (2019) with elementary school teachers, the participants see teacher guidebooks as necessary because they guide teachers. Göçer and Aktürk (2015) found that teacher guidebooks developed with an aim to assist teachers are useful in a variety of aspects in their study with elementary and secondary school teachers. It can be said that these results are in agreement with the current study because most of the participants in the current study think that the 7th grade SSTG is important and useful and that these guidebooks should be developed and offered to teachers again.

According to the findings of this study, the teacher guidebooks are perceived positively by the participants to a considerable extent, and the participants believe that the guidebooks should be developed and offered to teachers for use again. However, in the study conducted by Yaman and Demir (2015) on the use of SSTG, the researchers found that there are some deficiencies in these guidebooks according to the opinions of the participants. Accordingly, there is a prevailing opinion that the content of the curriculum and the acquisitions cannot be taught following the constructivist approach in the determined course times, in other words, if the teacher guidebook is used, the course time will not be enough. This attitude has distanced teachers from the guidebooks and led teachers to believe that guidebooks are not enough to guide (Yaman & Demir, 2015). In the study of Göçer and Aktürk (2015), in which they examined the perceptions of elementary and secondary school teachers towards guidebooks, a significant majority of the participants thought that teacher guidebooks constrain, limit, and confine teachers to a restrictive framework. Karakuş (2010) evaluated elementary school teacher guidebooks according to the opinions of teachers and found that these books facilitated the work of teachers but limited their creativity. Yıldız and Kılıç (2018) in their meta-synthesis study, in which they

examined the views of teachers on the social studies curriculum, determined that the guidebooks were not helpful enough for the teachers because these guidebooks were complex and the explanations in the guidebooks were not adequately made. Furthermore, according to Toraman (2010)'s study of elementary school teachers' opinions regarding the use of teacher guidebooks, elementary school instructors were undecided about using guidebooks. Given these explanations, it is acceptable for SSTG to have some deficiencies. These flaws can be remedied if appropriate preparations are made. However, it may be claimed that changing instructors' unfavorable attitudes and opinions on this topic are far more significant than the changes and arrangements that need to be made in the guidebooks.

Tekeli-Yıldızhan (2010) argues that the importance of these books should not be overlooked, since they guide teachers during the teaching phase. Yılmaz (2014) claims that examining the SSTG in a workshop with field experts and practitioners can yield positive outcomes. Furthermore, as the teachers regarded the "designing and usefulness of activities" dimension of the 4th and 5th-grade social studies teacher guidebooks to be only partially adequate, these materials should be revised (Tekeli-Yıldızhan, 2010). It can be stated that this result is significantly similar to the results of this study. As a matter of fact, one of the dimensions that had the least positive effect in the 7th grade SSTG of the participants in the current study was the dimension of performing the activities.

Turkish teacher guidebooks, according to Göçer (2011), include clear and extensive instructions on how to complete activities at each level of the process. The activities intended to be completed in these guidebooks, on the other hand, have not been developed in a way that takes into consideration the students' individual characteristics. In Kulantaş's (2007) study, teachers believe that the activities provided in the 4th and 5th-grade SSTG are not suitable for the quality that can be adjusted according to the school's conditions. According to Karakuş (2017), activities in 6th-grade SSTG should be based on various learning methods, complex and compatible skills or processes should be created by integrating, and methods in which students can work individually or as a group should be included in the activities. According to Kulantaş (2007), SSTG should be revised, book review commissions should also include parents and student representatives, and the books to be prepared should be adjusted to account for environmental and individual differences. In the study of Otuz and Koç-Erdamar (2017), most of the teachers found SSTG insufficient in terms of preparing student-centered learning activities and stated that they could not perform activities in these guidebooks and thought that these guidebooks did not support producing new activities and were not prepared professionally. These findings are consistent with the findings of the current study because, according to the majority of the participants of the current study, one of the SSTG dimensions with the least favorable effect is the problems encountered in carrying out activities.

Göçer (2011) suggests that especially novice teachers should use teacher's guidebooks for a few years. In line with the findings of the current study, it can be said that 7th grade SSTG has more positive aspects and that the removal of these guidebooks will be negative especially for social studies teachers who have just started their profession. In this direction, it is reasonable to infer that it would be more beneficial to develop teacher guidebooks, which were removed from the practice in the 2018-2019 academic year, and provide them to the use of teachers again.

The opinions of the participants within the scope of this study were united in a positive direction and a common factor in terms of gender. In other words, the gender variable does not have a significant effect on the views on 7th grade SSTG and the removal of these guidebooks. In the literature, few studies on 7th grade SSRI and the removal of guidebooks have examined the effect of the gender variable (Tekeli-Yıldızhan, 2010; Toraman, 2010; Yılmaz, 2014). According to the results of these studies, the gender variable did not make a significant difference in the views on SSTG and the abolition of the guidebooks.

This study is limited to 30 social studies teachers working in Diyarbakır, 7th grade SSTG, and the Q method form developed by the researchers. Most of the studies on the evaluation of teacher guidebooks in the literature (Ayvacı & Er-Nas, 2009; Ayvacı & Şenel-Çoruhlu, 2011; Göçer, 2011; Karakuş, 2010; Otuz & Koç-Erdamar, 2017; Şahin, 2010; Yaman & Demir, 2015) have samll sample sizes. In addition, these studies mostly consist of studies that included participants from the same subject area and used a single data collection tool. In this respect, future studies may work with larger samples of teachers from different subject areas working in different locations. Furthermore, it can be stated that conducting studies using a variety of data collection tools would be more enlightening.

Based on the findings of this study, various suggestions are made below regarding SSTG and the removal of these guidebooks:

- ✓ Since SSTG is seen as an important and useful resource by the participants, these books can be developed and provided to teachers again.

- ✓ Adjustments can be made for the dimensions of SSTG with the least positive impact, such as the implementation of activities in the course, time management, and course content.

- ✓ Since SSTG is thought to be very useful for novice teachers by the participants, these guidebooks can be offered to the use of teachers who are new to the profession, especially in their first years.

- ✓ Considering the benefits of teacher guidebooks by the Ministry of National Education, studies can be conducted to examine the opinions of teachers on whether these books should be provided again.

- ✓ Studies on the reuse of teacher guidebooks can be conducted with samples with a larger number of participants.

- ✓ Quantitative, qualitative, or mixed-method studies can be conducted on the use of guidebooks for teachers from various subject areas and working in different locations.

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