

# The Views of Turkish Language Teachers and Primary School Teachers on Teacher Guidebooks

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## Abstract

The present study aims to determine the views of primary school teachers and Turkish language teachers on teacher guidebooks in Turkey. The mixed research method and “convergent parallel design” were used in the study. The quantitative study group of the study included 163 primary school teachers (1st-4th grades) and 163 Turkish language teachers (5th-8th grades) in Turkey, while the qualitative study group included 6 primary school teachers (1st-4th grades) and 6 Turkish language teachers (5th-8th grades). The study population included primary school and Turkish language teachers in Turkey. The 23-item survey included the measures of main trends (such as mode, median, average), while the qualitative data were based on the transcripts of teacher feedback audio recordings. Determination Validity Ratio was calculated based on the validity and reliability tests conducted on the survey tool. During the analysis, the SPSS 21.0 software was used. The qualitative data were analyzed with content analysis. Furthermore, averages, percentages, and frequencies were calculated for a section of qualitative data. In the validity and reliability tests for the qualitative data, the views expressed in audio recordings were analyzed several times by 3 field experts using content analysis, and they were categorized as sub-topics.

**Keywords:** teacher guidebook, Turkish language teachers, primary school teachers

## 1. Introduction

Social development is achieved through education and training. Programs, curricula, textbooks, workbooks, and teacher guidebooks are developed for the implementation of education and training as well as improving their quality. It is undeniable that an individual effective in determining the framework of education and training also improves the social development level. To become an advanced society in education and training, programs, curricula, textbooks, workbooks, and teacher guidebooks are renewed or modified in certain intervals. These renewals and modifications are achieved based on current needs and innovations and the educational policies of the country (Akınoğlu, 2013; Bilen, 2006; Day, 1999; Education Bureau, 2019; Serdyukov, 2017).

Although several innovations were witnessed in education and training, it is a fact that nothing would replace teacher quality. Shleicher (2019), director of the Organization for Economic Cooperation and Development (OECD), stated that the overall success of education will never be greater than the success of the teacher. Thus, it could be suggested that the quality of teachers is above all else in education. Teachers should improve the comprehension skills of their students and support them in reading strategies to improve their comprehension skills (Thomson, et al., 2013).

The teacher guidebook, which is one of the tools of education and training, has a different importance for the teacher. Because the teacher guidebook, which guides the teacher, plays a key role in the selection of learning strategies. According to Blazar & Kraft (2017), Coe, et al., (2014), Shinn (1997), teaching/learning strategy, and other elements play an important role in the learning process. There is no scientific information on the positive or negative consequences of using new tools (Montrieux, et al., 2015) and the teacher guidebook, which has a significant impact on teaching and learning. Ensuring the integration of technology through activities in schools and diversifying the activities in the teacher guidebook based on new developments are of vital importance for the teacher who plays an important role in class management (Gujjar & Naoreen, 2009).

Teacher guidebooks play an important role in the implementation, evaluation, and development of learning activities.

One of the most important elements in educational activities is the teacher (Demircioğlu, 2006; Eady & Lockyer, 2013). The ability to train effective, productive, creative and problem-solving contemporary individuals (Demircioğlu, 2006) depends on the orientation of native language teachers and on the diversity of activities available in certain tools such as the teacher guidebook.

Teacher guidebook is a reference developed for teachers and includes various examples, exercises, internet sites on the subjects, reading references, and other activities to improve the effectiveness of the textbook for the objectives and explanations in the curricula (Ceyhan & Yiğit, 2004; Durukan, 2008-2011; Talim ve Terbiye Kurulu Başkanlığı [TTKB], 2004; Kılıç, 2009; Kırcı, 2011; İlik, 2011; Uysal, 2012; Temizkan, 2013; Yılmaz, 2014). The review of the definitions of the teacher guidebook would demonstrate that it guides teachers on certain issues. Additionally, the teacher guidebook is reviewed based on the program updates. Despite these, the use of the teacher guidebook was discontinued by the Ministry of Education in 2017 (TTKB, 2017).

### *1.1 Literature on Teacher Guidebooks*

In education, the basic element on which the program, curriculum, textbooks, workbooks, and teacher guidebooks are based on is the individuals. All educational activities aim to change the behaviors of individuals in the desired direction (Darling-Hammond, et al., 2019; Eyüp, 2008). The quality of education depends on the teacher's communication skills (Evgueni & Mariana, 2002), as well as the material that the teacher uses. To train qualified, trained manpower based on the needs of the society and with the desired quality, the curricula should be reviewed impartially at certain intervals and necessary changes should be made. The teacher, student, and the curriculum, known as the basic elements of education, form an indivisible entity. The change of one of these three elements would affect the others. Therefore, the changes in education are implemented through the curricula and the competency of teachers in implementation. The skills of qualified teachers to train students using contemporary programs would lead to positive changes in student behavior (Emmanuel, et al., 2015).

The teacher guidebook is a reference developed by the Ministry of National Education to assist and guide teachers. The teacher guidebook is described as a teacher reference book that guides the teacher, facilitates learning, includes the activities that should be implemented, influences what students will learn, and what teachers will teach, and includes the learning-teaching methods and techniques (Ceyhan & Yiğit, 2004; Göçer, 2011; Küçükahmet, 2003). The contents of the teacher guidebook are based on textbooks and student workbooks. Therefore, development of the teacher guidebook content requires textbooks and student workbooks. The events and information included in these books are also included in the guide. The teacher guidebook saves time for students and teachers (Kulantaş, 2007).

The national education policies, programs, and regulations may change over time. This is associated with the responses to changing educational requirements (Bilen, 2006; Damon, et al., 2016; Pont, et al., 2008). The education and training program in Turkey has been renewed based on current needs in 1924, 1926, 1929, 1929, 1930, 1931, 1931, 1948, 1949, 1962, 1968, 1981, 2005, 2015, 2017 and 2018/2019.

The most important changes in the Turkish instruction curricula, published in 1981, were conducted in 2006. One of these important changes was the introduction of the teacher guidebook. The teacher guidebook was described as “a printed book developed for teachers including several examples, exercises, internet addresses on the subjects, reading references and other activities that would allow more effective use of the textbooks for the objectives and explanations in the curricula” (TTKB, 2004, p. 740-741).

Published in the Journal of Communiqués in 2004, the Regulation on Amendments to the Regulation of Ministry of National Education Textbooks (TTKB, 2004) included explanations for the teacher guidebook as well. The teacher guidebook were used in primary and secondary schools in Turkey between the academic years of 2004-2005 and 2017-2018. In 2004, a new version of the Turkish language curriculum was published and teachers started to use the teacher guidebook. After its introduction in the education system, the teacher guidebook has been the subject of several research and several papers were published.

In previous studies, the views of primary and secondary school teachers on the characteristics of the teacher guidebooks, their benefits, assessment and evaluation methods, and their capacity to improve creative thinking were analyzed based on certain variables as well as certain papers. In studies on teacher guidebooks, it was concluded that the teacher guidebook had rough edges; and accordingly, various suggestions were made (Alkış Küçükaydın & İşcan, 2017; Akkocaoğlu, 2009; Ayvaci & Er Nas, 2009; Bağcı, 2010; Aycan, 2015; Bircan, 2014; Bulut, 2016; Demirci, 2009; Genç, Güner & Güner, 2014; Göçer & Aktürk, 2015; Kılıç, 2009; Sert, 2012; Şeker, 2014; Tekeli Yıldızhan, 2010; Uysal, 2012; Yılmaz, 2014). Unlike these studies, which revealed these shortcomings in the teacher guidebook and accordingly made suggestions, certain others conducted by Baran (2015), Demir (2018), İlik (2011); Temizkan

(2013) and Yılmaz (2014) reported positive findings on the teacher guidebooks. According to Hoge (1986) and Nelson (1992), the teacher guidebook bears the characteristics of a reference book that the teacher should benefit from.

### *1.2 Introduce the Problem*

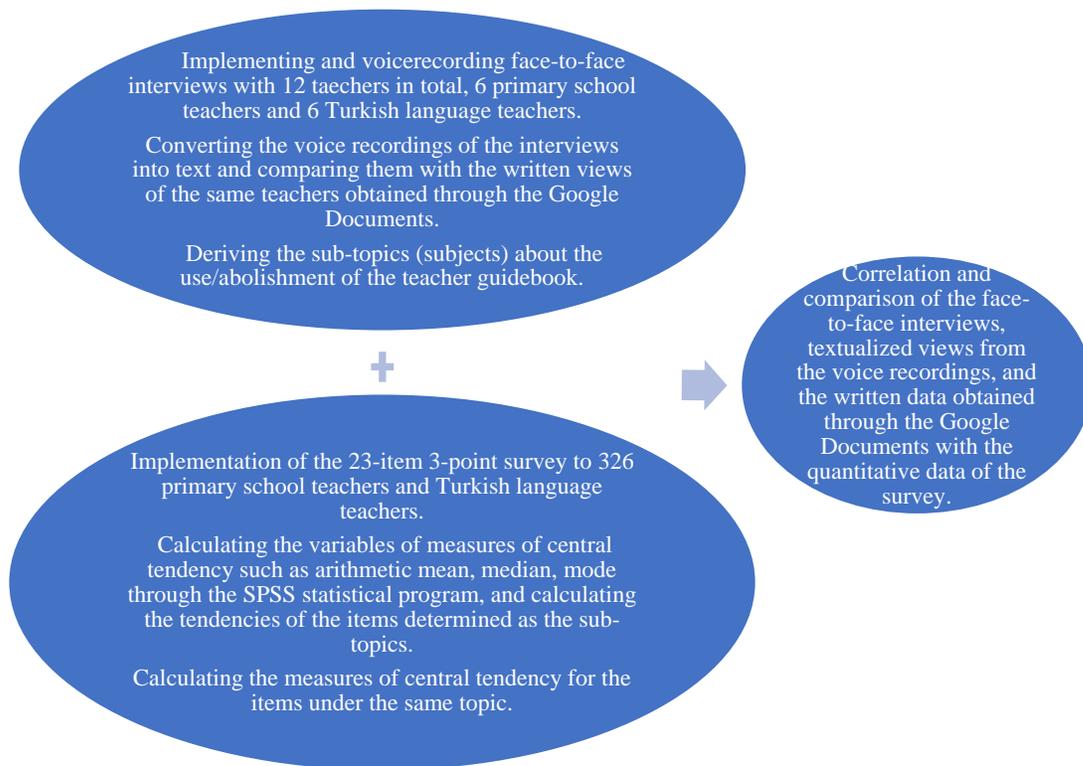
The main research problem is the discontinuation of teacher guidebooks without obtaining the views of teachers or without an explanation to the teachers. Between 2004 and 2015, the teacher guidebook was considered as a textbook, workbook by the Ministry of National Education, Board of Education; however, it was decided to be gradually discontinued after 2015. The Ministry of National Education decided to discontinue the use of teacher guidebook without an explanation. The decisions on teacher guidebooks based on the years are detailed below in chronological order.

“Primary Education Turkish language curriculum (1st, 2nd, 3rd, 4th, and 5th grades)”, which was adopted by the Resolution No.172 dated 09/22/1981 with the decree number 115 by the Board of Education, declared that they will be discontinued at the end of the 2004-2005 academic year. Furthermore, it was decided that the textbooks, which will be instructed based on the Primary Education Turkish Language Curricula (1st, 2nd, 3rd, 4th, and 5th grades), would be prepared as a set that included a textbook, a teacher guidebook, and a student workbook (TTKB, 2004). Based on decision No.186 by the Board of Education, it was once again decided that the textbooks that would be used in the instruction based on the above-mentioned curricula would be rewritten as a set that included a “textbook”, a “teacher guidebook”, and a “student workbook” (TTKB, 2005). Based on the decision No.69 by the Board of Education, the Primary Education (1st, 2nd, 3rd, 4th, and 5th grades) Turkish language textbooks would be prepared as a set that included a textbook, a teacher guidebook, and a student workbook for the third time (TTKB, 2009). By the decree No.71, the Board of Education decided the gradual discontinuation of the Primary Education Turkish language (1st, 2nd, 3rd, 4th, and 5th grades) curricula adopted by the decrees dated 07/12/2004-115 and 05/14/2009 – 69, and the Primary Education Turkish language (6th, 7th and 8th grades) curricula adopted by the decree dated 06/30/2005-186, starting from the 1st and 5th grades (TTKB, 2015). By the decree no 12 dated 08/05/2015-71, the Commission of the Board of Education reiterated that certain changes were made based on the attached example in the Primary Education Turkish language (1st, 2nd, 3rd, 4th, 5th, 6th, 7th, and 8th grades) curricula (TTKB, 2016).

By the decree no 100, the Commission of the Board of Education re-decided that the Primary Education Turkish language (1st, 2nd, 3rd, 4th, 5th, 6th, 7th and 8th grades) curricula dated 08/05/2015-71 will be abolished in the 2017-2018 academic year for the 1st and 5th grades, and in the 2018-2019 academic year for all grades (TTKB, 2017). By the decree no 44, the Commission of the Board of Education re-decided the discontinuation of the Primary School (1st-4th grades), Secondary School and Imam Hatip Secondary School (5th-8th grades) Turkish language curricula dated 07/17/2017-100, as well as the Primary Education Turkish language (1st, 2nd, 3rd, 4th, 5th, 6th, 7th and 8th grades) curricula dated 08/05/2015-71 in the 2018-2019 academic year for all grades (TTKB, 2018). By the decree no 9 and based on the document dated 03/21/2019-43769797-101.01.01-E.5897366, the Commission of the Board of Education decided the implementation of the changes in the Primary School (1st-4th grades), Secondary School and Imam Hatip Secondary School (5th-8th grades) Turkish language curricula dated 01/19/2018-44 starting from the 2019-2020 academic year (TTKB, 2019). Based on these decisions on Turkish language curricula and the teacher guidebook, the main research problem was that the Board of Education did not investigate the perceptions about these decisions and the views of the teachers on teacher guidebook. Considering that the teacher guidebooks are most frequently used by Turkish language teachers, the Turkish language teachers and primary school teachers were preferred as the participants of the present study.

## **2. Method**

This study was designed as a mixed-method research to ensure that the data are explained based on various methods. The decision phase of this study is initiated by describing the details of the participants and the sampling strategy. After this stage, information is provided on data collection. The mixed-method includes a qualitative method and at least one quantitative method and is described as a study that is not associated with any research paradigm in any method type (Johnson & Christensen, 2014). The convergent parallel design, a mixed method, was employed in this study. The convergent parallel design entails simultaneous implementation of the qualitative and quantitative phases in the same stage (Creswell & Plano Clark, 2015). The qualitative and quantitative data collection is presented in Figure 1.



**Figure 1.** The Convergent Parallel Design Process in the Research

As seen in Figure 1, both qualitative and quantitative data were simultaneously collected from two different groups, and compared.

*2.1 Quantitative Study Group*

Table 1. The Qualitative Study Group

Code	Gender	Age	Branch	Exp.	School Type
TG1	Male	29	Turkish Language Teacher	4	Primary School (Public)
TG2	Female	33	Turkish Language Teacher	7	Primary School (Public)
TG3	Male	28	Turkish Language Teacher	3	Primary School (Public)
TG4	Female	34	Turkish Language Teacher	10	Secondary School (Public)
TG5	Female	29	Turkish Language Teacher	6	Secondary School (Public)
TG6	Male	33	Turkish Language Teacher	8	Secondary School (Public)
SG1	Female	28	Primary School Teacher	5	Primary School (Public)
SG2	Male	32	Primary School Teacher	8	Primary School (Public)
SG3	Female	33	Primary School Teacher	9	Primary School (Public)
SG4	Male	36	Primary School Teacher	12	Secondary School (Public)
SG5	Female	30	Primary School Teacher	9	Secondary School (Public)
SG6	Male	28	Primary School Teacher	5	Secondary School (Public)

The study participants included two groups: qualitative and quantitative groups. The qualitative group was assigned with purposive sampling method. The maximum triangulation sampling method, a purposive sampling method, was preferred to collect rich research data. The maximum triangulation sampling method entails sampling similar and different problem cases or participants in the study group (Bogdan & Biklen, 2007; Merriam, 1998). Since, in the Turkish education system, the Turkish language course is instructed by primary school teachers (1st-4th grades) and Turkish language teachers (5th-8th grades), the sample included both teacher groups. Several maximum sampling method strategies were used in the study. Thus, variables such as the experiences of primary school and Turkish

language teachers, and the school type were taken into account. Among the participants, 3 were selected from public primary schools and 3 were selected from public middle schools. Details of the qualitative study group are presented in Table 1.

### 2.2 Quantitative Study Group

The quantitative study group included 326 primary school teachers and Turkish language teachers. The 23-item survey on the teacher guidebook was developed and applied using the Google Documents interface. The maximum triangulation sampling method, a purposive sampling method, was preferred to collect rich research data. The maximum triangulation sampling method entails sampling similar and different problem cases or participants in the study group. The sampling method aims to collect accurate data on several topics (Merriam, 1998). Several maximum sampling method strategies were used in the study. Certain factors such as gender, school type, and the experiences of participating primary school and Turkish language teachers were analyzed (Table 2).

**Table 2.** The Quantitative Study Group

Variables		Turkish Language Teacher	Primary School Teacher
<b>Gender</b>	Female	90	103
	Male	73	60
<b>Total Participants</b>		326	326
<b>School Type</b>	Public	114	114
	Private	55	43

### 2.3 Data Collection Tools

In this study, two data collection tools were employed. One of these tools was the semi-structured interview form, used to collect the qualitative data, and the second one was a 32-item rating survey, used to collect the quantitative data.

#### 2.3.1 Qualitative Data Collection Tool

The data collected with the transcription of the face-to-face individual interview audio recordings, conducted with 6 primary school teachers and 6 Turkish language teachers, were analyzed and to determine the use of teacher guidebooks. The semi-structured interview form was developed in August and September 2019 and sent to primary school and Turkish language teachers in Adıyaman province in Southeastern Turkey. Before sending the form via Google Documents to 12 participant teachers, they were contacted by phone. An interview is a data collection (investigation) technique using verbal communications. An interview basically entails asking questions and getting answers. The most well-known type of interview is individual and face-to-face interviews. The interview is both a scientific and artistic method based on skills, sensitivity, concentration, inter-personal understanding, foresight, mental vigilance and discipline (Patton, 2002; Yıldırım & Şimşek, 2013).

#### 2.3.2 Quantitative Data Collection Tool

The quantitative data collection tool was a survey in the present study. The survey on the use and discontinuation of the teacher guidebook included 23 items. The 23-item survey was sent to 326 primary school and Turkish language teachers via Google Documents and at least three teachers from each region in Turkey were included in the study.

Different strategies of purposive sampling were employed in both qualitative and quantitative sections of the study.

The survey form developed as a rating survey was sent to primary school and Turkish language teachers in 7 different regions in Turkey in September 2019. The survey was sent to 326 participating teachers as a Google Doc link. The 23 items in the survey on various teacher guidebook features are presented below.

There 3-point Likert-type rating survey included 6 sub-topics. In the survey, the items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 17, 19, 20, 21, 22, and 23 were associated with different aspects of the use of teacher guidebook. The 1st, 2nd, 3rd, 4th and the 5th items/statements included positive judgments about the teacher guidebook, while the 6th, 7th, and the 8th items/statements included negative aspects of the teacher guidebook. The 9th, 10th, 11th, and 12th items/statements were associated with the competence of the teacher guidebook. The 13th, 14th, 15th, 16th, 17th, 18th, 19th, and the 20th items were related to the discontinuation of the teacher guidebook, while the 21st, 22nd, and the 23rd items/statements were related to the use of the teacher guidebook by Turkish language teachers.

## 2.4 Data Analysis

Before the study, domestic and foreign studies conducted on teacher guidebooks were reviewed. After the literature review, the semi-structured survey data, used to collect the qualitative study data on the use of the teacher guidebook, and the rating survey data, used to collect the quantitative data, were analyzed.

### 2.4.1 Qualitative Data Analysis

The data obtained with the semi-structured survey were analyzed with content analysis. Initially, the written views of 12 teachers (6 primary school teachers, 6 Turkish language teachers) were collected via Google Docs. Additionally, face-to-face interviews were conducted with these teachers. The teachers, who sent written views through the Google Doc, were assigned certain codes, face-to-face interviews were conducted with the teachers using the same codes, and the collected data were compared. The interviews were recorded. The audio data were analyzed and compared with the written data received via Google Doc. Turkish language teachers' tendencies and perceptions on the teacher guidebook were classified based on sub-topics.

The qualitative study data were analyzed with content analysis. The recorded views of 12 teachers were transcribed and classified in content analysis. Content analysis requires an in-depth analysis of the collected data to determine ambiguous themes and dimensions. The main goal in content analysis is to determine concepts and correlations that could clarify the collected data. The data summarized and interpreted in descriptive analysis are processed in-depth in content analysis, and concepts and themes that could not be identified with a descriptive approach could be discovered (Yıldırım & Şimşek, 2013).

### 2.4.2 Quantitative Data Analysis

The data collected with the rating survey were analyzed with the SPSS statistics software v. 21.0, the mean participant score for the items was determined, and these scores were explained with the qualitative data. The views of 3 experts in the field of measurement and evaluation were obtained to determine whether the items in the survey were adequate, and the survey was applied to 326 teachers in a pilot scheme. After the pilot scheme, the items were reorganized and reapplied to the subjects. Based on the survey, the mean and ratio of participant trends on the teacher guidebook were determined quantitatively, and explained with the qualitative data. In the quantitative analysis, descriptive analysis was employed. The descriptive statistics such as modes, medians, and averages are presented in tables.

## 2.5 Validity and Reliability

The validity and reliability of the study were determined for quantitative and qualitative sections independently.

### 2.5.1 Validity and Reliability of the Qualitative Data

In the present study, the data were collected with face-to-face audio recordings and written views collected with Google Documents. Both datasets were compared to ensure triangulation. Triangulation aims to reveal different perceptions, experiences, and perspectives to determine different aspects of reality. In other words, triangulation entails the employment of multiple research tools (Birgin, 2016; Yıldırım & Şimşek, 2013). In the semi-structured interview form, teachers were asked 5 questions. These questions were checked and confirmed by 5 field expert faculty members. This is described as confirmation in qualitative research. Confirmation is the acceptability of the collected data or findings with the context of research (Sönmez & Alacapınar, 2016). When collecting the study data, face-to-face interviews were recorded. Participant confirmation meetings were held with the 12 interviewed teachers who also provided written views via Google Doc. In these meetings, 12 teachers stated that the findings and comments were consistent with interviews and their written views, in other words, the study data reflected the truth/reality. The participant confirmation, known as member control or member inquiry, aims to receive participant feedback on whether the research results reflect the truth (İşçi & Öztekin, 2015). In a study, the recording and transcription of the interview data improves the reliability of the research. Also, the determination of inter-coder agreement plays an important role in research reliability (Birgin, 2016). In the present study, the interviews were recorded and then transcribed. Similarly, the audio data and written views collected from 12 teachers were compared. The primary school teachers who taught Turkish language courses were coded as SG1, SG2, SG3, SG4, SG5, and SG6, and Turkish language teachers were coded as TG1, TG2, TG3, TG4, TG5, and TG6. The views of these teachers collected with the Google Doc interface and face-to-face interview transcripts were compared. These views are presented as direct quotes.

### 2.5.2 Validity and Reliability of the Quantitative Data

In this study, quantitative data were collected with the rating survey tool. In the development of the survey tool,

initially, a literature review was conducted to develop an item pool. The initial item pool included 45 items, and 3 faculty members, 3 primary school teachers, 3 Turkish-language teachers, and 3 assessment and evaluation experts were consulted to review the items based on scope, clarity, and compliance to the target audience. Based on the expert opinion, the items were revised and a 23-item form was finalized. The survey was designed as a 3-point Likert-type scale [disagree (1), neutral (2), agree (3)]. For the validity and reliability of the survey items, 2 pilot schemes were conducted with 100 individuals. Then, it was implemented with 326 participants. The correlations between the pilot schemes are presented in Table 3.

**Table 3.** Correlation between the First and Second Applications

	First Application	Second Application
First Application	1	
Second Application	,875**	1

Correlation analysis was conducted to determine whether there was a correlation between the first and the second applications, and it was determined that the correlation coefficient was 0.875 at  $p < 0.05$  significance level. This finding demonstrated that there was a positive significant correlation between the first and the second applications. Thus, it was suggested that the reliability of the survey was high.

### 3. Findings and Interpretation

Based on the views of primary school and Turkish language teachers on the use/discontinuation of the teacher guidebooks, it was concluded that the teacher guidebook was a supplementary and guiding sourcebook, which enforced the teachers. Detailed qualitative and quantitative findings are presented below.

#### 3.1 Positive Views on the Use of Teacher Guidebook

The data collected from the primary school and Turkish language teachers emphasized that the teacher guidebook was a sourcebook that enforced the teachers, and had auxiliary, guiding, and course-monitoring properties, and that its discontinuation was wrong. For example, a participant stated the following; “*I don't understand why a book that is very necessary is discontinued. It was a book, which, as the name suggests, guided and enforced the teacher, helped him/her when needed*” (TG1). On the need for the teacher guidebook, another participant stated; “*I think the teacher should always have this at his/her fingertips*” (TG4). “*I don't think it's right to discontinue it. I found guidebooks useful both for our newly appointed teachers and teachers who have been working for many years*” (SG3); “*The guidebook is a book that the teacher must always have at his/her fingertips*” (TG5); “*I think it helps the teacher and it was wrong to discontinue it*” (SG6).

Certain views emphasized that the teacher guidebook was a guide, mentor, and auxiliary resource for teachers. The 1st, 2nd, 3rd, 4th, and 5th items indicated that the teacher guidebook was an auxiliary resource for the teacher. These items and the average agreement in these items are presented in Table 4.

**Table 4.** Agreement Statistics on the Items about the Advantages of the Teacher Guidebook

	Item No	N	Average	Sum of Average
Turkish Language Teachers	1	163	2.86	2.76
Primary School Teachers	1	163	2.66	
Turkish Language Teachers	2	163	2.86	2.76
Primary School Teachers	2	163	2.67	
Turkish Language Teachers	3	163	2.81	2.73
Primary School Teachers	3	163	2.64	
Turkish Language Teachers	4	163	2.88	2.75
Primary School Teachers	4	163	2.63	
Turkish Language Teachers	5	163	2.88	2.75
Primary School Teachers	5	163	2.63	

The mean 1st, 2nd, 3rd, 4th, and 5th item scores in the 3-point survey on the teacher guidebook presented in Table 4 was 2.75. The mean 1st to 3rd item score, which are associated with the advantages of the teacher guidebook, was 2.75/3, which indicated that primary school and Turkish language teachers considered the teacher guidebook useful

and it should be used. Also, it was observed that the agreement level of the Turkish language teachers on the positive items was high.

The majority of the quantitative data indicated that participant teachers considered the teacher guidebook useful. This was consistent with the qualitative data.

*“I don't think it's right to discontinue the use of the teacher guidebook, since it guided pre-service teachers. Moreover, considering that the guidebook was used by teachers, who are experienced than pre-service or inexperienced teachers but do not want to bother themselves and instruct the course without preliminary preparation, the discontinuation of the teacher guidebook has numerous beneficial aspects such as encouraging the teacher to be more active, to research and make preliminary preparation” (TG2).*

*“It helped teachers teach the course in a planned and programmed manner. It guided the teachers in the entire training process in attracting interest, motivation, conducting courses effectively consistent with the principles of instruction, and assessment and evaluation. (In the guidebook), teachers were told when, for what purpose, and how to conduct the activities in student workbooks” (SG3).*

### 3.2 Negative Views on the Use of the Teacher Guidebook

On the use of the teacher guidebook, some participants stated that the use of the teacher guidebook would encourage the teacher to instruct courses without preparation, leads to the monotonous classes, and constantly conducting the same activities in the class.

Among the negative perceptions of certain teachers on teacher guidebooks was the idea that everything could be included in the guidebook. For example, certain participants stated the following: *“It was perceived in a way that everything exists in the teacher guidebook anyway; thus, there is no need for preparation, which ultimately leads to inaction” (TG2), “The teacher may not need to develop oneself because the information is ready. Some activities are at student level” (P4), “The teacher can only wreck based on this book and repeat oneself over time” (TG5), “I don't think it's going to affect teachers too much” (SG3), “Sometimes environmental factors could be effective in lessons, and the guidebook could limit them” (TG5), “Some teachers do not teach the course using different methods and techniques by sticking only to the guidebook” (SG5), “It increases the possibility of some educators to solely rely on the guidebook and be unprepared for the lesson” (TG6), and they implied that the teacher guidebook promoted laziness and prevented preparation for the class. The mean negative item scores are presented in Table 5.*

**Table 5.** Statistics on the Items about the Disadvantages of the Teacher Guidebook

	Item No	N	Average	Sum of Averages
Turkish Language Teachers	6	163	2.88	2.75
Primary School Teachers	6	163	2.63	
Turkish Language Teachers	7	163	2.88	2.72
Primary School Teachers	7	163	2.56	
Turkish Language Teachers	8	163	2.86	2.77
Primary School Teachers	8	163	2.63	

The mean 6th, 7th, and 8th item score on the use of the teacher guidebook was 2.74. As seen in Table 5, the mean negative item score on the teacher guidebook was lower than that of the positive item score. However, it was determined that the views collected with the qualitative data and the quantitative data were similar. This suggested that the teacher's creativity could be limited if the teacher guidebook is employed continuously and the teacher instructs without preliminary preparation. For example, they stated that *“some of our teachers develop their method and continue to teach with it until they retire and do not improve themselves in any way” (TG1), “stressing that the guidebook assisted teacher in case of losing attention in certain times such as health problems, familial problems, and problems in the work environment, etc.” (TG3), or “helps the teachers who have just started their profession and in acquisition of student achievements” (SG4), emphasizing that it should be used at such times.*

### 3.3 Views on the Competency of the Teacher Guidebook

The analysis of qualitative and quantitative data on the teacher guidebook revealed certain findings which indicated that the teacher guidebook had problems in activities, methods, and techniques. It could be suggested that the activities in the teacher guidebook led to teacher repetition over time, and since *“sometimes environmental factors could be effective in the class the guidebook could fully meet this requirement” (TG2).* Besides, *“some activities are not consistent with the student level. Because student levels are different” (TG4).* Based on the statement in the

teacher guidebook “*The content of the teacher guidebook should be improved based on the exam*” (SG6), it could be stated that the teacher guidebooks had certain shortcomings. The mean teacher guidebook competency scores are presented in Table 6.

**Table 6.** Statistics on the Items about the Competency of the Teacher Guidebook

Branch	Item No	N	Average	Sum of Average
Turkish Language Teachers	9	163	1.41	1.44
Primary School Teachers	9	163	1.47	
Turkish Language Teachers	10	163	2.88	2.78
Primary School Teachers	10	163	2.67	
Turkish Language Teachers	11	163	2.83	2.75
Primary School Teachers	11	163	2.67	
Turkish Language Teachers	12	163	2.88	2.81
Primary School Teachers	12	163	2.74	

The mean 9th, 10th, 11th, and 12th survey item score on the competency of the teacher guidebook was 2.44. The fact that the mean score on the disadvantages of the teacher guidebook in a 3-point survey was 2.44 indicated that the teacher guidebook was considered useful by the teachers, despite its shortcomings. The same fact also indicated that participants did not consider that the guidebooks were inadequate in various activities.

One of the important factors among the shortcomings of the teacher guidebook was that it neglected certain regional and cultural elements, and student levels, interests, and individual differences. “*Some of the influences in the teacher guidebook are inconsistent with the realities in the region where I work. Therefore, I have to design or develop other activities. Furthermore, this is against the proximodistal principle*” (TG1).

#### 3.4 Views on When to Use the Teacher Guidebooks

The analysis of the quantitative and qualitative data on the teacher guidebook revealed when and how the teacher guidebook should be used. The qualitative data demonstrated that most participants stated that the teacher guidebook should be used when necessary and during the first years of the profession.

“*The initial processes are very difficult for our colleagues who have not been a teacher before, even not a substitute teacher. ... Like myself, many of my colleagues, who are new in the profession, are struggling. For example, while I normally need to plan different activities for students, before going to school, I spend time planning the topic I will teach the next day or review the text-related activities and what I will tell to the students about the course. Instead of additional implementations and making the students confront different situations, we only lose time. The best thing about the guidebook is that it guides us and saves time*” (TG1).

“*I think that the teacher guidebook should be used by –pre-service- teachers who have just started the profession, and I consider it a guide to understand and advance the teaching profession. However, I think it’s wrong that experienced free-rider teachers instruct their courses only based on the guidebook to save the day without preliminary preparation, without making daily plans, and disregarding the required activities. In the first year of my career, I took advantage of the teacher guidebook. After the discontinuation of the teacher guidebook, I continue to teach my courses based on daily plans*” (SG5).

“*If teacher guidebooks are to be used, they should also take into account the course interruptions (possible delays, disasters, etc.) based on time management problems in schools*” (TG4).

Statements, similar to the qualitative findings on when to use the teacher guidebook, were also observed in the survey. In the survey, the participant teachers state that the teacher guidebook should be used when necessary, and during the early years of the teaching profession. The mean item scores on when to use the teacher guidebook are presented in Table 7.

**Table 7.** Statistics on the Items about When to Use the Teacher Guidebook

Branch	Item No	N	Average	Sum of Averages
Turkish Language Teachers	13	163	2.78	2.73
Primary School Teachers	13	163	2.68	
Turkish Language Teachers	14	163	2.80	2.72
Primary School Teachers	14	163	2.65	
Turkish Language Teachers	15	163	2.64	2.62
Primary School Teachers	15	163	2.61	

In Table 7, it was observed that the mean 13th, 14th, and 15th item scores on when to use the teacher guidebook was 2.69. The mean score on items such as “Teacher guidebook should be used when necessary”, “The teacher guidebook should be applied in the early years of the profession”, and “Experienced teachers should use the teacher guidebook” was 2.69 and quite high. These findings indicated that according to the teachers, the teacher guidebook was a resource that should be used in the early years of the profession and when necessary.

**Table 8.** Statistics on the Items about When to Use the Teacher Guidebook Based on Professional Experience

Experience	Descriptive Statistical Data	Item No		
		13	14	15
1-3	N	124	124	124
	Average	2.76	2.79	2.65
3-5	N	83	83	83
	Average	2.14	2.21	2.18
5-10	N	61	61	61
	Average	1.69	1.54	1.48
10-15	N	44	44	44
	Average	1.36	1.34	1.38
15 and over	N	14	14	14
	Average	1.35	1.50	1.37

The review of Table 8 demonstrated that the teachers with 1-3 years experience favored the use of the teacher guidebook, and as the professional experience increased, the average score for the use of the teacher guidebook decreased. This reflected that the teacher guidebook should be used during the early years of the profession.

### 3.5 Views on the Reasons for the Discontinuation of the Teacher Guidebook

The data analysis revealed that the use of the teacher guidebooks discontinued since they led to monotonous classes, repetitive instruction, and neglect of cultural differences.

**Table 9.** Statistics on the Items about the Discontinuation of the Teacher Guidebook

Branch	Item No	N	Average	Sum of Averages
Turkish Language Teachers	16	163	2.72	2.69
Primary School Teachers	16	163	2.65	
Turkish Language Teachers	17	163	2.71	2.64
Primary School Teachers	17	163	2.58	
Turkish Language Teachers	18	163	2.33	2.30
Primary School Teachers	18	163	2.26	
Turkish Language Teachers	19	163	2.28	2.22
Primary School Teachers	19	63	2.16	
Turkish Language Teachers	20	163	2.26	2.33
Primary School Teachers	20	163	2.31	

Reasons for the discontinuation of the teacher guidebook were expressed as follows: “The idea that it makes the teacher lazy” (SG2), “The idea of the teacher to follow his/her order without becoming lazy, and the idea of not interfering with the teacher” (TG2), “Since it restricts the teacher” (TG4), “It prevents the employment of different

*methods and techniques in the class due to adherence to the book*” (SG5), *“The possibility that some educators will only rely on the guidebook and come unprepared to the class”* (TG6).

In Table 9, it was observed that the mean item score on the teacher guidebook was 2.43 out of 3. Items with the highest mean scores were the 16th and the 17th items: *“The teacher guidebook was discontinued since it limited the teacher”*, and *“The teacher guidebook was discontinued since it made the teacher lazy”*. Below the teacher views are presented:

*“I think it was discontinued since it limited the creativity of the teacher. This is something related to the self-development of teacher, I don't think the guidebook limited the teacher”* (TG3).

*“I think the main reason for the discontinuation of the teacher guidebook was the banalization and the disadvantage of the book since the majority of the guidebook users were free-riders”* (SG6).

### 3.6 Views on the Impact of the Teacher Guidebook on the Turkish Language Course Instruction Method

Primary school and Turkish language teachers stated that the teacher guidebook was important in the Turkish language course. The extensive scope of the Turkish language course was emphasized in teacher views:

*“The guidebook was a great guide and auxiliary resource for the teacher in the Turkish language course, since it included additional material, exercises, methods, and techniques that would help the teacher and facilitate the learning process, led the teacher, and involved different activities. It included projects on Turkish language course achievements, performance tasks, and alternative assessment tools such as grading keys, observation forms, etc. I think the discontinuation of these books led to problems in Turkish language course and the evaluation of students”* (TG4).

*“Turkish language is a very comprehensive course; it could constantly entail different areas. Whether it's text or grammar, there needs to be a de facto comment especially in textual answers. Otherwise, only teacher's interpretation is perceived as correct. Therefore, the guidebooks are very important in the Turkish language course”* (SG4).

*“Turkish language course needs the guidebooks more than other courses. Because Turkish language course includes several areas where only a guidebook directive could work very well”* (TG6).

These views consistent with quantitative data. The mean scores on the use of the teacher guidebook in the Turkish language course are presented in Table 10.

**Table 10.** Statistics on the Impact of Teacher Guidebooks on the Turkish Language Course Instruction Methods

	Item No	N	Average	Sum of Averages
Turkish Language Teachers	21	163	1.93	1.89
Primary School Teachers	21	163	1.85	
Turkish Language Teachers	22	163	2.29	2.28
Primary School Teachers	22	163	2.56	
Turkish Language Teachers	23	163	2.46	2.45
Primary School Teachers	23	163	2.44	

As seen in Table 10, the views of Turkish language teachers that the teacher guidebook should be used in Turkish language course were higher than the primary school teachers. The mean primary school and Turkish language teacher score was 2.20. It could be suggested that the participant teachers considered the guidebook more necessary in Turkish language course when compared to others. Quantitative data on the use of the teacher guidebook in Turkish language course was consistent with the qualitative data. For example; *“It is essential for the new Turkish language teachers that it helps them understand the importance of Turkish language course. It is essential for the effective learning of the Turkish language”* (TG1). The teachers stated the following on the use of the teacher guidebook in Turkish language courses:

*“I think it provides great convenience for the teacher in Turkish language course instructed with texts and activities.”* (TG1).

*“I think that teacher guidebook for Turkish language course provided benefits such as offering example instruction methods and techniques for the course, providing reminders on the points that the teacher misses, and guiding the teacher to conduct a more effective process without wasting time”* (TG2).

*“It is important in the Turkish language course as well as in other courses. It is especially useful to have information about the meanings of texts and words. Eventually, no Turkish language teacher is a dictionary and none of them can know the meaning of every word. Teachers may experience difficulties to answer certain student questions” (TG6).*

#### **4. Discussion, Conclusion, and Recommendations**

The present study aimed to determine the perceptions of Turkish language course teachers in Turkey about the use, discontinuation, and the competence of teacher guidebooks. To determine the status of these sub-topics on the teacher guidebook, qualitative and quantitative data were collected from primary school (1st-4th grades) and Turkish language teachers (5th- 8th grades) who instructed Turkish language in primary education, and the comparison of the study data revealed certain findings on the use of the teacher guidebook, the reasons for its discontinuation, and its competency. Furthermore, the teachers were asked whether the teacher guidebook had any impact on the instruction method in the Turkish language course.

Before discussing the findings on the perceptions of Turkish language course teachers in Turkey on the use, discontinuation, the competence of the teacher guidebook, and its impact on the instruction method in the Turkish language course, certain limitations of the study are discussed.

##### *4.1 Limitations of the Study*

Certain limitations were determined during the discussion of the study findings. In 2004, the teacher guidebooks were adopted with the “Regulation on Amendments to the Textbooks Regulation” published by the Ministry of National Education in Turkey (TTKB, 2004). Following this regulation, several studies were conducted on teacher guidebooks. In a study conducted by Demir (2018), certain findings were reported on the adaptation of certain preparatory activities mentioned in the guidebooks by the 6th, 7th, and 8th grade Turkish language teachers. In studies conducted by Alkış Küçükaydın & İşcan (2017), Akkocaoğlu (2009), Baran (2015), Bircan (2014), Bıyıklı (2011), İlik (2011), and Uysal (2012), teacher guidebooks and textbooks or teacher guidebooks and other resources were comparatively analyzed based on various perspectives. All above-mentioned studies attempted to analyze a certain aspect of teacher guidebooks. For example, the comparison of the teacher guidebooks with the structural approach (Sert, 2012), in the field of grammar (Bağcı, 2010), analysis based on the writing methods (Temizkan, 2013), and listening skill instruction (Kurudayıoğlu & Öрге Yaşar, 2014) were discussed. Also, other studies were conducted on the views of pre-service teachers on teacher guidebooks (Göçer, 2011), and the requirements of teacher guidebooks (Kılıç, 2009).

The present study, which was conducted with the quantitative and qualitative data collected from public school teachers, has certain limitations. There may be different perceptions other than those reflected in the qualitative data collected from 12 teachers via face-to-face interviews and the qualitative data collected with the interviews, and the quantitative data collected from 326 primary school and Turkish language teachers. However, despite these limitations, it was determined based on the study data that the teacher guidebook had advantages as well as disadvantages, teacher guidebooks did not include adequate achievements and activities, there were certain reasons for the discontinuation of the use of teacher guidebooks, and it had an impact on the Turkish language course instruction methods. These findings provide an overview on teacher guidebook use; however, it may not be generalized for the national and international use of the teacher guidebooks and its analysis based on several other variables.

##### *4.2 Conclusion on the Advantages of the Teacher Guidebook*

The teacher guidebook functions as an assistant, guide, and an auxiliary resource for the teachers. The main purpose of this study was to determine the perceptions/views of teachers on teacher guidebooks. Kılıç (2009) reported that the need to use the teacher guidebook in the Turkish language course was higher than any other course. The present study revealed that teachers considered the teacher guidebook as a guide, utilitarian, and auxiliary resource.

The teacher guidebook could be used for assistance in the preparation and evaluation processes in a course (Yaman & Demir, 2015). Furthermore, it could also be argued that guidebooks could reduce teacher creativity, and lead to free-riding (Göçer, 2011; Yaman & Demir, 2015), and it could be considered as a reference that the teacher uses during the preparation and evaluation processes.

Based on qualitative and quantitative findings of the study, it was determined that the teacher guidebook was an indispensable resource for the teacher and enforced the teacher, a guide that the teacher refers to when he/she experiences difficulties, a reference book that guides the teacher, and an important guide for the teacher when conducting various activities.

#### *4.3 Conclusion on the Disadvantages of the Teacher Guidebook*

The study data on the disadvantages of the teacher guidebook were directly associated with teacher achievements, qualifications, and development.

Goe & Stickler (2008); Stronge (2002), Walls, et al., (2002) reported that successful and qualified teachers maintain their self-confidence and dignity in all cases, and positive communication with students continues outside the classroom as well. These study findings also revealed that the perceptions of qualified teachers were negative. Based on the present study qualitative and quantitative findings, it was determined that the views of teachers on the teacher guidebook were as follows: “it makes the teacher monotonous”, “the teacher becomes lazy”, “motivates the teacher to become a free-rider”, “leads to inefficient classes”, “prevents teacher's creativity”, “allows the teacher to conduct the same activities all the time”, “causes the teacher to neglect certain regional, local differences”, and “it prevents the teacher from thinking about events and situations”.

Alsahou & Alsammari (2019), Galton (2008) reported that qualified teachers have the competence to design different activities. Thus, it could be suggested that it was not right to use the teacher guidebook continuously. These negative perceptions of teachers on the teacher guidebook may be considered as the reasons for the discontinuation of the teacher guidebook were considered satisfactory. Ministry of National Education adopted a decree on gradual discontinuation of the “Primary Education Turkish Language (1st, 2nd, 3rd, 4th, and 5th grades) curricula (Decree no: 07/12/2004-115 and 05/14/2009-69) and Primary Education Turkish Language (6th, 7th and 8th grades) curricula (Decree no: 06/30/2005-186, for the 1st and 5th grades in the 2016-2017 academic year (TTKB, 2015, p. 1197), and on the gradual discontinuation of the “Primary Education Turkish Language (1st, 2nd, 3rd, 4th, 5th, 6th, 7th and 8th grades) curricula (Board decree 08/05/2015-71) for the 1st and 5th grades in the 2017-2018 academic year, and for all grades in the 2018-2019 academic year (TTKB, 2017, p. 1638). The disadvantages of the teacher guidebook reported in the present study could be due to these decrees adopted in 2015 and 2017.

#### *4.4 Conclusion on When to Use the Teacher Guidebook*

The use of an educational material or activity is determined based on student requirements. Thus, when planning teaching activities, the requirements, learning speed, interests, skills, and individual differences of the students should be considered. These student traits should be considered by the teacher and adequate activities should be selected based on student levels. Each learning objective is personal and it depends on the differences in interests and skills of students (Goldberg & Baker, 1970). Also, the status, ethnic origin, culture, language, learning style, socioeconomic conditions, and experience of the students are different. It will be much more efficient to use different teaching methods for different students, allow them to benefit from their experiences, and learn their backgrounds (Borich, 2014). Students have individual differences and special needs. Taking these traits into consideration would improve student achievements (Tomlison, 2010). Thus, it is necessary to consider individual, regional, and cultural differences between the students when conducting the activities in the teacher guidebook. The teacher guidebook is a material for the teaching-learning process. When to use this material should be determined based on student needs, available time, and the experience of the teacher.

Each individual's learning is unique; some learn better when they observe certain material, touch them, hear their voices, write what they hear, and then read (Shaughnessy, 1998). Students' achievement skills are different. That is why they need different activities (Good & Brophy, 2008). Thus, the constant use of teacher guidebook leads to the neglect of individual differences between the students. Therefore, the activities in the teacher guidebook should vary and the teacher guidebook should not be used religiously.

The qualitative and quantitative study findings suggested that the teacher guidebook was an important tool for the teacher and an auxiliary resource for support. Based on the individual, regional, cultural differences and needs of the students and the professional experience of the teacher, two important conclusions were determined on when to use the teacher guidebook: 1) The teacher guidebook should be used when needed, not religiously, 2) The teacher guidebook should be used by new teachers rather than the experienced ones.

#### *4.5 Conclusion on the Competence of the Teacher Guidebook*

The teacher guidebook was analyzed by researchers based on listening, writing, grammar, textbook, requirements, achievements, activities and the structuralism approach, and it was suggested that the book should be improved (Alkış, Küçükaydın & İşcan, 2017; Akkocaoğlu, 2009; Baran, 2015; Bağcı, 2010; Bircan, 2014; Bıyıklı, 2011; Demir, 2018; Göçer 2011; Kılıç, 2009; Kurudayıoğlu & Örgü Yaşar, 2014; İlik, 2011; Uysal, 2012; Temizkan, 2013). Thus, the authors suggested that the teacher guidebook had certain disadvantages and it could be used after the elimination of these disadvantages. Based on the qualitative and quantitative study data, it was determined that guidebook

activities were not diverse, activities were not suitable for the student level, local and regional facts were disregarded in the activities, and the guidebook lacked certain values. In the teacher guidebook, context is, also, very crucial. Researchers from different disciplines also stressed having a contextual perspective for more effective service and research (Tanhan, 2019; Tanhan & Francisco, 2019). Therefore, contextual factors at local, national, and global level should be considered in the guidebook. Innovative techniques from interdisciplinary perspectives should be adapted and utilized contextually (Tanhan & Strack, 2020).

The study findings revealed that the Turkish language course teachers perceived various disadvantages of the teacher guidebook. In a study conducted by Ayvacı & Er Nas (2009), it was concluded that the guidebook was necessary. Tekeli Yıldızhan (2010) stated that the teacher guidebook had disadvantages in competency, while Hayırsever (2010) recommended adding more activities to teacher guidebooks. In other studies, it was determined that the activities in the teacher guidebook were weak in providing preliminary information (Bircan & Gökbulut, 2014), the guidebook was insufficient for the development of students in asking questions (Erdoğan, 2017), insufficient for assessment, failed to provide guidelines, and it was inadequate in the methods and techniques it recommended (Alkış Küçükaydın & İşcan, 2017).

The Turkish language teachers mentioned that the teacher guidebook had certain disadvantages. Reporting that the teacher guidebook had certain disadvantages, Kılıç (2008) and Durukan (2011) recommended to eliminate these disadvantages. Based on the finding that the teacher guidebook did not encourage research (Alkış Küçükaydın & İşcan, 2017), and it was not adequate for the structural education approach since the included activities were only appropriate for instruction rather than the preparation and evaluation stages (Şimşek Özkan, 2011), it could be suggested that the teacher guidebook might lead to dilemmas among teachers.

While the participant Turkish language teachers considered that the teacher guidebook should be used, Toraman (2010) concluded that teachers exhibited an undecided attitude towards the use of guidebooks. In this study, it was observed that teachers stated both positive and negative views on teacher guidebooks. These two groups of teacher views could be attributed to the fact that the teacher guidebook had problems in reflecting daily life knowledge (Bircan & Gökbulut, 2014), it did not adequately guide the teacher when evaluating the student achievements (Yıldırım, 2011), its introduction and evaluation sections were inadequate (Gökulu, 2015), it made it difficult for the teachers to apply assessment scales, led to problems in material and tools, its informative content was inadequate (Ayvacı & Er Nas, 2009), it did not include the topical content determined in the curriculum (Demirci, 2009), it had a confusing design and activities and achievements were not consistent (Toraman, 2010), and the achievements in the book were developed to memorize and remind the information and principles (Şimşek Özkan, 2011). The fact that the guidebooks were inadequate for the preparation, implementation, and assessment stages of the course may instigate the teachers to consider the guidebooks as inadequate, and therefore, they may abstain from using them.

#### *4.6 Conclusion on the Impact of Teacher Guidebook on the Turkish Language Course Instruction Method*

According to Cassirer (2015: 46), the language is “something that infinitely produces itself” Turkish is a language that is rich in meaning and sentence derivation. Turkish, which is considered as the native language, the language of the state, and the common language, is a significant course in Turkish education system. According to Börekçi (2009), Börekçi & Temelli (2013), the phenomenon of language plays a key role in the perception, naming, and comprehension of the objective reality by the society. Certain changes could be observed in the Turkish language course when the teacher guidebook is used or discontinued. In the present study, the use of the teacher guidebook in the Turkish language course was determined as positive based on certain aspects and negative based on others.

In the study, it was determined that the views of Turkish language teachers that the teacher guidebook should be used in Turkish language course were prevalent. According to Özbay (2003), the Turkish language textbook was among the most widely used material in the classroom. According to a study conducted by Yurtbakan & Cerrah Özsevgeç (2019), the need for the teacher guidebook in the Turkish language course was higher than other courses. Due to the high number of Turkish language learning areas and achievements, the teachers could search for auxiliary resources. Because, for the instruction of an effective course, it should be planned well and include activities associated with the achievements. Thus, the most available resource for teachers is the guidebook, which are important for the implementation, evaluation, and development of learning activities (Turan & Karabacak, 2008). Due to these properties, the guidebooks will be the most available sources that support and provide convenience for the teachers in all courses. Demir (2018) and Durukan (2008) concluded that teacher guidebooks have certain disadvantages in efficiency, and presented certain recommendations.

Based on the study findings, the following are recommended on teacher guidebooks:

Based on qualitative and quantitative study findings, it was suggested that the teacher guidebook should particularly be used in the Turkish language course.

Based on qualitative and quantitative views of the study participants, the teacher guidebook was useful. Thus, the guidebook should be considered as an auxiliary resource and it should be used when necessary.

Based on qualitative and quantitative views of the study participants, when the teacher guidebook is used religiously, it could lead to monotonous classes and limits the creativity of the teacher. Thus, the teacher guidebook should be used only when necessary. In other words, teacher guidebook should be considered as an alternative resource.

Based on qualitative and quantitative study findings, the teacher guidebook had various disadvantages. Thus, the teacher guidebook should be improved.

Based on qualitative and quantitative study findings, the teacher guidebook should be used by new teachers. Thus, the teacher guidebook could be employed during the early years in the profession, and when necessary in the following years.

Based on qualitative and quantitative study findings, it was concluded that the teacher guidebook should be preferred especially in the Turkish language course. Thus, the teacher guidebook should be improved for Turkish language teachers and its use should be encouraged particularly during the initial years of the profession.

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