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REVIEW OF CHILDREN'S RIGHTS IN THE EUROPEAN UNION, TURKEY AND GEORGIA

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Abstract: In this study, the issue of children's rights is analyzed from the perspective of the European Union, Turkey and Georgia. The historical process of children's rights in these countries is discussed comparatively in terms of fundamental, economic, social and cultural rights. The following conclusions were reached in the study: European Union countries, Turkey and Georgia are rich and sufficient in terms of national and international legislation on children's rights. European Union countries, Turkey and Georgia cooperate with many international institutions and organizations, especially with UNICEF, the UN Children's Fund

It can be stated that European Union countries have made significant progress on children's rights. However, they are lacking in the areas of child poverty, mental health, environment and digital technologies. UNICEF has called for securing progress on children's rights, increasing investment in children and strengthening governance for children.

There have been significant developments in Turkey in terms of children's rights. The decrease in infant mortality, the increase in net school enrollment rates and the decrease in official girl child marriages are important developments. However, there are problems such as lack of access to education, obstacles in acssing equal opportunities, children being bullied by peers, lack of development of the foster family system. State policies have been established to solve these problems. Within the framework of this policy, it is important that the government, municipalities and civil society organizations work in cooperation.

Legislative arrangements and studies are being carried out in the field of children's rights in Georgia. The rates regarding the exercise of the right to education are positive and deficiencies should be eliminated. Children benefiting from social assistance and preventing child marriages are positive developments. Taking legal measures on surrogate motherhood can be considered positive. There were positive developments in foster care, the care of orphaned children and their return to their families. The opening of a child support center for orphaned children within the framework of cooperation with Turkey and the right to pay benefits for children are also important.

Along with these important developments, the current situation in Georgia reveals that children's rights are often violated and children are only recognized after they have been subjected to violence or abuse.

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The problem of street children is growing day by day, street children are at risk and the problem is waiting for a solution. There is a lack of scientific studies on children's rights in Georgia. It is recommended to increase scientific studies on this issue.

Key words: European Union, Turkey, Georgia, Children's Rights

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1. Introduction

Experts have used various criteria in relation to the concept of child or childhood. They have made different definitions of children, sometimes based on age, sometimes based on puberty, and sometimes based on the crime committed (Çelik, 2005).

The word "child", which is translated as "child" in English, "kind" in German, "rebenok" in Russian, "enfant" in French, "bavşvi" in Georgian, "tıfıl" in Ottoman Turkish, is translated as "child" in TDK dictionary: "1. 2."Son or daughter in terms of lineage, offspring". 3."Boy or girl in the development period between infancy and puberty, servant" etc... definitions are included. The concept of childhood is defined as "1. The state of being a child. 2. The period of human life between infancy and adolescence. 3. Childish behavior" (TDK, 2019)

According to the dominant view in underdeveloped countries, the child is seen as "a potential labor force that can contribute to the economic development of the family beyond the family phenomenon, and a social security tool in the later ages of the family". In later periods, it is observed that the term child has undergone a change. In developed countries, in urban areas, the child is defined as "the being who is kept away from working life while giving the family a sense of being a family and preparing for the future". Today, the beginning of childhood is said to be from the womb. Although there are some definitions about the beginning of childhood, there are no definite and clear judgments about the end of childhood (Kulaksız, 2014).

In daily life, the concept of child is used to distinguish between adults and grown-ups. In colloquial language, a child can be a boy or a girl, i.e. a son or daughter. In folk speech, the concept of "child" can sometimes be seen in the sense of immature, inexperienced. This is explained as a sign that childhood is associated with purity and cleanliness (Tezcan, 2005).

In the European Union's document 'Towards an EU Strategy on the Rights of the Child', the definition of "child" includes all individuals under the age of 18. In the UN Convention on the Rights of the Child , the concept of child is defined as "every human being is considered a child until the age of eighteen, except in cases of early majority" (Şirin, 2011).

Despite intellectual debates about the definition of childhood and cultural differences in what can be expected from children, there has always been a widely shared understanding that childhood requires a distinct and safe space. It is stated that just as the attitudes of people towards each other in social life differ in every society, the phenomenon of childhood also has a cultural aspect, and therefore a general definition to define the child cannot be made (Öktem, 2012).

Yörükoğlu (2011), while defining the child, emphasizes its ability to show rapid and surprising changes as well as its unique qualities. In another definition, while the child is defined as a being in constant development, it is also expressed as a valuable asset in terms of the continuity of culture (Altınköprü, 2003; Karadağ, 2013).

It is stated that there are debates about the concept of child or childhood in many legal texts, and that experts working in different fields of law use different criteria related to their fields and make different definitions of child depending on the age, maturity or actions of the child (Reid, 2011).

In all definitions, it is stated that the child has a different structure from the adult and therefore the behaviors and practices to be shown towards him/her should be different from those of adults (Bağlı, 2003).

According to the law, the beginning of personality and the beginning of childhood are similar. However, the end of personality and the end of childhood are not the same thing (Demirci, 2010). The concept of child has two meanings in law. 1. Child means a person descended from parents, a child, and the concept of child is used to denote the bond of descent. In the 2nd sense, a child is a non-adult human being, a "minor" who is under special protection and who is granted special rights and privileges (Taşkın, 2006). However, in different branches of law, in order to protect the physical, mental and moral integrity of children, age restrictions have also been made below the age in question (18 years). According to labor law, children under a certain age cannot be employed. In education law, age restrictions are made in terms of the child starting school and the end of the compulsory education period (Akyüz, 2001).

Child law has a long history; it is a new branch of law. In the course of historical development, the scope and form of protection of children have changed. These changes depend on factors such as economic, social and cultural development of the society (Tiryakioğlu, 2000)

Child law, in the broadest sense, is the branch of the law that protects the rights of children in child law, private law, public law, social law and international law, regulates their rights, and is specific to children. In a narrow sense, it consists of the rules regulating the rights, duties and relations between parents and children (Akyüz, 2020).

All legal rules that determine the legal status of the child constitute objective child law. In this sense, the scope of child law includes the rules regarding children and children's rights in the fields of private law, criminal law, social law and public law (İnan, 1968). The function of these rules is to protect and safeguard the child in the family, at school, at work, in places of entertainment, on the street, in court, in detention centers and prisons, in short, in society, taking into account his/her weakness and developmental needs (Serozan, 2005).

A right is the authority to do something or to ask others to do something or to behave in a certain way. Law protects this authority.

In terms of the law in force, children's rights consist of rights defined by the rules governing the law of the child and provided with protection by judicial bodies. These rights ensure the protection and development of the child in physical, mental, emotional, social, moral and economic aspects.

Looking at the history of the concept of children's rights, according to many philosophers, children had either no rights or limited rights. Hobbes, for example, states that children have no natural rights and are under the indifferent ownership of their parents. Conversely, but somewhat similarly, Locke states that children have natural rights, but only adults have full custody. Parents therefore have authority over children and the responsibility to guide their children towards education. Mill, on the other hand, argues that children should be kept away from freedom because they are not fully rational, but that parents have a responsibility to protect their children. All three philosophers defended the classical view against children's rights on the grounds that children lack reason (as cited in Hill and Tisdall, 1997).

Despite the opposition of philosophers such as Hobbes, Locke and Mill and their representatives, who defended the classical view, children's rights have started to be approved and given importance in the world over time. Children's rights can be defined as rights to protect children from harm and abuse; to give them the chance to grow up in an emotionally appropriate way; and to provide basic needs such as health, housing and education (Nelken, 1998).

Children's rights aim to establish a rights-based perspective in societies rather than a needs-based one. There is important difference between a needs-based approach and a rights-based approach. The needs-based approach does not carry the quality of accountability. It does not involve a legal obligation for states. Many rights are, of course, derived from needs. But the rights-based approach implies accountability and a legal and ethical obligation. In a rights-based approach, rights-holders are encouraged to acquire and defend their rights. Rights-holders are not objects of charity, as in the needs-based approach, but rather individuals claiming their legal rights (Save the Children, 2019).

A rights-based approach in the context of children's rights is characterized by a focus on children and their rights, equality and non-discrimination, transparency, participation, the best interests of the child and working with other stakeholders for common rights-based goals (Theis, 2003).

Rights cannot be protected without meeting people's material needs. Children's rights cannot be established without addressing the structural causes of child abuse and neglect. An unsafe environment and chronic poverty are the root causes of the tragic situation of the world's children (Fernando, 2001).

On the other hand, there is still a group opposed to children's rights. They have very basic reasons for their opposition. According to them, children do not have sufficient capacity to have rights. These views, which focus on children's inadequacies, particularly emphasize the following areas (Beaychamp and Childress, 2001).

- Inability to prefer or choose,
- Inability to comprehend a situation or similar situations,
- Inability to comprehend information that is not clearly expressed,
- Inability to provide a rational reason and make a reasoned judgment,

This opposition is based entirely on the fiction of the child's inadequacy.

Under the general heading of children's rights, there are four different classes. These are categorized as welfare rights, protective rights, adult rights and rights against parents (Franklin, 1993).

Children's rights, understood as welfare rights, are most clearly expressed in the United Nations Declaration on the Rights of the Child. These rights ensure that all children have access to nutrition, medical care, shelter and education.

The second , protective rights, concerns rights to protect children from inadequate care, neglect, physical or emotional abuse, or any other danger within the home.

The third class, adult rights, argues that children should have the same rights that adults alone currently enjoy.

The last class of children's rights argues that children should have more independence from their parents before they reach the age of majority.

After all, although its origins date back to the 1924 Declaration of the Rights of the Child, children's rights came to the world agenda with the United Nations Convention on the Rights of the Child (UNCRC) of 1989, and in this respect, it can be stated that it is still a very new conceptualization of rights. In international law, child rights legislation is developing day by day (Hareket and Yel, 2021, 31 et seq.).

1. HISTORICAL DEVELOPMENT OF CHILDREN'S RIGHTS

Under this heading, the historical development of children's rights in the European Union, Turkey and Georgia is discussed.

1.1. Historical Development of Children's Rights in the European Union

The history of children's rights can be defined as the adventure of transforming the child from an "object" that can be freely disposed of, transferred, abandoned and even killed, into a "subject" with rights and personality (Serozan, 2005). This adventure has gained strength through international declarations and agreements and has reached a certain point.

When we look at the history of children's rights in the world and in the European Union, important documents emerge. These are respectively (Hareket and Yel, 2021, 37 et seq.);

- 1924 Geneva Declaration of the Rights of the Child,
- 1959 United Nations Declaration of the Rights of the Child,
- 1989 United Nations Convention on the Rights of the Child.

In the European Union, children's rights are treated as a violation of human rights and an obstacle to national development. Children's rights are seen as an integral part of human rights and the rights of this vulnerable part of society are both respected at the Union level and expected to be respected at the level of Member States. Moreover, the promotion and protection of children's rights is one of the main objectives of the European Union (EU), which the Lisbon Treaty emphasizes. Article 3(3) of the Treaty on the EU explicitly promotes children's rights in the EU today. Furthermore, children's rights are also included in the Charter of Fundamental Rights of the European Union. Article 24 recognizes that children have independent and autonomous rights and all EU Member States have ratified the United Nations Convention on the Rights of the Child (UNCRC).

The EU Agenda for the Rights of the Child is exemplary in ensuring that EU influence guarantees respect for the requirements of the Instrument and the CRC with regard to the rights of children. It also focuses on a large number of concrete actions in an area where real added value can be brought, such as child-friendly justice, protecting children in vulnerable situations and combating violence against children, both inside and outside the European Union (An EU Agenda for the Rights of the Child, 2011).

It provides a solid regional framework for the promotion and protection of human rights in the context of the EU's overall human rights foreign policy, which also relates to children's rights. For years,

the EU has been taking multidimensional actions to further promote children's rights, including in particular

- Implementation of the 2003 EU Council Guidelines on Children and Armed Conflict;
- Addressing children's rights in Third Countries, particularly in the framework of political dialogue;
- Funding projects aimed at promoting and protecting children's rights, in particular through the European Instrument for Democracy and Human Rights (EIDHR);
- Monitoring progress in the promotion of children's rights throughout the enlargement process and supporting reforms on child protection in candidate and potential candidate countries;
- The EU, together with Latin American states, to lead an annual resolution at the United Nations on the "Rights of the Child" and invite states to sign, ratify and implement the Convention on the Rights of the Child and its Optional Protocols;
- Support key international and regional actors in the field of children's rights, in particular the UN Secretary-General, the UN Security Council, the bodies established under UN human rights treaties, in particular the Committee on the Rights of the Child, UN Special Procedures and mechanisms, and relevant UN organizations, in particular UNICEF, OHCHR, ILO, WHO and UNFPA, as well as regional mechanisms, in particular the Council of Europe, OSCE, the European Network of Ombudspersons for Children and civil society organizations;
- In the EU's Development Policy, the "European Consensus on Development" includes respect for children's rights among EU Member States, referring to key international frameworks on human rights and the millennium development goals.

It is also underlined that the EU finances the "European Initiative on Democracy and Human Rights" to promote human rights around the world, with a budget of €1.1 billion for the period 2007-2013. In this context, it is emphasized that the main issues addressed are "strengthening democracy, good governance and the rule of law, abolishing the death penalty, combating torture, ensuring respect for political and civil rights, combating racism and discrimination, gender equality and protecting children" (http://europa.eu/pol/rights/index en.htm, 2019).

1.2. Historical Development of Children's Rights in Turkey

The Turkish National Commission for UNESCO was established by a law adopted by the Turkish Grand National Assembly of Turkey on 25 May 1946 to establish links between educational, scientific and cultural institutions and the parent organization and to carry out activities in accordance with a convention. In its report submitted to the second meeting of the VIIth General Assembly, the Board of Directors of the UNESCO National Commission for Turkey proposed "the preparation of a draft law on children's rights by making use of various declarations of children's rights". A text prepared

in response to this proposal, entitled "Turkish Declaration of Children's Rights", was presented to the General Assembly as Annex No. 2 (Akyüz, 2000). The rights of the Turkish child were determined in the light of the clear and precise provisions of various articles of the Constitution, the 1923 Geneva Convention, the 1948 Child Protection Agency's Year of the Child and the 1959 United Nations Declaration on the Rights of the Child. These rights were regulated by the relevant articles in the 1961 Constitution and submitted to the public vote (İnan, 1979; Merey 2017).

On February 14, 1962, the 7th National Education Council, on May 8, 1962, the 2nd Social Services Conference, on July 30, 1962, the Turkish Confederation of Teachers' Associations Assembly, and on June 26, 1963, the 7th General Assembly of UNESCO Turkey's National Public Assembly approved the Declaration of the Rights of the Child. The Turkish "Declaration of the Rights of the Child", which was inspired by both the relevant articles of the Constitution and previous declarations, was accepted as a principle to be followed by all parents and institutions. The difference of this declaration from other declarations is that it includes topics for Turkish children (Ballar, 1997; Merey, 2017).

Turkey became a party to the United Nations Convention, which it signed on September 14, 1990, pursuant to the Law No. 4058 of the Grand National Assembly of Turkey on the Ratification of the Convention dated December 9, 1994, and the Convention entered into force for Turkey on May 4, 1995, after the ratification documents were sent to the UN Secretariat. The UN Convention on the Rights of the Child is the treaty with the widest participation within the UN system. It sets global standards for the protection of children and provides a legal framework for programs aimed at improving the situation of children (Merey, 2017).

There have been new developments, to which Turkey became a party in May 1995, bringing global standards in the protection of children's rights and introducing regulations on the care and protection of children in need of special sensitivity and protection and securing their various rights. The "Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography" and the "Optional Protocol on the Involvement of Children in Armed Conflict", which were prepared as annexes to the Convention on the Rights of the Child, adopted by the United Nations General Assembly on May 25, 2000 and opened for signature It was signed on behalf of Turkey on September 8, 2000 within the framework of the United Nations Millennium Summit held in New York in September 2000. These protocols entered into force for Turkey on September 19, 2002 and May 4, 2004 respectively (Merey, 2017).

1.3. Historical Development of Children's Rights in Georgia

In Georgia, there used to be no vision of a unified state, a systemic approach where child welfare could be achieved. However, after gaining independence, Georgia successfully joined the international

community and conventions. The main purpose of the articles and conventions on human rights in the Constitution of Georgia is to defend human rights.

The Constitution of Georgia reflects articles on human rights and freedoms and the state recognizes and defends human rights. In addition to recognized human rights (with some exceptions), children's rights are included in Chapter 2 of the Constitution.

Article 30 of the Constitution on freedom of work stipulates that working conditions for minors are determined by law. According to Article 35, everyone has the right to receive education and to choose the form of education. Pre-school education is provided by the state. Primary education is compulsory and the costs of basic education are covered by the state. Everyone has the right to primary, vocational and higher education in public schools (Zambakhidze, 2000).

The Constitution of Georgia is followed by legal regulations, international conventions and agreements on children's rights. The first international document on children's rights is the "Declaration of the Rights of the Child". Adopted by the League of Nations in Geneva in 1924. In 1948, the Declaration was by the United Nations General Assembly, including children. On November 20, 1959 , a new, broader Declaration was adopted by the United Nations General Assembly, including 10 fundamental principles of child defense and welfare (Pataraia, 2011).

The Universal Declaration of Human Rights, adopted by the United Nations on December 10, 1948, is an international document known as the World Constitution. Articles 25 and 26 of the Declaration (like Article 2 of the Constitution of Georgia) are related to children's rights. Article 26 recognizes and accepts that primary and general education is free (Pataraia, 2011).

The Universal Declaration of Human Rights is a ratification of the Convention on the Rights of the Child. The protection of children's rights and well-being is also a priority objective of UNICEF's UN International Children's Fund. Its activities are defined in the Children's Declaration.

The Convention on the Rights of the Child (United Nations Children's Fund, UNICEF) was adopted by the United Nations Organization on 20 November 1989. On September 2, 1990, after being signed by more than 20 countries, the Convention entered into force and was accepted by nearly all countries of the world. The Convention consists of 54 articles. The first 42 articles consist of the basic principles of the rights of the child, the responsibilities of the state and the responsibilities related to child upbringing. The Convention includes not only political and civil rights but also social and economic rights.

UNICEF's branch in Georgia was opened in Tbilisi in 1993 with the aim of finding help for people. Georgia joined this convention on April 21, 1994. Accordingly, the country became responsible for the articles of this convention (http://www.matsne.gov.ge).

In 2006-2010, significant steps were taken to defend the rights of children and women living in Georgia through cooperation with UNICEF. UNICEF also cooperates with the Ministry of Education. Important steps have also been taken in the field of education for children with disabilities in Georgia.

Moreover, 1995 is considered as an important date in the development of children's rights. On this date, the Eurocommission (European Union) representative office opened in Tbilisi, working on the defense of children's rights in Europe and outside Europe. http://www.nplg.gov.ge/gwdict/index.php?a=term& d=5 &t=436).

Following the Constitution of Georgia and International Conventions are the Laws of the Georgian Bodies. A total of 17 laws on children's rights are included in these laws. The most important of these laws are as follows:

- Law on Citizenship and Child Adoption (June 22, 1999)
- Law on Advertising
- Civil Code of Georgia (June 26, 1997)
- Law on State Support for Education, Children and Youth Connections (June 22, 1999)
- Law on Health and Labor (June 28, 1973)

etc. as laws (https://kanonebi.wordpress.com).

Today, the objective of the program of the United Nations Children's Fund in Georgia for 2016-2020 is to support the realization and acceleration of children's rights. Priorities of the United Nations Children's Programme 2016-2020:

- Saving children,
- Development,
- Social protection,
- Participation and monitoring of children's rights (https://www.unicef.org/ georgia/).

2. FUNDAMENTAL, ECONOMIC, SOCIAL AND CULTURAL RIGHTS OF CHILDREN

In this part of the study, the fundamental, economic, social and cultural rights of children in the European Union, Turkey and Georgia are discussed.

2.1. Fundamental, Economic, Social and Cultural Rights of Children in the European Union

The EU has no general sanctions in the area of fundamental rights, including children's rights. However, under the Treaty on European Union, the EU has an obligation to respect fundamental rights in every step it takes within its competence. This obligation implies not only a general duty to address conduct that violates rights, but also the need to take them into account wherever relevant in the implementation of its policies under the various legal foundations of the treaties

At the Amsterdam Summit, where EU heads of state and government came together in 1997, it was decided that "the Union shall respect fundamental freedoms within the framework guaranteed by the Rome European Convention for the Protection of Human Rights and Freedoms of November 4, 1950 and as deriving from the democratic traditions of the Member States and the traditions of Community law". Moreover, compliance with the European Convention on Human Rights became a written condition for full membership as a result of the Treaty of Amsterdam signed at this summit (Karlık, 2014).

The 1999 Cologne Summit resolution and the EU Charter of Fundamental Rights, which was ratified by the Nice Treaty in 2001, enabled the European Union to have its own catalog of fundamental rights apart from the ECHR (Arman2004). The Charter is the first time in the process of EU integration that the personal, political, economic and social rights of European citizens and persons residing in Europe have been collected in a single text and can be said as a political declaration that does not change the founding treaties (Taşdemir and Bağbaşlıoğlu, 2007).

The Charter of Fundamental Rights consists of Human dignity, freedoms, equality, solidarity, EU citizenship, justice and general provisions. It covers 54 articles in total and is also the most modern declaration of fundamental rights in the world. Article 24 of the Charter includes the Rights of the Child and states as follows:

- Children have the right to the protection and care necessary for their well-being. They can express their views freely.
- In all actions taken by public or private authorities in relation to children, priority should be given to protecting the best interests of the child.
- Every child has the right to regular personal contact and direct contact with both of his or her parents, except where this is contrary to his or her interests.

Although the rights set out in the Charter are not new rights that have not existed until today, these rights were accepted as general and written principles of EU law by the Treaty and became binding with the Lisbon Treaty (Arsava, 2003; Kaygısız, 2012).

One of the most debated issues in the preparatory work for the Charter of Fundamental Rights is the issue of economic and social rights. During the drafting process of the Charter of Fundamental

Rights, the argument that the EU does not have the competence to take positive action for the realization of social rights was put forward to prevent the acceptance of social rights general. Opponents of the inclusion of social rights in the Charter put forward basically two tools:

- Social rights are not "real rights", but rather program provisions and often remain unfulfilled promises, leading to citizen dissatisfaction.
- Financial resources are needed for the realization of social rights. As a result, financial resources exceed the sphere of political activity and in practice the courts are forced to decide on economic problems (Engels, 2000).

In contrast, the Convention has taken the view that these instruments are false and have already been debunked. Economic and social rights encompass three obligations that the state must fulfill. These are the obligation to respect, protect and fulfill.

Article 10, paragraph 3 of the International Covenant on Economic, Social and Cultural Rights (ICESCR) on the economic and social rights of children states that "Special measures of protection and assistance shall be taken for the benefit of all children and young persons, without distinction of any kind on account of parentage or other circumstances. Children and young people should be protected from economic and social exploitation" (Worthington, 2006). In addition, in this convention (ICESCR), the right to health, the right to live in a healthy environment and the right to social security, which are among the social rights of the child, and in the context of the cultural rights of the child, the child's right to education, the child's right to information and the child's right to protection from harmful publications are also found and accepted in the EU Charter of Fundamental Rights.

According to UNICEF's report, the situation of children in the EU is as follows: A pivotal year for children in the EU (UNICEF, 2024): A new report and four policy briefs from UNICEF uncovers the prevalence of challenges faced by children living in countries across the European Union (EU), including rising poverty, deteriorating mental health, online sexual abuse, and exposure to pollution.

2024 is of tremendous importance for the children in the EU and the fulfillment of their rights. The EU, under the close watch of a newly elected Parliament, will be embarking on a new five-year Strategic Agenda to be implemented by a new College of Commissioners.

While the EU is one of the most prosperous regions in the world, the rights of far too many children within its borders are under threat or even denied. Here are some key facts from the report (UNICEF, 2024): Child poverty: Almost 1 in 4 children within the EU are at risk of poverty and social exclusion - a staggering 20 million children across 27 EU member states. Although from 2015-19 the number of children at risk of poverty or social exclusion in the EU fell from 22.2 million to 19.1 million, since 2019, the number has increased by almost one million to 20.7 million in 2022.

Mental health: It is estimated that over 11 million children and young people aged 19 and younger (13 per cent) in the EU suffer from a mental health condition. The rates increase with age from around 2 per cent of children under the age of 5 to around 19 per cent of young people aged 15 to 19. Suicide is the second most common cause of death (after traffic accidents) among young people aged 15 to 19 in the EU, accounting for approximately one in six of deaths.

The environment: Children are more vulnerable to environmental harms which can impact both their cognitive and body development. The report highlights that, in 2019, 472 deaths of children and young people under 20 were caused by air pollution. It is estimated that still almost one in 20 children in the EU are exposed to high levels of pesticide pollution, amounting to over 380,000 children.

Digital Technologies: While digital technologies can be beneficial to a child's education and development, children must be protected from online risks and harm. The report has found that in 2021 around 1/3 of children aged 10 years old living in the EU could not tell if a website was trustworthy. Moreover, a lack of access to the internet and computers at home can also put children at a disadvantage. In 2018, around 1 in 20 children (5 per cent) aged 15 living in the most disadvantaged households lacked access to the internet at home, compared to less than 1 per cent in the most advantaged households.

2.2. Fundamental, Economic, Social and Cultural Rights of Children in Turkey

In Turkey, the fundamental, economic, social and cultural rights of children are protected at the constitutional level, and international agreements have also agreed on the protection of children's rights. According to the 1982 Constitution, "Everyone has the right to life and the right to develop his/her material and spiritual existence" (Article 17). According to this article of the Constitution, it shows that the material aspect of the person, that is, the body, has the same value as the spiritual aspect of the person and that there is a legal guarantee for its protection.

The second fundamental right is that every child, from birth, has the right to a name, the right to a nationality and, as far as possible, the right to know his or her parents and to be cared for by them (CRC Art. 7). According to the Law on Population Services, "Every Turkish citizen is obliged to apply to the civil registry office at home and to the foreign representative office abroad to register himself/herself in the civil registry and to obtain an identity card" (Art. 11).

As one of the main components of human nature, the right to think and then express one's thoughts is one of the fundamental rights and freedoms of the individual (Doğan, 2001). Regarding this issue, the 1982 Constitution states that every individual has the right to express his/her thoughts freely without discrimination. According to Erdoğan (2011), one of the fundamental rights is that children have the freedom to learn their religion and live their religion as they wish without any age restriction. Freedom of religion and conscience is also included in paragraphs 1, 2 and 3 of Article 24 of the

Constitution. In addition, some of the main rights of children are the protection of privacy and freedom of communication, equal treatment and protection from discrimination, protection of the child against all forms of violence, the child's right to form associations and peaceful assembly in the 1982 Constitution and the CRC (Merey, 2017).

Two important documents that constitute the legal basis of social rights are the "Universal Declaration of Human Rights" and the International Covenant on Economic, Social and Cultural Rights (ICESCR). There is no consensus on the concept of social rights; sometimes it is used in the sense of "social and economic rights" and sometimes it is used in the same sense as "economic, social and cultural rights". Many international documents, especially the Universal Declaration of Human Rights, emphasize "the highest standard of health" and "a life worthy of human dignity". Article 4 of the CRC states that "With regard to economic, social and cultural rights, States Parties shall, to the fullest extent of their available resources, take such measures as may be necessary within the framework of international cooperation". In this case, among social rights in Turkey, the child's right to health, the right to live in a healthy environment, the right to social security and the right to play, and among cultural rights, the child's cultural rights such as the right to life, development, protection and participation are included in many regulations. Cultural rights in these regulations are protected by regulations such as laws, provisions, conventions and declarations, which are mostly related to education and enable the child to acquire knowledge (Merey, 2017). In Turkey, Articles 56 and 58 of the 1982 Constitution include the right to health, health services and protection of the environment;

- "Everyone has the right to live in a healthy and balanced environment. It is the duty of the state and citizens to improve the environment, protect environmental health and prevent environmental pollution."
- "The State takes necessary measures to protect young people from alcohol abuse, drugs, and similar bad habits...."

Thus, the right to environment is included in Turkish positive law both as a human right and as a normative provision (Fendoğlu, 2014). However, it is stated that 3000 children and young people start smoking every day in Turkey and the age of initiation is as low as 11 (Özer, 2003).

In addition, one of the important developments in Turkey to protect the health of the child is the granting of one and a half hours of breastfeeding leave to female employees for their children under one year of age every day by the Civil Servants Law No. 657 (Art. 104) and Labor Law No. 4857 (Art. 75). In addition, the leave of the working mother has been increased for the healthy development of the child both physically and psychologically, and this issue is still up to date and proposals for improvement are still being discussed in the Grand National Assembly of Turkey. According to Akyüz (2020), there has been a significant decrease in the infant mortality rate in Turkey in recent years, and one of the leading

reasons for this is the education level of the mother. However, as a result of the research conducted in Turkey on playgrounds among social rights, it has been determined that the existing playgrounds are inadequate (design, elements, etc.) and unsafe by the users.

In Turkey, the right to education is specifically regulated in the 1982 Constitution (Art. 42) and the National Education Basic Law (METK). Article 42 of the Constitution regulates education as a right for everyone, while the National Education Basic Law sets out the basic aims and principles regarding the implementation of the right to education (Doğan, 2004).

According to the Constitution, the relevant regulations are as follows (Akyüz, 2020): No one shall be deprived of the right to education and learning.

- Primary education shall be compulsory for all citizens, male and female, and shall be free of charge in public schools.

- The principles governing private primary and secondary schools shall be regulated by law in accordance with the level to be attained by public schools.

- The State shall provide scholarships and other means of assistance to successful students who lack financial means in order to enable them to continue their education. The State shall take measures to make those in need of special education useful to society.

Compulsory education in Turkey today consists of 4+4+4 years of primary, middle and high school education. The fact that education is compulsory for all citizens, male and female, means that the right to education applies to both genders and is in line with the principle of equality. In this case, the state provides the necessary assistance through scholarships and other means for children to continue their education and training, which is one of their most basic needs. Because the fact that education is compulsory naturally requires it to be free of charge. In this sense, the necessary assistance is mostly granted to successful students, whereas it is very difficult for a child with a poor financial situation to be successful in school and in the *boarding school and scholarship exams* conducted by the state every year. Apart from the lack of financial means, there are still many problems in Turkey in terms of equality of opportunity and opportunity in education (Doğan, 2004).

Today, it cannot be said that there is still no real equality of opportunity in education due to regional differences, rural-urban differences, and educational differences arising from insufficient awareness of families. For this reason, scholarships and similar aids should be provided according to both the success of the students and the inadequacy of the financial situation of the students and the questions listed (Akyüz, 2020).

The situation of children in Turkey can be expressed as follows (TUIK, 2023):

26.5% of Turkey's population consists of children.

Turkey's child population rate was found to be higher than that of European Union member countries.

The province with the highest child population rate was Şanlıurfa.

The rate of households with at least one child in the 0-17 age group in Turkey was 44.3%.

It was seen that 29.4% of the child population in 2022 will be in the 5-9 age group.

The number of babies born alive reached 1 million 79 thousand 842 in 2021.

The most popular baby boy name is Alparslan, while the girl name is Zeynep.

Child dependency rate was 32.3% in 2022.

Net enrollment rate for five-year-old children was 81.6%.

School completion rates increased across education levels.

The rate of children aged 3-17 who brush their teeth at least once a day was 66.5%.

The proportion of children aged 5-17 who had difficulty concentrating was 1.4%.

The proportion of children aged 6-17 who feel under pressure from school lessons was 13.4%.

The proportion of children aged 6-17 who were bullied by other children was 13.8%.

The rate of children aged 13-17 who stated that they felt excluded at school was 6.8%.

The rate of children who stated that they felt happy or moderately happy was 96.7%.

The percentage of children aged 13-17 who stated that they had heard of the Convention on the Rights of the Child was 45.1%.

Official girl child marriages have decreased.

The labor force participation rate among children aged 15-17 was 18.7%.

The number of children whose fathers have passed away has reached 266,532.

The number of children provided with foster care has reached 9,011.

The rate of children whose custody was given to the mother as a result of divorce cases was 75.7%.

Children died mostly from external injuries and poisoning.

Infant mortality rate was 9.2 per thousand.

2.3. Fundamental, Economic, Social and Cultural Rights of Children in Georgia

Georgia has ratified the International Convention of 1966. The 1966 International Convention on the protection of the rights of the child contains important provisions on the fundamental, economic, social and cultural rights of the child. These include;

- Every child has the right to life and development, regardless of race, color, sex, language, religion, national or social origin, property or place of birth;
- Every child has the right to his or her name and nationality;
- The child should be registered immediately after birth;
- A child born to an unmarried person must be protected by society and the state;
- Children and young people must be protected from economic and social exploitation;
- Every child has the right to education;
- Child labor and its use in areas that may harm a child's development in terms of health or life-threatening hazards are punishable by law (UNICEF, 2000).

Following the 1966 International Convention on Human Rights, the European Social Charter protects the economic and social rights of citizens. The European Social Charter was adopted by the Council of Europe in 1961 and three new regulations were added in 1988, 1991 and 1995. The Charter and the 1988 Protocol guarantee all rights, which fall into two categories. These are;

- Working conditions include prohibition of forced labor, unemployment discrimination, trade union rights, prohibition of child labor up to 15 years of age and 15-18 years of workers' rights, equality of migrant workers, etc.
- Health, social care, medical care, social rights of the elderly and children (www.solidarnost.org.pl).

The amended version of the European Social Charter was adopted in 1996 and entered into force on July 1, 1999. This new instrument incorporates the 1988 Protocol and the 1961 Charter, which provides for the following:

- The equality of every human being;
- The State is obliged to create economic and social conditions for employment;
- Protection of workers' and children's dignity in the workplace;
- Every child has the right to fair wages and paid leave. They have the right to rational working hours and the right to work in a safe place that protects the physical and mental health of the individual;

- The state is obliged to protect children from poverty and social alienation;
- Every child has the right to healthy living conditions;
- It is imperative that the rights of every child are non-discriminatory.

The Charter has a control mechanism based on reports submitted to States Parties (1991 Protocol) and the Collective Complaints System (1995 Protocol), which allows trade unions and non-governmental organizations to lodge collective complaints. The revised version of the European Social Charter strengthens the child and youth service guarantees in relation to the guarantees contained in the 1961 Charter. According to Article 7 (1); "In order to ensure the effective protection of the rights of children and young people, Parties should undertake to recognize a minimum of 15 years to start work. Exceptions may be allowed only in the case of light work that is not harmful to the child's health, morals and education" (Pascual, 2000).

In addition, the Labour Standards Organization, the main organization established by the International Labour Organization (WTO), has long been linked to the abolition of child labour and to this end has adopted recommendations and conventions. Two of these relate to child labor in general.

- The International Labour Organization convention on the most severe forms of child labour entered into force in 2000. Early attempts to eradicate child labor failed and the overall situation for working children is still worse. Thus, the international community decided on the principle of "step by step" to completely eradicate the most difficult forms of child labor. In November 2001, 108 countries ratified this Convention.
- The International Labor Organization Convention for the Adoption of a Minimum Age (1997) is another example. Article 1 states that "all members undertake to adopt national policies for effective child repayment and to raise the minimum working age to the level corresponding to the full physical and mental development of young people" (www.un.org/esa/socdev/youthemployment /index.html, 2019).

Education in Georgia is free of charge and compulsory from the age of 5-6 until 17-18 years. In 1996, the gross primary enrollment rate was 88.2 percent, and the net primary enrollment rate was 87 percent; 48.8 percent are girls and 51.8 percent are boys. The constitution mandates that education is free. Related expenses that include textbooks and laptops are provided by the state free of charge; in 2001, there were 47,837 children not attending primary school (Wikipedia, 2024).

The Human Rights Measurement Initiative (HRMI) finds that Georgia is fulfilling only 94.3% of what it should be fulfilling for the right to education based on the country's level of income. HRMI breaks down the right to education by looking at the rights to both primary education and secondary education. While taking into consideration Georgia's income level, the nation is achieving 90.7% of what should be possible based on its resources (income) for primary education and 97.8% for secondary

education (Wikipedia, 2024). Georgia is a country that attaches importance to education and follows a learning process that is mostly supported by the state sector. In order to attract more students' attention to education, the Ministry of Education sets rewards. For example, middle school graduates who achieve a 100% grade performance are given a computer as a gift, and students who finish high school in the same way are presented with a gold medal. According to its economy, geography, politics and demographics, Georgia is one of the most successful countries in terms of education (Veliyeva, 2017).

According to July data of the Georgian Social Services Agency, 452,753 citizens and 126,431 families receive social assistance in the country. Of these, 154,888 are children, i.e. 34.2% of social assistance recipients are minors (Georgian News, 2024, August 13).

Legislation is in place to prevent child marriage in Georgia. Georgia became a party to the Convention on the Rights of the Child in 1994, which sets the minimum age for marriage at 18, and states require age for free and full consent to marriage. Child marriage at 18 years of age is around 14% (Girls not Brides, 2024).

In Georgia, there was a problem of surrogacy in the context of children's rights. In June 2023, a draft law was introduced to ban commercial surrogacy in Georgia and to allow the practice only on altruistic grounds, meaning no money can change hands. Crucially, no foreigners will be allowed to rent the wombs of Georgian women; hiring a surrogate will be legal only for Georgian nationals, who make up less than 5% of current prospective parents. Former Prime Minister Irakli Garibashvili said this would protect surrogate mothers from exploitation and prevent child trafficking, amid concern in government about the difficulty tracking where surrogate babies end up (Allen, 2024).

Despite the above-mentioned provisions, the current situation in Georgia reveals that children's rights are often violated. In the eyes of the Georgian Media Center, the child is recognized only after being subjected to violence or abuse.

Moreover, the difficult social situation in the country has increased the number of children at risk (street children) and their number is still not decreasing. The biggest problems for street children are drugs, theft, prostitution and begging. These children are at risk of entering the criminal world, so the issue of child upbringing should be addressed with more consideration. Most of the children on the streets are not orphans, but are often working due to poverty. Due to the difficult social situation in the country, children who have to work all the time are deprived of regular and have serious pedagogical and personal problems.

With the help of the UN Children's Fund Unicef, Georgia has embarked on a radical program of child welfare reform, closing all state orphanages and relocating the children housed in them to new homes. The campaign has seen thousands of children reunited with their biological parents or transferred

to foster families or small care homes. While there are problems, some progress is being made (Demytrie, 2014).

Turkey and Georgia cooperate in the field of children's rights. For example, according to a media report, the Turkish Cooperation and Coordination Agency (TIKA) opened a child support center for orphaned children in Batumi. In the inaugurated "Boarding and Day Home for Children" child support center of the Ialkani Association, 150 children receive education and 45 children stay in boarding (TIKA, 2021).

Another agreement is the Social Security Agreement between the Government of the Republic of Turkey and the Government of Georgia. On the determination of family benefits (Article 20);

(1) Entitlement to benefits for family members shall be determined in accordance with the legislation of the country in which the person is insured, including children living in the other Party. (2) Where entitlement to benefits for children is acquired under the legislation of both Parties, the legislation of the country of residence of the children shall apply.

Conclusion

In recent years, it is observed that the issues of children and children's rights have gained more and more attention both at national and international level. In this study, concepts such as child, childhood and children's rights are first explained and the issue of children's rights is analyzed in terms of the European Union, Turkey and Georgia. The historical process of children's rights in these countries is discussed comparatively in terms of fundamental, economic, social and cultural rights. According to the results of the study;

The European Union countries, Turkey and Georgia are rich and adequate in terms of national and international legislation on children's rights. European Union countries, Turkey and Georgia cooperate with many international institutions and organizations in the field of children's rights, especially with the UN Children's Fund UNICEF

It can be stated that European Union countries have made significant progress on children's rights. However, there are gaps in the areas of child poverty, mental health, environment and digital technologies. UNICEF's recommendations to the EU in 2024: Safeguard and strengthen recent progress made on children's rights. It's vital that its institutions and decision makers ensure children stay high on the political agenda 2024-29.

Measures to promote children's rights must be included in current and future EU funding opportunities and instruments supporting the triple transition (digital, green and social).

Strengthen governance for children. The impact on child rights and future generations should be systematically considered in all future EU policy making and legislation. This should also include their meaningful and inclusive participation (UNICEF, 2024).

There have been significant developments in Turkey in terms of children's rights. The decrease in infant mortality, the increase in net school enrollment rates, and the decrease in official girl child marriages are important developments. However, there are problems such as deficiencies in access to education, obstacles in accessing equal opportunities, children who are bullied by peers, students under school pressure, children who feel excluded, children who work, children who are dragged into crime, children who are subjected to violence, external injuries and deaths, harmony in children of divorced families, lack of playgrounds, lack of development of the foster family system. State policies have been established to solve these problems. Within the framework of this policy, it is important that the government, municipalities and civil society organizations work in cooperation.

Legislative arrangements and studies are being carried out in the field of children's rights in Georgia. The rates regarding the exercise of the right to education are positive and deficiencies should be eliminated. Children's access to social assistance is positive and should be improved. Prevention of child marriages is a positive development. Taking legal measures on surrogate motherhood can be considered positive. There were positive developments in foster care, care of orphaned children and returning them to their families. The opening of a child support center for orphaned children within the framework of cooperation with Turkey and the right to benefit payments for children are also important.

Along with these important developments, the current situation in Georgia reveals that children's rights are often violated and children are only recognized after they have been subjected to violence or abuse. The problem of street children is growing day by day, street children are at risk and the problem is waiting for a solution.

Apart from the problems revealed in the research, another problem is the lack of scientific studies on children's rights in Georgia. It can be suggested to increase scientific studies on this subject.

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The Future of the Learning Process with AI

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Abstract: In the digital age, artificial intelligence (AI) is profoundly reshaping all aspects of human life, including education systems. This theoretical paper addresses the potential impact and directions of the development of the learning process through the integration of AI in the future. First, the growing role of AI as a supporting tool in the personalization of learning is examined, including digital tutors, student data analysis, and adaptive learning. Next, the ethical, social, and pedagogical implications of this development are discussed, with particular emphasis on the transformation of the teacher's role from transmitter of knowledge to guide and mentor. The paper also explores the challenges related to access, professional preparation, and maintaining humanity in learning. Drawing on existing theoretical literature, this study provides a comprehensive overview of how AI can reshape educational practices sustainably and inclusively, reinforcing the importance of a balanced approach between technology and the human dimensions of education.

Keywords: Adaptive learning, Artificial Intelligence, learning process, digital tutors, future education.

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2. Introduction

The technological transformations taking place in the digital age are having profound impacts on all sectors of life, including education. One of the most promising areas expected to fundamentally change the way we learn and teach others is Artificial Intelligence (AI). AI is no

longer seen as just a supporting tool but as a fundamental factor in redesigning the learning process itself (Petergova, Sokolova & Agopyan, 2025).

The integration of AI in education has begun to take concrete form through adaptive learning systems, virtual tutors, student data analysis, and intelligent platforms for personalizing learning content (Testov, Perminov & Golubev, 2025). AI is increasingly able to analyze student performance in real time and automatically adapt didactic approaches, which gives the learning process a new, more sensitive, and personalized dimension (Kumar, Raj & Kumar, 2025).

Following on from Orhani's (2024) research, this study makes a valuable contribution to the field of artificial intelligence and education, demonstrating that AI personalization systems have significant potential to improve student performance and motivation in mathematics. Our findings show significant improvement in the performance of students who used the AI personalization system compared to those who participated in a traditional learning environment (Orhani, 2024).

However, alongside the benefits, there are also significant challenges. These include ethical and social issues such as digital surveillance, data privacy, and the risk of reducing the role of the teacher to a "technological extension" (Malicse, 2025). In this context, teachers should not be replaced, but transformed into leaders of the learning process, capable of interacting with AI tools critically and creatively (Roider et al., 2025).

Recent studies also highlight the need for professional preparation of teachers to adapt to these changes, as well as for educational policies that promote an equitable and inclusive approach to the use of AI (Jaiswal, 2025).

1.1. **Background of the problem**

Digital transformation has caused a visible revolution in all areas of social life, and one of the most affected sectors is undoubtedly education. Recent developments in the field of artificial intelligence (AI) have opened new ways to think and reconceptualize the way learning occurs, as well as the role that teachers and students play in this process. The integration of AI into educational systems is no longer a matter of the distant future, but an emerging reality that is

challenging traditional approaches to teaching and learning (Roider, Wang, Zanca, & Matzner, 2025).

AI has the potential to personalize the learning experience for each student, using advanced data analytics to tailor the content, pace, and method of learning to individual needs. This has fueled the development of adaptive learning systems, digital tutors, and platforms that provide personalized recommendations in real time (Testov, Perminov, & Golubev, 2025). At the same time, artificial intelligence is changing the role of the teacher – from transmitter of knowledge to mentor, pedagogical leader, and builder of technology-enabled learning environments (Petergova, Sokolova, & Agopyan, 2025).

However, despite the enthusiasm for the potential of AI in education, there is also a spectrum of important challenges that include ethical, social, and practical issues. Questions related to data privacy, equal access to technology, as well as the impact that this technology can have on pedagogical autonomy and the teacher-student relationship have become increasingly important (Malicse, 2025). Consequently, the debate on the future of the learning process with AI is not simply a technological issue, but a multidimensional challenge that requires a deep theoretical and ethical understanding of the transformations that are taking place.

This field, still in development, requires a structured analysis that examines not only the opportunities that AI offers in learning, but also the impacts it may have on the philosophy of education, on institutional structures, and on the way the act of learning itself is understood.

1.2. **Elaboration of the problem**

Although the potential of artificial intelligence to improve the education system is immense, the process of integrating it into pedagogical practice and educational institutions is not without challenges. A fundamental problem underlying this development is the structural and professional unpreparedness to cope with the complexity of the digital transformation in education (Whitmore, 2025). Teachers often feel unprepared to use AI-based tools effectively, and professional development programs rarely provide them with the necessary competencies.

Another serious issue concerns the lack of clear ethics and transparency in the algorithms used in AI learning systems. Many of these technologies operate as “black boxes,” without disclosing the basis for their decisions, which can affect educational equity and reinforce existing biases (Khalaf et al., 2025).

The challenges are not only technological or pedagogical but also social and political. For example, schools in rural areas or with limited resources face difficulties in providing the necessary infrastructure to implement advanced technologies. As a result, there is a risk of widening the digital divide and reinforcing inequalities in access to quality education (Hales, Elfarargy, & Durr, 2025).

Furthermore, the use of AI in education raises important questions about the role of the teacher in the classroom of the future. Will teachers be rendered redundant by digital tutors? Or will they be transformed into new roles as mentors and designers of the learning experience? This uncertainty has created a tense environment and requires deep theoretical analysis (Kerr & Kim, 2025).

Precisely for these reasons, it is necessary to develop a critical and theoretical approach to the integration of AI into the learning process, so that it can address not only the technological advantages, but also the human, cultural and institutional implications of this transition.

1.3. **Purpose of the study**

The main aim of this paper is to provide a comprehensive theoretical review of the potential impact and challenges of integrating artificial intelligence into the learning process. Unlike empirical approaches that aim to statistically measure concrete impacts, this study aims to explore the conceptual, ethical, and pedagogical foundations related to the use of AI in education, addressing questions such as:

How can learning be understood in an automated age?

What are the boundaries between technology and humanism in education? and

How should the role of the teacher develop in this new reality?

This study aims to contribute to the development of a theoretical framework that helps researchers, policymakers, and educational practitioners analyze the impact of AI in a systematic and critical manner. A core goal is to emphasize that the use of technology in education should not be an end in itself, but should be guided by the principles of equity, ethics, and inclusion (Melnychenko, 2025).

Furthermore, the paper helps build a theoretical knowledge base to understand how concepts such as personalization, interaction, and formative assessment can be reconceptualized in an AI-mediated environment. It also addresses the potential of AI to reshape not only teaching methods but also institutional structures and learning cultures, contributing to the development of contemporary educational theories (Florou, 2025; Mohamad et al., 2025).

2. Theoretical framework

2.1. Historical development of AI in education

The development of artificial intelligence (AI) in education is a process that has gone through several transformative phases, from the simple use of computers in the classroom in the 1970s and 1980s to today's learning systems based on advanced algorithms and neural networks. Initially, technology in education served mainly to automate simple functions such as testing and assessment, but with the advancement of AI, the focus has shifted towards personalized learning, intelligent tutors, and platforms that dynamically analyze student data to provide tailored content (Kocak & Genc, 2025).

In the last decade, the integration of AI has intensified due to developments in machine learning. Learning and data analytics, have enabled the creation of learning environments that continuously learn and improve (Zhu et al., 2025). Furthermore, the COVID-19 pandemic accelerated the adoption of digital technologies in education and catalyzed the testing of AI-based solutions on a global scale (Samuels & Singh, 2025).

In addition to technological developments, AI has also influenced the philosophy of learning, raising new questions about the role of the teacher and the student in a technology-mediated reality. Historically, traditional approaches to education have been built on direct, human relationships, while today we are witnessing a shift towards interaction mediated by algorithmic intelligence. This constitutes an important turning point in the history of

education, requiring a deep theoretical and interdisciplinary analysis (Odilova & Iskandarova, 2025).

2.2. **Educational theories related to technology**

The use of artificial intelligence in education cannot be understood without a solid theoretical foundation related to how humans learn. Educational theories such as constructivism, cognitivism, and adaptive learning have played an important role in guiding the development of AI-based technologies for teaching and learning.

Constructivism, represented by authors such as Vygotsky and Piaget, emphasizes that learners construct knowledge through experience and active interaction with the environment. AI, especially through interactive platforms and virtual reality simulations, enables this type of learning by creating rich environments that encourage exploration, discovery, and reflection (Pachava & Lasekan, 2025).

Cognitivism focuses on mental processes such as information processing, memorization, and problem-solving. AI-based systems, such as intelligent tutors and recommender systems, are built on cognitive models that simulate how the human brain works to process information and provide appropriate interventions in real-time (Lee et al., 2025).

Adaptive learning is an approach that matches the content, style, and pace of learning to the individual needs of the learner. AI enhances this approach by using data analysis algorithms to build personalized learning profiles and provide dynamic recommendations that improve efficiency and motivation (Lee et al., 2025).

The combination of these theories with AI represents not just a technological improvement, but a paradigm shift in education, where learning becomes more personalized, interactive, and data-driven. This development requires educational practitioners to understand and critically employ the theoretical foundations upon which technological tools in the classroom are built.

2.3. **Existing models of using AI in learning**

The development of artificial intelligence in education has brought to the fore advanced models that aim to personalize and improve the learning process. The most widespread models include intelligent tutoring systems (ITS), recommender systems, and adaptive learning platforms, which are playing an increasingly important role in contemporary education.

Intelligent Tutors (Intelligent Tutoring Systems – ITS)

ITS are computer programs designed to simulate the interaction of a real teacher with a student. These systems analyze the student's performance in real-time and provide personalized feedback, using cognitive models and machine learning algorithms. According to the study by Chtouki and Bekkar (2025), intelligent tutors have shown significant improvements in learning efficiency, especially in disciplines such as programming, mathematics, and foreign languages.

Recommended systems in education

Recommender systems work by analyzing students' preferences and behaviors to suggest materials, exercises, or courses that match their needs. These systems are comparable to those used by platforms like Netflix or YouTube, but are adapted for educational use. According to Apelehin et al. (2025), educational recommenders are particularly useful in distance learning and e- learning, improving student engagement and success.

Advanced adaptive learning models

At the heart of these models is the idea of automatically adapting content to an individual's learning style. AI monitors the learner's progress, reactions, and difficulties to adjust the pace and complexity of the materials. According to Umar and Javaid (2025), the use of these approaches has increased significantly after the pandemic, when the demand for personalized learning became critical.

These models represent a profound change from traditional methods and require new pedagogical approaches, teacher training, and ongoing evaluations to maintain effectiveness and ethics in use.

2.4. **Theoretical and ethical challenges in using AI in education**

As the use of artificial intelligence in education grows rapidly, discussion of theoretical and ethical challenges becomes increasingly necessary. AI algorithms are not neutral: they carry assumptions, priorities, and decision-making structures that, if not carefully examined, can reinforce social, educational, or cultural inequalities (Khreisat et al., 2024).

One of the most frequently cited challenges is the lack of transparency in how algorithms work. When teachers and students cannot understand or challenge the recommendations coming from AI systems, pedagogical and student autonomy is put at risk. This problem is compounded by the fact that many commercial algorithms are privately owned and protected by closed-source code (Yamin et al., 2024).

Another issue is algorithmic bias – when models learn from data that reflects existing inequalities, they reinforce them rather than mitigate them. For example, a tutoring system may produce different results for students from different backgrounds due to training on unbalanced data (Kamak, 2024).

The impact on the teacher's role is also an ethical and theoretical concern. Will the teacher become a "technical assistant" overseeing a system, or will he or she continue to be the center of educational interaction? Studies show that many teachers feel devalued when technologies replace pedagogical decision-making in the classroom (Adams, Pente, & Lemermeyer, 2023).

Finally, the use of AI in education requires an ethical institutional and regulatory framework that protects students' data and ensures fairness at all levels of the education system. Without this framework, the benefits of technology can be transformed into tools for control, manipulation, or exclusion (Nguyen et al., 2023).

2.5. **Critical perspectives and alternative approaches**

As enthusiasm for incorporating artificial intelligence (AI) into education continues to grow, an increasingly visible stream of research literature warns of the dangers of an uncontrolled and over-centralized approach to technology in education. Critical perspectives emphasize that AI, if not structured on human values, can transform from an auxiliary tool into a mechanism that replaces pedagogical sensitivity with algorithmic efficiency (Sposato, 2025).

One of the strongest criticisms concerns the erosion of human interaction and the diminishing role of the teacher in the classroom. Instead of functioning as a supportive tool, AI is often seen to usurp decision-making spaces, influencing the educational process without full understanding by human actors (Raza et al., 2024). This leads to a dehumanization of education, where the learning experience risks becoming sterile and standardized.

As a counterbalance to this trend, new humanistic and human factors-based approaches are gaining ground. Various researchers propose a human-centered education, where AI serves as a tool to increase empathy, inclusivity, and critical reflection, not just to optimize outcomes (Mustafa & Ali, 2025).

Such approaches suggest developing AI systems with ethical design, which involve users (teachers, students, parents) in the design process and ensure that the technology is explainable, transparent, and inclusive (Chun et al., 2025). This also includes developing critical AI literacy that helps students understand and evaluate the impacts of technology on their lives and education (Ekvitayavetchanukul, 2025).

Thus, critical perspectives do not oppose technology itself but rather call for a balanced approach, where technology coexists with the human dimension of education and promotes a more sensitive, just, and ethical education.

3. Methodology

This paper is based on a theoretical and analytical approach, which aims to examine in a structured and critical manner the role of artificial intelligence (AI) in education, through the analysis of contemporary scientific literature. Instead of collecting empirical data, this study focuses on the systematic review of academic sources, identifying trends conceptual

frameworks, and theoretical approaches that have influenced the discourse around AI in modern education.

Thematic analysis was followed as a guiding method to structure the content around key themes such as technological integration, learning theories, ethical challenges, and critical approaches. This approach allows for the identification of key areas of debate and helps in building a balanced, interdisciplinary, and reflective narrative (Snyder, 2019).

3.1. Literature selection

The sources have been selected through advanced searches in reliable academic databases such as Springer, Scopus, and Google. Scholar, ResearchGate, MDPI, and Emerald. Keywords used include: "AI in education", "critical perspectives on AI", "intelligent tutoring systems", "adaptive learning", etc. Only articles and books published from 2020 onwards are included, to reflect the latest developments in the field.

3.2. Methodological limitations

Like any theoretical approach, this methodology has limitations. First, the lack of empirical data means that the conclusions are not verified in practice but are based on comparative and theoretical analysis. Second, the selection of sources is subjective and may be influenced by the author's research biases.

However, the purpose of this paper is not to test hypotheses, but to build an in-depth theoretical framework that can serve as a foundation for subsequent empirical studies, as well as for more technologically and ethically aware educational policies.

4. Theoretical discussion and interpretation

This chapter aims to synthesize the theoretical findings discussed earlier and provide an in-depth analysis of the impact of artificial intelligence on education. By combining constructivist, cognitivist, and humanistic perspectives, it discusses how AI technologies not only transform learning but also challenge the classical understanding of teaching. Through this discussion, the balances between technological efficiency and pedagogical humanism are assessed.

At the core of the theoretical debate on AI in education lies the need for an interdisciplinary approach, combining pedagogical, technological, and ethical knowledge. Many researchers emphasize that the education of the future cannot depend solely on the power of algorithms, but must be guided by a humanistic vision that prioritizes the development of critical, empathetic, and creative capacities in students (Ekvitayavetchanukul, 2025). In this context, AI should be treated not as a substitute for humans, but as a partner in building a sustainable and inclusive education.

One of the most profound dilemmas emerging from the literature is the tension between technological efficiency and pedagogical sensitivity. AI-based systems can provide instant personalization and data-driven recommendations, but they cannot yet understand the emotional, cultural, or social context of the learner (Mustafa & Ali, 2025). Therefore, educational decision-making cannot be entrusted to technology alone; it must remain a human process that takes into account the complexity and dynamics of the classroom.

The use of artificial intelligence in education is a transformation that affects not only learning methods, but also the concept of education itself, the teacher-student relationship, and the role of the educational institution itself. Theoretically, this encourages a revision of the traditional paradigm of education, where the teacher is no longer the central source of knowledge, but an intermediary between the student and technology (Cui, 2025).

If constructivism sees learning as an active construction of knowledge, AI faces the challenge of designing environments that foster interaction, reflection, and self-construction of meaning, not simply the automation of data. This requires educational systems to use AI not to control the process, but to augment it with immersive and contextualizing experiences, as Jacobs (2025) points out.

On the other hand, cognitivism is close to the way AI approaches information processing. But while AI follows logical and algorithmic structures, human cognitive processes include emotional, social, and intuitive elements, which technology does not yet fully simulate (Vallverdú & Redondo, 2025).

The use of AI often implies access to technological infrastructure and digital competencies – conditions that are not equal at all levels of society. The theoretical debate here focuses on

the risk of a deepening digital divide, and the importance of developing approaches that prioritize social justice in education (Villegas & Rivas, 2025).

Theoretical analyses increasingly suggest the construction of collaborative systems between humans and AI, where technology does not replace human actors but co-creates the educational experience. This requires an interdisciplinary approach, combining pedagogical with technological and philosophical knowledge (Vallverdú & Redondo, 2025).

5. Conclusion

The integration of artificial intelligence in education is not just a technological innovation, but a profound transformation that affects the theoretical, ethical, and structural foundations of the education system. This paper has pointed out that while AI offers tremendous potential for personalization, automation, and efficiency in teaching, it also raises fundamental questions about teacher autonomy, educational equity, algorithmic transparency, and pedagogical ethics.

From a theoretical perspective, AI strongly intersects with constructivist and cognitivist approaches, but these need to be reimagined to address the reality mediated by algorithms. The teacher should not lose his humanizing function, while technology should serve as a partner for the development of critical and inclusive thinking.

In conclusion, this paper emphasizes that the future of education in the era of artificial intelligence does not lie in replacing the role of humans with technology, but in building a balanced partnership between human and artificial intelligence. Only through a reflective theoretical approach, which combines pedagogical principles with digital ethics, can we ensure that AI serves as an empowering and not dominant tool in the learning process. To achieve this, not only technological progress is required, but also humanistic care, where the center of education continues to be the human as teacher, student, and citizen.

5.1. **Recommendations**

By the theoretical analysis carried out, the following actions are recommended:

- **Developing ethical and inclusive educational policies** for the use of AI that respect privacy, fairness, and transparency in decision-making (Vallverdú & Redondo, 2025).
- **Training teachers not only in technical terms**, but also in ethical and theoretical terms to understand the long-term impact of AI on their role and on learning (Jiang et al., 2025).
- **Using AI to support, not replace,** the process of reflection, collaboration, and meaning-making in students while preserving the human character of education (Govender & Ramatea, 2025).
- **Creating an AI evaluation system in education** that relies on theoretical and not just technical criteria, to ensure compatibility with pedagogical objectives and learning philosophy.
- **Encouraging interdisciplinary approaches** that involve educators, psychologists, philosophers, developers, and politicians in the design and implementation of AI technologies in education.

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Technology as an Assistive Tool for Students with Special Needs

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Abstract: In recent decades, technological developments have brought new opportunities to support marginalized individuals and groups, including students with special needs. This paper aims to examine the role of technology as an assistive tool in the daily lives of this social category, based exclusively on an interdisciplinary theoretical analysis and several case studies. The theoretical frameworks that form the basis of the analysis include social inclusion theory), the bio-psycho-social model of disability, and feminist-technological approaches that link gender equality to technological access. The paper examines how several case studies have technologies), mobile healthcare applications, and digital social interaction platforms that can empower students with special needs in terms of autonomy, self-representation, and active participation in the community. The analysis also highlights the structural and cultural challenges that limit their full inclusion in this digital transformation. In conclusion, the paper provides a conceptual framework for understanding the potential of technology as an empowering agent, emphasizing the need for inclusive policies and universal design of technology.

Keywords: Assistive, Special Needs, Technology, Tool.

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1. Introduction

In a world that is increasingly embracing technological developments, the role of technology as an assistive tool for vulnerable groups has taken on new importance. Students with special needs face challenges every day that affect not only their health and well-being but also their ability to fulfill their parental role independently and with dignity. Assistive technologies (Assistive Technologies) (AT) include devices, applications, or systems that aim to increase functionality and facilitate the social inclusion of people with disabilities (Magaracha & Sibanda, 2025).

Recent studies show that assistive technologies are no longer limited to physical or medical use, but have expanded to aspects of psychological well-being, organization of daily life, and inclusion of mothers with special needs in supportive digital communities (Torsani, 2025; Junaidi, 2025). These technologies include mobility devices, baby care applications, audio-visual alerts, and platforms for emotional support and education. They are designed to reduce dependence on others and empower independent parenting.

Furthermore, bio-psycho-social theory provides a framework where technology is seen not only as a technical aid but also as a factor that influences the way an individual perceives themselves in relation to society (Werdiningsih et al., 2025). Also, from a feminist and human rights perspective, access to technology by students with special needs is an issue of social equity (Leong & Zhang, 2025).

Technology has an impact and change in efficiency as a tool that can change the way the subject is taught in teaching practice, which facilitates the learning process as a tool for collecting, organizing and evaluating information in problem solving and to innovate practical ideas. in the reality of life (Orhani, 2021). However, access challenges, lack of inclusive design, and lack of institutional awareness remain obstacles. Therefore, technology must be designed ethically and based on inclusion, to truly serve those who need it most (Tafirenyika et al., 2025).

This paper, drawing on inclusive theory recent literature, and several case studies, aims to present a conceptual analysis of the ways in which technology can contribute to empowering

the parenting role of mothers with special needs and to highlight how the design and access to these tools can be improved.

a. Rationale of the study

In contemporary societies, students with special needs represent a social group that often remains invisible in public policies and academic studies, especially regarding technological support specifically directed at them. While there are numerous studies on assistive technologies for people with disabilities or the use of technology in education, very little research has focused on the specific role of technology in empowering the parenting of students with special needs.

This category faces several multidimensional challenges: from physical, psychological, or sensorial limitations, to social and institutional barriers that prevent their full inclusion in social and parental life. Technology, in this context, can act as an instrument that helps not only in fulfilling the basic functions of parenting but also in increasing self-confidence, autonomy, and active inclusion in community life (Torsani, 2025).

The rationale for developing this paper is based on the need to address the existing gap in the literature regarding the application of assistive technologies in the daily lives of students with special needs, especially in the context of child education. Recent research highlights those technologies that are successful in school settings can also be adapted for use in school and at home (Magaracha & Sibanda, 2025; Werdiningsih et al., 2025). However, these approaches have not yet been systematically integrated into social assistance policies or training programs for parents.

In this regard, the paper takes on particular importance due to the fact that it focuses on technology not only as a technical tool but as an empowering factor with a direct impact on improving the quality of life for a category that faces multiple discrimination as women, as people with special needs, as parents and even as teachers.

Drawing on theoretical frameworks such as the bio-psycho-social model and theories of social inclusion, this paper aims to contribute to the development of a conceptual framework that helps understand how technology can be adapted to become a real tool for the inclusion and

empowerment of students with special needs. This framework is needed for public policy developers, technology professionals, and educators in order to develop sustainable and inclusive solutions.

b. Purpose of the Study

The main purpose of this research is to examine and theoretically analyze how technology can serve as an assistive tool for students with special needs in fulfilling their parental and teacher roles. The paper aims to identify ways in which assistive technologies, such as assistive devices, mobile applications, digital platforms, and educational tools can contribute to improving the daily lives of these students, by facilitating access to information, childcare, education, and social inclusion.

This study does not aim to be an empirical analysis, but rather a theoretical elaboration based on contemporary literature and, within the framework of several case studies, to build a conceptual framework that sees technology not simply as a technical aid, but as a transformative factor that influences the independence, empowerment, and dignity of students with disabilities or special needs.

More specifically, the research aims to:

- To identify the special needs of students with disabilities in the context of everyday life and parenting and the teacher at school;
- To examine the role those assistive technologies can play in overcoming functional, social, and emotional barriers;
- Explore theories that support the use of technology in family care and education, such as the bio-psycho-social model and social inclusion theory;
- To contribute to building an interdisciplinary perspective for the development of technological solutions designed specifically for this social category.

This goal reflects an effort to help build a more inclusive society, where technology is used consciously and sensitively to support parents and teachers who face numerous challenges.

2. Theoretical framework

The analysis of the role of technology as an assistive tool for students with special needs is based on three main theoretical frameworks: the bio-psycho-social model of disability, social inclusion theory, and feminist-technological approaches. These frameworks provide a broad basis for understanding the complex interaction between technology, functional limitations, and the social and gender context of students with disabilities.

a. The biopsychosocial model

This model is one of the most widely accepted in the international literature to analyze disability not only as a medical problem, but as a combination of biological, psychological, and social factors (Werdiningsih, Puspitasari, & Hendradi, 2025). In the context of this paper, this model helps us understand that the use of technology is not simply a solution to the individual's physical limitations, but also a tool to help with self-confidence, self-representation, and building an active family life.

For example, using apps that help with stress management and organizing daily tasks can ease the emotional burden that many mothers with disabilities experience in caring for their children. According to Junaidi and Ritonga (2025), technology represents a resource that, when combined with well-structured educational interventions, helps create a supportive environment at the family and community level (Junaidi & Ritonga, 2025).

b. Inclusion of social theory

Social inclusion is a key concept that emphasizes the equal participation of individuals in the economic, social, and political life of a society. In this sense, assistive technology can act as a mechanism that reduces barriers to active participation of students with special needs. Magaracha and Sibanda (2025) emphasize that access to technology helps compensate for the lack of institutional support, especially in countries with limited resources (Magaracha & Sibanda, 2025).

Through technology, many mothers can participate in forums, online training, or childcare platforms that were previously inaccessible due to physical or social limitations. According to Torsani (2025), technology is not simply technical assistance, but directly affects the

empowerment of the subject, placing him in a more equal relationship with others (Torsani, 2025).

c. Feminist technological approach

Feminist-technological approaches emphasize the importance of gender equality in the design, development, and distribution of technology. These approaches argue that technology is often developed without a gender perspective, producing products that do not take into account the specific needs of women with disabilities (Leong & Zhang, 2025).

In this context, assistive technology mustn't be seen only as a neutral tool, but as a tool that must be designed with gender sensitivity. Platforms that help with childcare, applications for organizing the day, or emotional support must be accessible and adapted to female users with functional limitations. As Tafirenyika et al. (2025) point out, the lack of inclusive design affects not only the effective use of technology but also the further social exclusion of women (Tafirenyika et al., 2025).

d. The interweaving of theories and analytical framework

The combination of these three approaches creates a powerful framework for analyzing technology not only as a functional tool but also as a social and ethical tool. This approach helps build a deeper understanding of how technology impacts the identity, inclusion, and daily lives of students with special needs. It also encourages the development of policies and practices that aim not only for technical support, but also for true equity, participation, and empowerment.

3. Materials and Methods

a. The types and applications of the technologies assist students with special needs.

To support students with special needs in their parental roles, a series of assistive technologies have been developed and applied, ranging from simple assistive devices to sophisticated digital platforms and intelligent interfaces.

i. Equipment accessories for movement and motor functions

Students who face physical limitations or mobility disorders face great challenges in carrying out daily parenting tasks. In this context, assistive technologies that help with mobility and motor functions are essential to increase independence. Devices such as electric wheelchairs controlled via mobile devices, or mechanical systems for lifting children, facilitate physical care for children without jeopardizing the health or safety of the mother.

Recent studies show that the use of mechatronic devices for hand or arm functions not only helps children with disabilities but can also be adopted by mothers to facilitate tasks that require physical strength, such as preparing food and holding or bathing the child (Parmar et al., 2025). Such devices integrate sensors, voice control, and digital interfaces to adapt to the individual capacities of the users.

ii. Applications digital about care and organization

For many mothers, the use of digital applications has become a practical aid for time management, childcare, and day organization. In the case of students with special needs, these applications take on an additional dimension, offering interfaces adapted to users with visual, hearing, or motor impairments. For example, applications such as "ParentPal", "Cozi Family Organizer", or "Speechify" for reading aloud are widely used in communities of parents with functional limitations.

Apps can sync with family calendars, send voice or vibration alerts for child medication schedules, organize shared tasks with other caregivers, or provide access to educational information through simplified reading or real-time voice translation (Andreassen et al., 2024). These features make technology an active partner in fulfilling parenting tasks.

iii. Technology-based sensory and intelligent signaling

Mothers with hearing or vision impairments face serious challenges in responding to their child's signals. Assistive technologies Sensory devices help fill this gap through integrated visual, auditory, or spatial signaling systems. Devices such as baby monitors that convert cries into flashing lights, or sensors that vibrate on bracelets for mothers when their baby has a

fever, have had a significant impact on reducing stress and increasing safety in childcare (Schifferle & Kollegger, 2024).

Some new technologies use artificial intelligence to identify crying patterns, helping parents understand whether it's hunger, pain, or fatigue. These solutions are especially important for mothers with verbal or hearing limitations.

iv. Platform about supporting emotional and social

Social isolation and emotional distress are among the most common challenges for students with special needs. Technology provides platforms that facilitate communication, sharing experiences, and psychological support. Online forums run by communities of parents with disabilities, online counseling apps such as *Talkspace* or *7 Cups*, and closed social media groups are some of the tools that have recently been studied for their positive role in parents' mental health (Radcliffe et al., 2025).

These platforms help not only to share feelings and advice, but often also include joint activities, online training, e-libraries, and educational content tailored to women with special needs.

v. Education in the distance and assistants are digital about parenthood active.

Voice-activated digital assistants (like Google Assistant, Alexa, or Siri) are now widely used in home environments to facilitate access to information and assist with simple tasks. For mothers with visual or mobility limitations, these assistants can be used to play music for the baby, read stories, provide instructions for prescriptions or healthcare, or remind them of medication schedules.

In education, platforms like Khan Academy Kids and PBS Learning Media, equipped with parenting support features, enable mothers to participate in their children's educational process despite physical or technical limitations (Boyd, 2024). This supports not only inclusion in education but also the building of stronger relationships between mother and child.

4. Case study

a. Case student 1

In the last decade, the application of assistive technologies in school settings has increased significantly, helping not only students with special needs but also parents and caregivers who actively interact with the education system. One of the most advanced studies on this topic is that of Sung et al. (2024), which documents the effects of an interactive four-axis joystick device on the physical training and learning engagement of children with special needs in elementary schools in Taiwan (Sung et al., 2024).

i. Description of the applied technology

The device used in this study is a combination of DIY components, including:

- Laser -cut wooden box;
- Four-axis joystick for direction (up, down, left, right);
- Connection to computer, tablet, or phone through a board called Scratch Board;
- Interaction platforms like Wordwall to gamify learning content.

The device was programmed to provide direct interaction between the child and digital content, activating toys, images, or game scenarios in the function of the child's motor skills.

ii. Participants and School Context

This study involved three elementary school students with different disabilities: one child with cerebral palsy (CP), one with learning disabilities (LD), and one with autism spectrum disorder (ASD). The goal of the intervention was to increase:

- Ability for coordinated hand movement (in the case of CP);
- Motivation for learning and involvement in academic subjects (LD);
- Social interaction and cooperation with peers (ASD).

iii. Main results

Study 1: Student with cerebral palsy (CP)

After using the joystick to manipulate a remote-controlled car and then to play computer games, he experienced significant improvements in hand control, increased motivation, and

a sense of self-esteem. Continued use of the device also helped prepare him for future use of an electric wheelchair.

Study 2: Student with Learning Disabilities (LD)

With the help of Wordwall, subjects like math and language were gamified and personalized to the student's pace. After a few weeks of regular use, performance on internal tests increased by 30%, and the student expressed more interest and enjoyment in learning.

Study 3: Student with ASD

Using a variant of the device where four children each controlled one direction of the game (model inspired by *Dance Dance Revolution)* increased collaboration between students and helped the child with autism actively engage in a group activity, significantly improving verbal and social interaction.

iv. Teacher feedback and parental involvement

Teachers reported that these DIY devices are not only customizable and low-cost, but can also be used in the home environment, giving parents (including mothers with disabilities) the opportunity to interact with children actively and educationally. Their use in school also creates opportunities to:

- Extending learning intervention outside the classroom;
- Equal participation in class activities;
- Reduction of social isolation and increase of self-esteem among students and parents.

b. Case study 2

To advance the inclusion of people with disabilities in informal education spaces, Rocha and de Abreu (2024) conducted a qualitative study on how science museums in Brazil apply assistive technology to increase the inclusion of visitors with visual impairments. This case study provides valuable insight into how technology can serve as a tool for the inclusion of parents with special needs who accompany children in educational settings (Rocha & de Abreu, 2024).

i. Methodology and technology used

Participants were groups of adults with varying levels of visual impairment, educational attainment, and museum experience. They were equipped with head-mounted GoPro cameras that recorded the experience from their perspective. This data was coded and analyzed with qualitative analysis software, allowing for an in-depth analysis of the physical, communicative, and emotional accessibility of the museum spaces. The presence of audio content, tactile materials, voice guidance, and human assistance during the educational tours was also analyzed.

ii. Concrete results and benefits

- Accessibility Communication proved to be the key factor for the positive experience of visitors with visual impairments. When audio content or verbal instructions were missing, scientific information remained inaccessible, causing a feeling of exclusion.
- The use of audio guides with detailed descriptions, as well as the opportunity to touch 3D models, positively impacted the active involvement and sense of self-esteem of the participants.
- The intervention of trained educators was essential in mediating scientific content and helped reduce attitudinal barriers), especially for individuals with previous negative experiences.
- The study highlights that simple but personalized devices (such as audio guides activated with large buttons, or audio guides on tablets) can also be very useful for parents with visual impairments who accompany their children, allowing them to actively participate in educational activities.

iii. Value for students with special needs

Involvement in such activities, not only as passive users but as co-participants in the education of children, significantly increases the parental capacity of the mother with sensory limitations. She can participate in the discussion, interact with the child equally, and contribute to the educational experience. This case highlights the need to expand assistive technologies beyond the classroom, into spaces of public life, where parents with special needs are helped to maintain their active parental and educational role.

c. Case study 3

Based on the full case study analysis published by Simone Torsani (2025) in the journal *Computer-Assisted Language Learning Electronic Journal,* below is a detailed description of a case where a mother uses technology to help her son with learning difficulties (dyslexia and ADHD), in the context of helping with foreign language learning at home, with direct impact on parental involvement and inclusive education (Torsani, 2025).

i. Context and background of the case

The study describes the experience of Laura, a mother caring for her 10-year-old son, who has a diagnosis of dyslexia and attention deficit hyperactivity disorder (ADHD). To help her son learn English, Laura decides to use various technologies that are usually also provided for school use by special needs education teachers (SEN teachers). However, unlike teachers, she faces the challenge of being without formal training, but with a strong will to help the child in an effective and personalized way.

ii. Technologies used and parental approach

Laura uses a combination of simple but focused technologies, such as:

- Text-to-speech software to assist in reading and text processing;
- Word processors with support functions for vocabulary and logical ordering of ideas;
- Interactive dictionaries in the form of applications that help in understanding new words in English;
- Self-prepared audio recordings for specific learning tasks.

Laura does not follow a rigid approach but selects the most useful pieces of technology recommended by experts, and adapts them to her child's needs, pace, and interests. Her approach has been described as proactive and pragmatic, where the goal is not just to complete schoolwork, but to build the boy's self-confidence and learning independence.

iii. Results and impact on parental involvement

This case highlights several significant outcomes that are directly related to strengthening parental involvement in the learning process of a child with learning difficulties. Laura, a foster

mother, manages to create a stable and supportive learning environment at home, where her child feels motivated, calm, and involved without feeling unnecessary pressure. The use of assistive technology significantly reduces conflicts and stress during homework time, making the learning process more natural and collaborative. Over time, the child begins to develop more self-motivation and autonomy, using some of the digital tools even independently. Most importantly, this case serves as a model of empowering the parent as a co-educator, showing that assistive technology does not only function as a technical solution to the child's needs but also as a tool for building a stable, trusting and collaborative relationship between parent and child in the learning process.

d. Case study 4

Based on the 2025 study published in the International Journal of Engineering Technology Research & Management by Rohi Jan, below I present the fourth case study, which focuses on the inclusion of students with learning disabilities in regular classrooms through assistive technology and universal learning design (Jan, 2025).

i. Description of the case and background

The study was conducted in several public schools in India and aims to evaluate strategies for integrating children with learning difficulties into regular classes. At the heart of the case is the implementation of a multi-pronged approach that combines:

- Universal Design for Learning (UDL) – a flexible teaching structure that adapts to different learning styles;
- Differentiated instructions instruction) to adapt the material to individual needs;
- assistive technologies such as voice devices, reading applications, and visual translators;
- Parent and community involvement in the school environment.

This case is important because it puts the focus on the inclusion of children with attention deficit disorders, learning difficulties, and cognitive challenges in a regular education system without isolation.

ii. Implementation of assistive technology and concrete results

In classes for children with dyslexia and attention deficit hyperactivity disorder (ADHD), tools such as:

- Speech-to-text technology (e.g., "Kurzweil 3000", "Specify") to allow text to be followed from audio;
- Time and focus management apps like “Time Timer” and “Focus To-Do”;
- Platforms with diverse visual content (Wordwall, Kahoot, Read&Write) that help with inclusion through different modalities (visual, audio, interactive).

iii. Most notable results

The results of this case study showed a significant positive impact of assistive technologies on the inclusion and academic success of students with learning disabilities. One of the most notable achievements was the 42% increase in the percentage of students completing assignments on time, reflecting significant improvements in self-management and concentration during learning. In addition, the use of digital quizzes and alternative assessment structures, such as educational games and personalized assignments through interactive platforms, increased student engagement in the classroom, making the learning process more attractive and understandable for them. Likewise, the integration of technology into groups and the organization of collaborative activities contributed to reducing the feeling of emotional isolation and creating a more inclusive and social environment, where students with and without learning disabilities collaborated equally. These results demonstrate the power of technology not only as a teaching tool but also as a factor that promotes the social inclusion and emotional well-being of students with special needs.

iv. The role of the teacher and family involvement

The role of teacher and family involvement played a key role in the success of integrating assistive technologies in classrooms with students with learning disabilities. Teachers were trained to effectively use assistive technology tools, as well as to implement the Universal Design framework. For Learning (UDL) in daily lesson plans. This allowed them to adapt tasks according to different levels of difficulty and offer alternative forms of teaching for each student. An important aspect was also the establishment of continuous communication with

parents so that the child's progress could be monitored and reinforced in the family environment. In one specific case, a mother with visual impairments, who had a child with dyslexia, was actively involved in counseling and lesson planning sessions, where she could follow the child’s progress through audio tools and accessible content. This involvement not only strengthened the connection between school and family but also empowered the mother in her role as a partner in the educational process, giving her equal opportunities to support her son.

5. Discussions

This paper highlights that technology when designed and implemented in an inclusive manner, can play a transformative role in empowering students with special needs who are also mothers or caregivers. The discussion combines three theoretical approaches— bio-psycho-social, social inclusion, and feminist-technological—with concrete experiences drawn from case studies to illuminate the practical and conceptual impact of assistive technology.

In line with the bio-psycho-social model of disability (Werdiningsih et al., 2025), the use of assistive technology is more than just a functional aid: it directly impacts the sense of self-esteem, self-motivation, and independence. The cases of Laura (Torsani, 2025) and the use of the joystick device in Taiwan (Sung et al., 2024) demonstrate that technology can reconstruct the relationship between the individual and their daily challenges, transforming barriers into opportunities.

In these cases, technology was not only a means to achieve a goal (e.g., completing a task), but also a way to regain control over everyday situations, as was reflected in the case of a mother using voice text to track the learning progress of her dyslexic child (Jan, 2025).

Social inclusion theory emphasizes the importance of equal participation in public life. This dimension was highlighted in the case of a science museum in Brazil (Rocha & de Abreu, 2024), where assistive technology not only enabled information access but also increased the dignity and sense of inclusion of parents with disabilities in their children's activities.

Similarly, personalized education platforms (such as Wordwall, Kahoot, and voice apps) created an environment where children with learning disabilities could engage equally with

their peers (Jan, 2025), significantly reducing feelings of isolation and promoting the building of social and emotional connections.

The feminist-technological approach, as highlighted by Leong & Zhang (2025) and Tafirenyika et al . (2025), highlights the need for technologies that are not designed according to a neutral male norm, but that address the concrete needs of women with disabilities, especially in their roles as mothers. Technologies such as baby care apps, cry alarms, or voice assistants (Alexa, Siri) take on a special significance in this context: they not only facilitate tasks but also restore the power to undertake parenting actions independently and with dignity.

This dimension is particularly important in countries where social and institutional structures leave women with special needs in a double position of marginalization, as women and as persons with disabilities.

From a pedagogical perspective, cases like Laura's and inclusive classrooms in India (Torsani, 2025; Jan, 2025) demonstrate that technology has the potential to build bridges between home and school, between parent and child, and even between parent and teacher. This multifaceted interaction can serve as a model for inclusive and sustainable inclusion, where technology does not replace human contact but facilitates and strengthens it.

In these cases, teachers were not only transmitters of knowledge but also trained supporters to adapt technologies to different needs. Families, on the other hand, were not just observers, but direct actors in education.

Although the results are promising, the challenges are numerous. As Magaracha and Sibanda (2025) highlight, the uneven distribution of resources, lack of proper training, and inadequate infrastructure hinder the widespread dissemination of these technologies, especially in developing countries (Magaracha & Sibanda, 2025).

Furthermore, the lack of inclusive and ethical design (Leong & Zhang, 2025) poses a risk of increasing exclusion if technology is not adapted to the concrete realities of users. For this reason, it is essential to develop policies that support access, training, and community involvement in decision-making about technologies that directly affect their lives.

6. Conclusions

This paper has addressed theoretically and practically the impact of technology as an assistive tool for students with special needs, relying on comprehensive models and interdisciplinary approaches. Considering theoretical frameworks such as the bio-psycho-social model, the theory of social inclusion, and the feminist-technological approach, as well as a series of concrete case studies, it can be concluded that technology has a strong potential to impact on four main dimensions:

Individual empowerment and functional autonomy, it is emphasized that assistive technology contributes to physical independence and better management of parental tasks, as demonstrated in the case of a mother with visual disabilities or the use of a joystick for daily activities.

Social and school inclusion in cases such as those of students with learning difficulties showed that interactive technologies, used both at school and at home, significantly increase academic engagement and emotional involvement, creating a more equal environment for all.

Increasing the role of parents as co-educators so that mothers, even in limited conditions, can be actively involved in their children's education, using technologies that are accessible and suitable for family use.

The positive interaction between technology and human relationships where technology serves as a bridge connecting parent with child, school, and community, strengthening the sense of belonging and mutual assistance.

Although technology is not a universal solution, when used with sensitivity and adaptation to the specific context, it can be a transformative factor in the lives of many students with special needs. In conclusion, technology should not be seen simply as a “tool” to address limitations, but as an opportunity to reimagine the role of the mother with special needs as an active actor in family, educational, and social life. It represents a bridge between limitations and opportunities and an instrument to build a more just and inclusive society.

a. Recommendations

Based on the theoretical analysis and the cases discussed, the following steps are recommended for policymakers, educators, and technology developers:

- Developing inclusive education policies that support the use of assistive technologies in schools, especially for parents and students with special needs.
- Gender- and functionally sensitive technology design, involving real users in the process of co-designing devices and applications.
- Training teachers and caregivers in the use of assistive technologies and the implementation of flexible learning structures such as UDL (Universal Design for All) for Learning).
- Financial and infrastructural support for families who are unable to access technology independently.
- Developing platforms for emotional and social support that connect mothers with similar experiences and provide them with resources to increase well-being and community involvement.

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THE RELATIONSHIP BETWEEN TEACHERS' ETHICAL BEHAVIORS AND ORGANIZATIONAL COMMITMENT[4]

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Abstract: The primary aim of this study is to examine the relationship between teachers' ethical behaviors and their organizational commitment. The study sample consists of 400 teachers working in public primary, secondary, and high schools located in the city center of Trabzon and the districts of Akçaabat, Arsin, Yomra, Araklı, and Sürmene during the 2022–2023 academic year. Implementing a relational survey model, data were collected through the "Personal Information Form," the "Teacher Ethical Behaviors Scale," and the "Organizational Commitment Scale". The collected data were analyzed using t-tests, ANOVA, and correlation analysis via a statistical software package.

The findings indicated that, among the variables measured, the Teacher Ethical Behaviors Scale attained the highest mean scores, whereas the compulsive commitment dimension of the Organizational Commitment Scale recorded the lowest. Further analyses revealed statistically significant differences across several demographic variables. A significant difference was identified only in the moral commitment dimension of the Organizational Commitment Scale with respect to gender. In relation to age, a significant difference emerged in the compulsive commitment dimension. Regarding years of service, a significant difference was found in the opportunistic commitment dimension. Concerning branch groups, significant differences were observed both in the Teacher Ethical Behaviors Scale and in the compulsive and opportunistic commitment dimensions of the Organizational Commitment Scale. Additionally, with respect to school type, a significant difference was detected exclusively in the compulsive commitment dimension.

Overall, a weak but statistically significant negative correlation was found between teachers' ethical behaviors and the compulsive commitment dimension of organizational commitment. In contrast, a moderate and statistically significant positive correlation was observed between teachers' ethical behaviors and the moral commitment dimension.

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3. Introduction

Education is a process that begins with the discovery of the human ability to learn and continues throughout one's life, aimed at making the world a better and more livable place (Aydın, 2021). In this process, teachers are fundamental actors in the transmission of knowledge, helping individuals adapt to society, and transferring cultural values to new generations (Özden, 2021). Teaching has historically maintained its importance not only as a profession that imparts academic knowledge but also as one that touches the soul of students, shapes society, and plays a key role in the development of civilizations (Topçu, 2022). The profound esteem for knowledge inherent in Turkish culture has significantly enhanced the prestige of the teaching profession, as exemplified by the well-known saying "I will be the servant of the one who teaches me a letter for forty years." (Ministry of National Education, 2017).

Throughout history, philosophers have drawn attention to the moral essence of the teaching profession. Eminent figures such as Plato, Al-Farabi, and Avicenna articulated the pivotal role of education in transforming societies, positioning teaching as a highly specialized and distinguished field of practice (Topçu, 2022). Accordingly, the ethical responsibilities of teachers acquire heightened importance due to their lasting impact on both individuals and communities. Ethical values, rather than being inherent, are nurtured through the process of learning. Hence, a teacher's commitment to professional ethics serves to magnify their positive influence within the educational and societal spheres.

With the influence of globalization, teachers are now entrusted not only with pedagogical expertise but also with the responsibility to act with ethical consciousness (Campbell, 2003). Ethical education serves as a guide for individuals to exercise their free will in choosing what is right (Pieper, 2012). In this context, teachers' ethical behaviors facilitate not only the transmission of academic content but also the conveyance of values throughout educational processes. Given their public roles, it is imperative that teachers' actions remain within an ethical framework; otherwise, their conduct may exert negative influences on society (Campbell, 2008; Aydın, 2022).

On the other hand, for teachers' ethical behaviors to be truly effective, their commitment to the institutions they serve is equally essential. Organizational commitment supports teachers' dedication to ethical principles, their sense of responsibility, and their professional motivation (Balcı, 2003; Çetin et al., 2011). A high level of organizational commitment contributes to teachers acting more responsibly and selflessly toward their schools and students (Balay, 2014). Furthermore, teachers' sense of institutional belonging significantly influences their professional efficacy and plays a critical role in shaping students' academic achievement (İnce & Gül, 2005; Usta, 2013).

Within this framework, the aim of this study is to examine the relationship between teachers' ethical behaviors and their levels of organizational commitment. Additionally, the study seeks to explore whether the levels of these two variables differ according to demographic characteristics. The research seeks to address the following questions:

1. What are the levels of teachers' ethical behaviors and organizational commitment?
2. Do teachers' ethical behaviors and levels of organizational commitment differ according to demographic variables?
3. Is there a significant relationship between teachers' ethical behaviors and their organizational commitment?

1. METHOD

1.1.Research Model

This study adopted a relational survey design, a quantitative research approach, to explore the association between teachers' ethical behaviors and their levels of organizational commitment. The relational survey model aims to ascertain the direction and magnitude of relationships among variables (Karasar, 2020). In this investigation, participants' perceptions regarding ethical behavior and organizational commitment were evaluated based on existing circumstances, free from interpretive influence or subjective bias. During the data collection phase, in addition to gathering individual demographic information, the "Teacher Ethical Behaviors Scale" and the "Organizational Commitment Scale" were administered as principal instruments.

1.2.Population and Sampling

The target population comprised classroom and branch teachers employed across all educational levels under the jurisdiction of the Ministry of National Education during the 2022–2023 academic year, specifically within Trabzon city center and the districts of Akçaabat, Arsin, Yomra, Araklı, and Sürmene. A simple random sampling technique was utilized, ensuring that every individual within the population had an equal probability of selection (Büyüköztürk et al., 2020). Upon obtaining official approval from the Trabzon Provincial Directorate of National Education, data collection instruments were disseminated electronically to a total of 411 teachers. The demographic profile of the study sample is detailed in Table 1.

Table 1. Demographic Characteristics of the Study Sample

Variable	Sub Variables	N	%
School Type	Preschool	31	7.8
	Primary School	53	13.3
	Secondary School	137	34.3
	High School	179	44.8
Gender	Woman	211	52.8
	Man	189	47.3
Age	20–30	30	7.5
	31–40	199	49.8
	41–50	132	33.0
	51 and above	39	9.8
Branch	Verbal	190	47.8
	Quantitative	107	26.8
	Foreign Language	50	12.5
	Vocational	23	5.8
	Talent	30	7.5
Tenure	5 years and less	26	6.5
	6–10 years	92	23.0
	11–15 years	92	23.0
	16–20 years	83	20.8
	21–25 years	72	18.0
	26 years and above	35	8.8
Total Participants		**400**	**100**

A total of 400 teachers participated in the study. 52.8% of the participants were female and 47.3% were male. When the age distribution is analyzed, it is seen that the largest group is in the 31-40 age range with 49.8%. In terms of school type, the highest participation rate was 44.8% among high school teachers. In terms of branch distribution, it was determined that 47.8% of the teachers worked in verbal fields and 26.8% in quantitative fields. In terms of years of service, the most intense group was found to be in the 6-10 years and 11-15 years ranges with 23%. These data show that the sample has a balanced distribution according to various demographic characteristics.

1.3.**Data Collection Tools**

In this study, which examines the relationship between teachers' ethical behaviors and organizational commitment, the data collection tools used included the Personal Information Form, the Teacher Ethical Behaviors Scale (TEBS) developed by Çelebi and Akbağ (2012), and the Organizational Commitment Scale (OCS) adapted into Turkish by Ergün and Çelik (2019).

The Personal Information Form, developed by the researcher, was used to determine the demographic characteristics of the participants, such as school type, gender, age, subject area, and years of service. These data were evaluated in solving the sub-problems of the research.

The TEBS consists of 5 sub-dimensions and 26 items to measure the ethical behaviors of teachers working in preschool, primary, secondary, and high school. The sub-dimensions are: awareness of duty (items 1-8), virtue (items 9-13), human sensitivity (items 14-18), professional responsibility (items 19-22), and moral reasoning (items 23-26). The scale uses a 5-point Likert type scale, and the internal consistency coefficient was calculated as Cronbach's $\alpha = .93$ (Çelebi & Akbağ, 2012). The same internal consistency coefficient (Cronbach's $\alpha = .93$) was obtained in the present study.

To measure teachers' organizational commitment, the OCS, developed by Penley and Gould (1988) and adapted into Turkish by Ergün and Çelik (2019), was used. This scale, based on Etzioni's organizational commitment model, is a three-dimensional and 15-item measurement tool. The dimensions are: alienative commitment (items 1, 4, 7, 10, 13), calculative commitment (items 2, 5, 8, 11, 14), and moral commitment (items 3, 6, 9, 12, 15). In the study conducted by Penley and Gould (1988), Cronbach's α was found to be .86 for moral commitment, .86 for alienative commitment, and .78 for calculative commitment. In the current study, the internal consistency coefficients were .70 for the first dimension, .76 for the second dimension, and .69 for the third dimension. These results indicate that the sub-dimensions of the scale have adequate internal consistency (Kılıç, 2016).

1.4.Data Collection and Analysis

In this study, data were collected electronically from teachers working in official preschool, primary, secondary, and high schools located in Trabzon city center, as well as the districts of Akçaabat, Arsin, Yomra, Araklı, and Sürmene during the 2022-2023 academic year. After obtaining the necessary permissions from the Provincial Directorate of National Education and the scale developers, the scales were distributed to schools through the District Directorates of

National Education. To ensure the confidentiality of the scales, teachers were encouraged to provide honest responses. A total of 411 scales were returned; however, 11 of them were excluded from analysis due to incomplete or incorrect responses, leaving 400 valid scales for analysis.

The data obtained from the scales were analyzed using the SPSS (Statistical Package for Social Sciences) software. To examine the distribution of the data, skewness and kurtosis coefficients were calculated, and it was found that they ranged between -1.5 and +1.5. This indicates that the data follow a normal distribution and that the skewness and kurtosis values are within acceptable limits (Tabachnick & Fidell, 2013). To determine whether there were significant differences in the scales and sub-dimensions based on the gender variable, t-tests were performed. To examine significant differences according to school type, age, subject area, and years of service, One-Way Analysis of Variance (ANOVA) was used. Additionally, correlation analysis was conducted to determine the relationship between teachers' ethical behaviors and organizational commitment.

2. FINDINGS

This section presents the findings obtained from the analysis of the collected data.

2.1.Teachers' Ethical Behaviors and Organizational Commitment

The mean and standard deviation values related to the Ethical Behaviors and Organizational Commitment Scales for teachers working in preschool, primary, secondary, and high schools are presented in Table 2.

Table 2: Mean and Standard Deviation Values for the Scales

Scale	**N**	**$\bar{X}$**	**Ss**
Ethical Behavior	400	4,67	0,34
Alienative Commitment	400	1,46	0,58
Calculative Commitment	400	3,91	0,80
Moral Commitment	400	4,11	0,62

According to Table 2, teachers reported the highest mean score for ethical behavior ($\bar{X}$=4.67) and the lowest for alienative commitment ($\bar{X}$=1.46). The levels of calculative commitment ($\bar{X}$=3.91) and moral commitment ($\bar{X}$=4.11) were found to be moderate. These findings suggest

that teachers place significant importance on ethical principles while maintaining a distance from alienative commitment.

2.2.Examination of Teachers' Ethical Behaviors and Organizational Commitment Levels in Relation to Various Demographic Variables

The findings reveal that teachers' ethical behaviors and forms of commitment are influenced by certain demographic variables; however, this influence appears more pronounced particularly in the dimensions of alienative and calculative commitment. The statistical results regarding the teachers' levels of ethical behavior and organizational commitment in terms of gender, age, years of service, subject area, and school type are presented below.

2.2.1. Teachers' Ethical Behaviors and Organizational Commitment Levels in Relation to Gender

An independent samples t-test was conducted to examine whether there were significant differences between male and female teachers in terms of ethical behavior, compulsive commitment, opportunistic commitment, and moral commitment scores. The results are presented in Table 3.

Table 3: t-test Results on the Variation of Teachers' Ethical Behaviors and Organizational Commitment Levels According to Gender

Scale	Gender	N	X̄	Ss	t-Test		
					t	Sd	p
Ethical Behavior	Woman	211	4,66	0,33	-,125	398	,901
	Man	189	4,67	0,36			
Alienative Commitment	Woman	211	1,48	0,59	,707	398	,480
	Man	189	1,43	0,57			
Calculative Commitment	Woman	211	3,88	0,78	-,681	398	,496
	Man	189	3,94	0,81			
Moral Commitment	Woman	211	4,05	0,63	-2,099	398	,036
	Man	189	4,18	0,60			

No significant differences were found in teachers' levels of ethical behavior, alienative commitment, and calculative commitment based on gender. However, a significant difference in moral commitment was detected in favor of male teachers ($t = -2.099$; $p = .036$). These results suggest that gender does not have a significant impact on ethical behavior, alienative commitment, or calculative commitment.

2.2.2. Teachers' Ethical Behaviors and Organizational Commitment Levels in Terms of Age Variable

A One-Way Analysis of Variance (ANOVA) was conducted to determine whether teachers' levels of ethical behavior and organizational commitment differ significantly based on the age variable. In terms of the age variable, significant differences were observed only in the dimensions of alienative and calculative commitment ($F(3, 396) = 3.451$, $p < 0.05$). Teachers in the 31–40 age group ($\bar{X} = 1.54$) reported higher levels of alienative commitment compared to those in the 41–50 age group ($\bar{X} = 1.33$). Additionally, both the 31–40 ($\bar{X} = 3.98$) and 41–50 age groups ($\bar{X} = 3.92$) demonstrated higher levels of calculative commitment than those aged 51 and above ($\bar{X} = 3.57$). The results obtained are presented in Table 4.

Table 4: ANOVA Results Regarding the Age Variable

Scale	Gender	N	X̄	Ss	A One-Way Analysis of Variance [ANOVA]						
					Source of Variance	**Sum of Squares**	**SD**	**Mean Squares**	**F**	**p**	**LSD**
Ethical Behavior	20-30 (1)	30	4,72	0,33	Between Groups	,166	3	,055	,460	,710	
	31-40 (2)	199	4,65	0,34	Within Groups	47,748	396	,121			
	41-50 (3)	132	4,68	0,35	Total	47,914	399				
	51 + (4)	39	4,65	0,35							
	Total	400	4,67	0,34							
Alienative Commitment	20-30 (1)	30	1,48	0,64	Between Groups	3,476	3	1,159	3,451	,017	2>3
	31-40 (2)	199	1,54	0,65	Within Groups	132,956	396	,336			
	41-50 (3)	132	1,33	0,45	Total	136,432	399				
	51 + (4)	39	1,43	0,45							
	Total	400	1,46	0,58							
Calculative Commitment	20-30 (1)	30	3,84	0,72	Between Groups	5,599	3	1,866	2,957	,032	2>4
	31-40 (2)	199	3,98	0,79	Within Groups	249,934	396	,631			3>4
	41-50 (3)	132	3,92	0,78	Total	255,532	399				
	51 + (4)	39	3,57	0,87							
	Total	400	3,91	0,80							
Moral Commitment	20-30 (1)	30	4,08	0,71	Between Groups	1,632	3	,544	1,389	,246	
	31-40 (2)	199	4,07	0,64	Within Groups	155,066	396	,392			
	41-50 (3)	132	4,14	0,57	Total	156,698	399				
	51 + (4)	39	4,28	0,64							
	Total	400	4,11	0,62							

2.2.3. **Teachers' Ethical Behaviors and Organizational Commitment Levels in Terms of Tenure Variables**

One-Way Analysis of Variance (ANOVA) was conducted to determine whether teachers' ethical behaviors and organizational commitment levels differed significantly based on years of service. A significant difference was found only in the dimension of calculative commitment ($F(5, 394) = 4.683$, $p < 0.05$); teachers with 26 or more years of service ($\bar{X} = 3.40$) reported lower levels of calculative commitment compared to other groups. No significant differences were observed in ethical behavior or other types of commitment across years of service. The detailed results are presented in Table 5.

Tablo 5: ANOVA Results in Terms of Tenure Variable

Scale	Tenure	N	$\bar{X}$	Ss	One-Way Analysis of Variance [ANOVA]						
					Source of Variance	Sum of Squares	SD	Mean Squares	F	p	LSD
Ethical Behavior	5 years and less (1)	26	4,68	0,33	Between Groups	,509	5	,102	,847	,517	
	6–10 years	92	4,65	0,31	Within Groups	47,405	394	,120			
	11–15 years (2)	92	4,67	0,36	Total	47,914	399				
	16–20 years (3)	83	4,62	0,37							
	21–25 years (4)	72	4,73	0,32							
	26 years and above (5)	35	4,66	0,34							
	Total	400	4,67	0,34							
Alienative Commitment	5 years and less (1)	26	1,63	0,77	Between Groups	2,972	5	,594	1,755	,121	
	6–10 years	92	1,52	0,60	Within Groups	133,460	394	,339			
	11–15 years (2)	92	1,49	0,64	Total	136,432	399				
	16–20 years (3)	83	1,45	0,55							
	21–25 years (4)	72	1,32	0,47							
	26 years and above (5)	35	1,35	0,40							
	Total	400	1,46	0,58							
Calculative Commitment	5 years and less (1)	26	3,89	0,73	Between Groups	14,333	5	2,867	4,683	,000	1>6
	6–10 years (2)	92	3,80	0,80	Within Groups	241,199	394	,612			2>6
	11–15 years (3)	92	4,09	0,75	Total	255,532	399				3>2
	16–20 years (4)	83	3,98	0,80							3>6
	21–25 years (5)	72	4,00	0,77							4>6
	26 years and above (6)	35	3,40	0,78							5>6
	Total	400	3,91	0,80							
Moral Commitment	5 years and less (1)	26	4,00	0,68	Between Groups	4,162	5	,832	2,150	,059	
	6–10 years	92	4,21	0,60	Within Groups	152,536	394	,387			
	11–15 years (2)	92	4,01	0,68	Total	156,698	399				
	16–20 years (3)	83	4,01	0,54							
	21–25 years (4)	72	4,21	0,61							
	26 years and above (5)	35	4,24	0,64							
	Total	400	4,11	0,62							

2.2.4. **Teachers' Ethical Behaviors and Organizational Commitment Levels in Terms of Subject Area**

One-Way Analysis of Variance (ANOVA) was conducted to determine whether teachers' ethical behaviors and organizational commitment levels differed significantly based on branch area. The analysis revealed that the branch variable led to significant differences in both ethical behaviors and types of commitment ($F(4, 395) = 4.933$, $p < 0.05$). Talent teachers ($\bar{X} = 4.85$) demonstrated the highest levels of ethical behavior, whereas foreign language teachers ($\bar{X} = 4.51$) reported the lowest. Regarding calculative commitment, teachers in the foreign language ($\bar{X} = 4.68$) and talent teachers ($\bar{X} = 4.62$) exhibited significantly higher scores than those in other branches. Furthermore, teachers of quantitative subjects ($\bar{X} = 1.67$) had the highest mean score in cmpulsory commitment. The detailed results are presented in Table 6.

Table 6: ANOVA Results in terms of Branch Variable

Scale	Branch	N	X̄	Ss	One-Way Analysis of Variance [ANOVA]						
					Source of Variance	**Sum of Squares**	**SD**	**Mean Squares**	**F**	**p**	**LSD**
Ethical Behavior	Verbal (1)	190	4,68	0,32	Between Groups	2,280	4	,570	4,933	,001	1>3
	Quantitattive (2)	107	4,67	0,31	Within Groups	45,635	395	,116			2>3
	Foreign Language (3)	50	4,51	0,47	Total	47,914	399				5>1
	Vocational (4)	23	4,64	0,26							5>2
	Talent (5)	30	4,85	0,31							5>3
	Total	400	4,67	0,34							5>4
Alienative commitment	Verbal (1)	190	1,42	0,55	Between Groups	8,857	4	2,214	6,856	,000	1>3
	Quantitattive (2)	107	1,67	0,67	Within Groups	127,575	395	,323			2>1
	Foreign Language (3)	50	1,22	0,44	Total	136,432	399				2>3
	Vocational (4)	23	1,48	0,57							2>5
	Talent (5)	30	1,30	0,35							
	Total	400	1,46	0,58							
Calculative Commitment	Verbal (1)	190	3,69	0,80	Between Groups	60,860	4	15,215	30,872	,000	3>1
	Quantitattive (2)	107	3,85	0,66	Within Groups	194,672	395	,493			3>2
	Foreign Language (3)	50	4,68	0,40	Total	255,532	399				3>4
	Vocational (4)	23	3,39	0,74							5>1
	Talent (5)	30	4,62	0,42							5>2
	Total	400	3,91	0,80							5>4
Moral Commitment	Verbal (1)	190	4,10	0,63	Between Groups	2,864	4	,716	1,839	,121	
	Quantitattive (2)	107	4,16	0,63	Within Groups	153,833	395	,389			
	Foreign Language (3)	50	4,14	0,70	Total	156,698	399				
	Vocational (4)	23	4,25	0,56							
	Talent (5)	30	3,84	0,36							
	Total	400	4,11	0,62							

2.2.5. **Teachers' Ethical Behaviors and Organizational Commitment Levels Based on School Type**

In order to determine whether there are significant differences in teachers' ethical behaviors and organizational commitment levels based on school type, a One-Way Analysis of Variance (ANOVA) was applied. A significant difference was found only in the dimension of alienative commitment ($F(3, 396) = 3.864$, $p < 0.05$), where preschool teachers ($\bar{X} = 1.14$) showed significantly lower levels of alienative commitment compared to teachers in other school types. The obtained results are presented in Table 7.

Table 7: ANOVA Results in terms of School Type Variable

Scale	School Type	N	X̄	Ss	One-Way Analysis of Variance [ANOVA]						
					Source of Variance	Sum of Squares	SD	Mean Squares	F	p	LSD
Ethical Behavior	Preschool (1)	31	4,71	0,33	Between Groups	,109	3	,036	,300	,826	
	Primary School (2)	53	4,65	0,36	Within Groups	47,806	396	,121			
	Secondary School (3)	137	4,65	0,33	Total	47,914	399				
	High School (4)	179	4,67	0,34							
	Total	400	4,67	0,34							
Alienative Commitment	Preschool (1)	31	1,14	0,37	Between Groups	3,880	3	1,293	3,864	,010	2>1
	Primary School (2)	53	1,53	0,69	Within Groups	132,552	396	,335			3>1
	Secondary School (3)	137	1,43	0,54	Total	136,432	399				4>1
	High School (4)	179	1,51	0,59							
	Total	400	1,46	0,58							
Calculative Commitment	Preschool (1)	31	3,99	0,73	Between Groups	,732	3	,244	,379	,768	
	Primary School (2)	53	3,85	0,78	Within Groups	254,801	396	,643			
	Secondary School (3)	137	3,87	0,87	Total	255,532	399				
	High School (4)	179	3,94	0,76							
	Total	400	3,91	0,80							
Moral Commitment	Preschool (1)	31	4,01	0,66	Between Groups	,318	3	,106	,269	,848	
	Primary School (2)	53	4,12	0,67	Within Groups	156,379	396	,395			
	Secondary School (3)	137	4,11	0,61	Total	156,698	399				
	High School (4)	179	4,12	0,62							
	Total	400	4,11	0,62							

2.2.6. Examining the Relationship Between Teachers' Ethical Behaviors and Organizational Commitment

A correlation analysis was conducted to determine the relationship between teachers' ethical behaviors and organizational commitment levels. According to the results of the correlation analysis regarding the relationships between ethical behavior, alienative commitment, calculative commitment, and moral commitment scales; a weak but significant negative relationship was found between ethical behavior and alienative commitment ($r = -0.116$, $p < 0.05$). This shows that teachers with high ethical behavior levels have lower alienative commitment. A positive, moderate, and significant relationship was found between ethical behavior and moral commitment ($r = 0.242$, $p < 0.01$); this finding indicates that as the level of ethical behavior increases, teachers' moral commitment also increases. Additionally, a moderate negative and significant relationship was identified between alienative commitment and moral commitment ($r = -0.346$, $p < 0.01$). This result shows that teachers with high alienative commitment have lower levels of moral commitment. The results of the analysis are shown in Table 8.

Table 8: Correlation Analysis Results of The Relationship Between Teacher' Ethical Behaviors and Organizational Levels

Scales	**Ethical Behavior**	**Alienative Commitment**	**Calculative Commitment**	**Moral Commitment**
Ethiical Behavior	1			
Alienative Commitment	-,116*	1		
Calculative Commitment	,055	,055	1	
Moral Commitment	,242**	-,346**	,061	1

*p<.05; **p<.01

3. CONCLUSION, DISCUSSION, and RECOMMENDATIONS

In this section, the results of the research are evaluated in light of the findings, and comparisons are made with the relevant literature. Additionally, recommendations are provided for practitioners and researchers.

3.1.Results and Discussion on Teachers' Ethical Behavior

According to the research findings, teachers' ethical behavior levels are quite high ($\bar{X}$ = 4.67). This indicates that teachers are strongly committed to professional ethical principles. Indeed, this result aligns with numerous studies that highlight teaching as a profession deeply rooted in ethical values (Colnerud, 2006; Uğurlu, 2008; Altınkurt & Yılmaz, 2011; Erdem & Şimşek, 2013; Al-Hottali, 2018; Kanat & Erkan, 2021). The high level of teachers' commitment to professional ethical principles may be associated with their organizational commitment, which is more likely to be based on voluntary, intrinsic, or extrinsic motivation.

No significant difference was found in teachers' ethical behavior according to school type, gender, and age variables. These findings suggest that ethical behaviors are adopted independently of these demographic variables. Indeed, this result aligns with similar findings from studies by Maher (2005), Aydemir (2012), Şengül (2013), Duran (2014), and Melik (2018). However, some studies have pointed out that teachers' ethical attitudes may vary depending on school type (Sakin, 2007; Şengül, 2013), gender (Stedham et al., 2007; Manolova, 2011; Çelebi & Akdağ, 2012), and age (Sakin, 2007; Kepenek, 2008). This suggests that ethical behaviors may develop in interaction with individual, institutional, and cultural factors.

According to the branch variable, it was found that teachers in the talent group had significantly higher ethical behavior levels compared to other groups. This result is consistent with studies by Manolova (2011), Tunca (2012), and Thomas (2012). This can be explained by the fact that values education is more prominent in these disciplines. However, there are also studies (Göksoy, 2023) that indicate no significant differences based on the branch variable.

Although no significant difference was found in terms of tenure, previous studies suggest that both novice and experienced teachers may value ethical behaviors in different ways, and their ethical attitudes may change over time (Sakin, 2007; Ergin, 2014; Çinkılıç, 2018). In conclusion, it appears that ethical behaviors are shaped by teachers' individual values and professional understanding and are maintained independently of certain demographic variables.

3.2.Results and Discussion on Organizational Commitment

According to the research findings, the highest mean organizational commitment level among teachers was found in the moral commitment ($\bar{X}$=4.11), while the lowest mean was observed in the alienative commitment ($\bar{X}$=1.46). This result indicates that teachers develop an intrinsic commitment to their institutions but tend to avoid commitment based on obligation. Similarly, studies by researchers such as Ergün (2017), Cheung & Wong (2011), Çoban & Demirtaş (2011), Natarajan & Nagar (2011), and Özdemir (2012) reveal that teachers generally exhibit moderate levels of organizational commitment.

The high moral commitment reflects that teachers value their work emotionally and ethically, adopting the values and goals of the institution (Bayram, 2005; cited in Sezgin & Koşar, 2010). This is supported by studies by Önder & Ateş (2017), Demir (2016), and Abdurrezzak & Üstüner (2020). It can be stated that teachers with high organizational commitment are able to go beyond their duties by embracing institutional goals, so this type of commitment is critical for institutional stability (Awamleh, 1996).

In this context, the high level of moral commitment and the low level of alienative commitment among teachers are positive indicators for the healthy functioning and sustainability of organizations. The low average of alienative commitment is a favorable sign for the efficiency of educational organizations, as employees with high alienative commitment tend to be more likely to leave the organization and are only inclined to perform mandatory tasks. This finding supports Etzioni's (cited in Ergün, 2017) classification of organizational commitment.

When considering demographic variables, no significant differences were found in moral and calculative commitment based on school type, while teachers in preschool education exhibited a significantly lower average alienative commitment compared to other groups. This finding is related to teachers' willingness to perform their duties and aligns with previous research (Yalçın, 2014; Özsüer, 2019; Aksakal, 2020; Çeliker, 2021). However, there are also studies where no differences based on school type were found (Akar, 2015; Selbi, 2019; Battal & Demirtaş, 2021). These results suggest that the variation in teachers' organizational commitment levels by school type may be influenced by factors such as school culture, ethical values, teacher and student numbers, administrative attitudes towards teachers, and student age groups.

Regarding the gender variable, no significant difference was observed in teachers' calculative and alienative commitment levels. However, a higher average of moral commitment was found among male teachers compared to female teachers. This may indicate that family responsibilities outside of work might influence the commitment levels of female teachers. Research indicating that male teachers tend to show higher organizational commitment supports this finding (Balay, 2000; Ergün, 2017; Norşenli, 2021). On the other hand, studies that find no effect of gender on commitment or that suggest female teachers demonstrate higher commitment are also available (Mathieu & Zajac, 1990; Akdemir, 2016; Bıçak, 2021; Tekinarslan, 2019).

In terms of age, while no significant difference was found in moral commitment, significant differences were observed in the calculative and alienative commitment. Particularly noteworthy is the higher alienative commitment among the 31–40 age group compared to other age groups. Studies suggesting that commitment levels increase with age support this finding (Özkaya, 2006; Yeşilyurt, 2015; Yavuzkılıç, 2021). It can be stated that older teachers tend to develop a stronger commitment to their institutions and think less about leaving the institution compared to their younger colleagues. However, some studies argue that age does not significantly affect commitment (Çakır, 2007; Ergen, 2015; Şenay, 2017). This suggests that teachers across different age groups may experience and perceive the organizational climate similarly.

In the analysis based on branch variable, significant differences were found in the alienative and calculative commitment, while no significant difference was observed in moral commitment. Similarly, Gören (2012), Çelik (2013), Tan (2017), Gök (2018), and Çeliker (2021) also identified significant differences in organizational commitment perceptions across disciplines. On the other hand, studies by Çakır (2007), Akar (2014), Sevgin (2015), Ağırbay (2018), and Tekinarslan (2019) found no such differences. This suggests that the levels of commitment based on specialization may be shaped by factors such as responsibilities, organizational justice, and the structure of the school.

In this study it is revealed no significant difference in alienative and moral commitment levels based on teachers' years of service; however, a noteworthy distinction was found in calculative commitment. These findings are corroborated by the works of Budak (2009), Gören (2012), Cansu (2019), Bıçak (2021), and Aslan & Terzi (2023), whereas studies by Özcan (2008), Sevgin (2015), Sönmez (2016), Bozkurt (2017), and Şenay (2017) did not identify a significant

relationship between years of service and organizational commitment. This suggests that teachers with higher seniority exhibit a deeper alignment with the school culture, which in turn fosters a higher degree of organizational commitment. In this context, as teachers' years of service increase, their connection to educational institutions intensifies, thereby contributing to the long-term stability and sustainability of these institutions.

3.3. Results and Discussion on the Relationship between Teachers' Ethical Behavior and Organizational Commitment

According to the findings of the study, a negative, weak and significant correlation was found between the ethical behavior scale and the alienative commitment ($r = -0.116$, $p < 0.05$). This result shows that teachers with higher levels of ethical behavior tend to exhibit lower levels of alienative commitment. On the other hand, a weak but statistically insignificant positive relationship was found between ethical behavior and the calculative commitment ($r = 0.055$, $p > 0.05$), indicating that no significant relationship exists between ethical behavior and calculative commitment. However, a positive, moderate, and significant correlation was found between the ethical behavior scale and the moral commitment ($r = 0.242$, $p < 0.01$). This suggests that teachers with higher ethical behavior levels also tend to demonstrate higher moral commitment.

In the literatüre review, it was observed that studies directly examining the relationship between teachers' ethical behavior and organizational commitment are limited. Çoloğlu (2018) states that teachers with high organizational commitment tend to display more ethical behavior. This finding is consistent with the expectation that employees adapt to the organization ethically will be more committed. Similarly, Gül (2014) found a medium-level positive correlation between school administrators' ethical behavior and teachers' organizational commitment, suggesting that ethical behavior by school administrators influences teachers' commitment. Similar results have been observed in international studies. Cullen, Parboteeah, and Victor (2003), in their study on business ethics, found a positive relationship between employees' organizational commitment and their individual perceptions of ethical climates. Furthermore, Fritz, Arnett, & Conkel (1999) noted that the strong application of ethical standards by the organization and support from managers increased employees' organizational commitment. Oz (2001) observed that although employees in information systems demonstrated high organizational commitment, they were less sensitive to ethical issues. Finally, Baker et al. (2006) emphasized

that as organizational commitment increases, especially among employees who strongly share the ethical values adopted by the institution, ethical behavior also increases.

In conclusion, professional responsibility is tightly linked not only to knowledge and competencies but also to ethical values. Ethical standards cannot compensate for deficiencies in professional skills, just as strong competencies cannot make up for a lack of ethical principles (Monteiro, 2015). When professional ethics are internalized, individuals develop the capacity to think, make decisions, and act responsibly. This emphazes the importance of setting ethical objectives in processes such as curriculum design, the implementation of pedagogical practices, and the inculcation of values (Choo, 2021).

3.4.Recommendations

Based on the research findings, the following recommendations are proposed for practitioners and future researchers:

Recommendations for Practitioners:

- Sustainability of Ethical Behavior: School administrations should integrate ethical principles into the organizational culture and reinforce them through regular training programs.
- Reducing Alienative Commitment: Teachers should be more actively involved in decision-making processes, and voluntary collaboration should be encouraged.
- Enhancing Intrinsic Motivation in Specific Disciplines: In fields with high calculative commitment, such as foreign languages and skill-based courses, career development opportunities that promote intrinsic motivation should be offered.
- Experience-Based Support Programs: Support programs and leadership approaches should be adapted to teachers' age and tenure to strengthen organizational commitment at different career stages.
- Strengthening Commitment through Job Satisfaction: Institutions should value teachers' opinions and provide social, cultural, and economic support to enhance job satisfaction and organizational loyalty.
- Evaluating Ethical Behavior and Commitment: Teachers should be encouraged to evaluate themselves, colleagues, and administrators in terms of ethical behavior and organizational commitment, beyond academic success.

Recommendations for Future Research

- Exploring Commitment Types: Future studies should use qualitative methods to examine the underlying factors of different commitment types and conduct comparative research across regions and sectors.
- Developing Updated Scales: New measurement tools reflecting current conditions should be developed to better assess ethical behavior and organizational commitment.
- Including Stakeholder Perspectives: Future research should incorporate the views of students, parents, and administrators to build strategies that promote ethical values in education.

Publication Ethics Statement and Ethics Committee Approval Information

This research adhered to all rules and guidelines outlined in scientific research and ethics directives throughout the planning, implementation, data collection, and analysis phases. The writing process followed ethical standards, and this research has not been submitted for evaluation in any other academic publication forum. Ethics approval for this research was obtained from the Social and Humanities Ethics Committee of Recep Tayyip Erdoğan University, with approval number 2023/067 from the meeting held on March 1, 2023.

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The Effects of the Scenario Based Learning during the COVID-19 Pandemic in TRNC

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Abstract: This study aims to analyze the Scenario Based learning skills of 6th and 7th grade secondary school students in the Turkish Republic of Northern Cyprus in both face-to-face Turkish classes and online Turkish classes during the Covid 19 pandemic and the effects on the learning process. The Nicosia, Famagusta, Iskele and Morphou districts of the Turkish Republic of Northern Cyprus were selected as population for the study while through proper sampling 200 Secondary School Students have been reached. 6th and 7th grade Secondary School students were met face-to-face at the end of the 2nd semester of the 2019-2020 Academic year of face-to-face education. The same participants were presented multiple-choice questions via email during the 1st semester of the 2020-2021 Academic Year supporting the study with four open-ended questions. The study was designed as a blended research model involving both quantitative and qualitative methods. In order to resolve data descriptive statistics including frequency, percentages, arithmetic means and standard deviation were used as well as the Anova test and preliminary-final tests. At the end of the study following the activities in Scenario Based learning in Turkish classes of 6th and 7th grade secondary school students a meaningful correlation was found between knowledge of students regarding the facilities provided by online learning and the technological structure, their knowledge on the learning process and distance learning and their perception of benefits.

Key word: Scenario, Scenario Based Learning, Online education, online scenario learning, North Cyprus.

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1. Introduction

Face-to-Face Learning

Studies illustrate that social media sites are used the most for various reasons, and that a significant number of people used the internet to access information (Akbaba, 2020) and it can be observed that students generally use the internet when searching for information, particularly when doing homework or conducting research (Önder, 2019). Due to these technological advancements, it is possible to instantly access old or new information (Wu & Marek, M. W., 2020). Indeed, the important factor here is that one knows how to access the correct information (Seçer, Şule, Toy, Banu., 2020). Thanks to advancements in technology, the transfer of information and communication has gained even greater significance. It is frequently mentioned in literature that language acquisition is realized by the language

acquisition tool, which originates from birth and is a great influence on the development of language (Briscoe, 2000). According to some theorists, the child as mentioned above acquires the mother language from the surrounding environment, essentially by experience. Another view concerning the acquisition of the mother language is expressed by Lee Thorndike, one of the pioneers of the behavioral approach. According to Thorndike, learning is dependent on the frequency of repetition of the behavior to be learned and on the differentiation of these repetitions (Yapıcı, Ş., & Yapıcı, M., 2005). In other words, the child begins using the mother language after repetitively hearing it from people in the environment, and if this continues, the healthy acquisition of the mother language is realized (Aksan, 1975). However, regarding mother languages (Yaman, 2006), particularly in the teaching of grammar, the desired goal has yet to be realized; this is primarily due to the persistently used traditional approach of teaching Turkish, and the type of grammar education in Turkey is best identified as traditional/classic (Erbay, A., 2020). It can be said that lessons given under the traditional approach are adversely affecting the effectiveness and productivity of Turkish and grammar education. Moreover, the functional and productive education of grammar can only be achieved by distancing from the traditional (classic) approach, and widely and effectively implementing new methods, techniques, and strategies in education (Çalışkan, 2020). The primary basis of education is not the completion of a certain task, but rather the correct determination of the task to be completed, along with the manner it will be taught (Özden, 2002). Indeed, the best and most functional program is the one that aims to overcome a certain problem or fulfill a certain need, while ensuring effective learning (Uçar O, Ozcan D., 2017). Consequently, while searching for a modern answer to the question of how Turkish and grammar should be taught, the Scenario Based Learning Approach (SBLA) was discovered. In a bid to leave traditional methods, the use of new teaching methods and techniques consisting of student-based practices are a necessity of modern education, ensuring that rules and concepts pertaining to grammar are learned more effectively and permanently by the students, (Yan, 2006). Therefore, scenarios ensure that students become more active and learn more effectively, while reducing the risk of misconception and allowing for the correction of misunderstood concepts (Schank, 2000). When traditional methods are used in learning environments, students tend to sit in aligned rows, listen to their teachers, take notes, and only respond when questions are asked by the classroom teacher (Karamustafaoğlu. 2002). Also, when teaching Turkish and grammar, methods and techniques including question-answer, debates, shows (demonstrations) and concept maps are used as special teaching methods. However, the Scenario Based Learning Approach (SBLA) is a new student-based learning approach that supports the active participation of students in classes under the concept of new education (Vaughan and Garrison, 2008). As mentioned before, the Scenario Based Learning Approach is an approach that requires expertise and experience and therefore entails an additional preparation process and effort when compared with other teaching methods and techniques (Ergin a.o., 2005). Another advantage of the Scenario Based Learning Approach is that it contributes to the development of the imagination of students (Çalışkan, 2020). It is a fun learning process as both teachers and students experience a joyful teaching-learning process (Gargiulo, 2003).

Online Education

According to data obtained from studies conducted in Turkey and the Turkish Republic of Northern Cyprus, it can be observed that the use of the internet increases each day (Terkan & Ucar, (2020). Additionally, distance learning, which developed because of growing deficiencies of traditional face-to-face education, is an education system that allows individuals to learn while alone, independent from location, at a low cost and for an unlimited duration (Akbaba, 2020). Furthermore, as it is not dependent on time or location, distance learning aims to provide education in locations that previously could not readily be accessed (Aydın, 2020). In another definition, it is defined as the transfer of educational information to locations, which previously could only be accessed, using electronic communication tools including mobile equipment. Hence, it consists of the transfer of information between teachers and students independent of time and location. According to M Tezer, O Uçar, A Tepe (2019), distance learning is a teaching method applied where educational activities are conducted between teacher and students via specially prepared teaching units that enable communication and interaction in circumstances where traditional methods prove to be inadequate and classroom education is not possible. Distance learning is also defined as an educational system which allows teachers and students to communicate at different times and locations, as well as simultaneously at different locations using various communication tools (Terkan & Ucar, 2020). Under this educational system, students can learn at their own pace, control what they have learned, reconstruct their learning methods, and analyze their learning skills. With the constant development of technologies, distance learning utilizing teleconference and video conference methods are spreading rapidly as they allow for simultaneous communication (Uçar O, Ozcan D., 2017). Moreover, online education is economical, enabling teachers to connect with students at different times and locations. Of course, for these very reasons it has been widely implemented at many universities in Turkey, while pilot studies continue toward an online educational system (Çalışkan, 2020). As a matter of fact, out of over 100 universities operational in Turkey since 2013, more than 8 universities offer distance education for many programs (foundation, bachelors, graduate degrees) and teaching assistant formation educational programs. It should also be noted that the number of such universities is on the rise (Küçükönder, 2014). In parallel, both students and teachers benefit from the Scenario Based Learning Approach, keeping students active and contributing to their cognitive development and learning (U Önder, 2019). While using special teaching methods such as the Scenario Based Learning Approach, it is believed that this method shall positively affect the level of success and performance of students. Therefore, in light of the literature in question, the researchers intended to analyze the opinions of 6th and 7th grade secondary school students of Turkish in the Turkish Republic of Northern Cyprus (TRNC) with regard to the Scenario Based Learning Approach (SBLA).

Problem Sentence and Secondary Goals

The goal is to analyze the Scenario Based learning skills of 6th and 7th grade secondary school students in the Turkish Republic of Northern Cyprus in both face-to-face Turkish classes and online Turkish classes during the Covid 19 pandemic and the issues encountered during the educational process concerning both face-to-face and online learning. In order to reach this goal, answers to the following questions have been sought.

Secondary Goals

1. Is there a differentiation between Cognitive Statistics regarding the Scenario Based Learning Approach applied in online Turkish lessons of 6th and 7th grade secondary school students during the COVİD 19 Pandemic?
2. How are the ANOVA results for Success tests regarding the Scenario Based Learning Approach applied in online Turkish lessons of 6th and 7th grade secondary school students during the COVİD 19 Pandemic?
3. Are there pre-test final-test scores regarding Anxiety levels of secondary school students who were taught using the Scenario Based Learning Approach in Turkish lessons during the COVİD 19 Pandemic?
4. What are the opinions of secondary school students regarding the use of teaching-learning activities based on the Scenario Based Learning Approach in Turkish lessons?
5. What are the opinions of secondary school students regarding the Advantages of Scenario Based Learning in Turkish lessons?
6. What are the opinions of secondary school students regarding the success of Scenario Based Learning in Turkish lessons?
7. What are the opinions of 6th and 7th grade secondary school students regarding the differences between the use of Scenario Based Learning vs. Conventional Methods in Turkish lessons during the COVİD 19 Pandemic?

Goal and Significance

The aim is to analyze the Scenario Based Learning skills of 6th and 7th grade secondary school students in the Turkish Republic of Northern Cyprus in both face-to-face Turkish and online Turkish classes during the Covid 19 pandemic, together with issues encountered during the SBLA educational process for both face-to-face and online learning. Another goal is to determine the effect of face-to-face and online Scenario Based education on the success, method and research strategies of graduate students in light of scientific research and ethical rules, as well as their anxiety level when conducting the research. The following are secondary goals: Determining the opinions of students with regard to the SBLA in Turkish lessons of secondary school. With this study it is aimed to evaluate the opinions of students with regard to the use of the SBLA in 6th and 7th grade Turkish grammar lessons in secondary schools. Teachers and students are able to arrive at a conclusion after debating on a certain issue using scenarios,

while the teaching of grammar is kept from being dull for both teacher and student. Importantly, no previous study has been found in Northern Cyprus regarding the use of the SBLA in grammar education; this enhances the significance of the present study. Also, SBLA carries great value as it differentiates itself from conventional learning and teaching models with its characteristic of restructuring new information and persistently finding solutions to problems by focusing on the students and using teachers as guides, hence allowing the individual to develop through self-learning. At the end of the study, it is believed that supporting the use of technologies in education with digital scenarios will carry education to a new dimension. In addition, it is believed that graduate students will conduct ethical scientific studies with the hope that they will then provide guidance for later studies with suggestions based on their findings. Aside all these, the researchers have not discovered any study on the use of the SBLA in Turkish lessons of secondary schools, making this study essentially a source for the Ministry of Education and Culture of the TRNC. Furthermore, this study is intended to provide guidance for Turkish teachers in the Turkish Republic of Northern Cyprus that use SBLA in their classes and contribute to literature in that field as well. The study is also important as it will contribute to organizations and state schools under the Ministry of Education, private schools and even pre-schools by encouraging the use of SBLA by teachers in many classes. In addition, it is believed that the findings of the study will provide guidance for graduate students on how to use learning management systems (both online and web-based) in learning-teaching processes in their future careers more effectively.

2.METHODOLOGY

The Research Model

This research aims to analyze the Scenario Based learning skills of 6th and 7th grade secondary school students in the Turkish Republic of Northern Cyprus in both face-to-face Turkish classes and online Turkish classes during the Covid 19 pandemic and the issues encountered during the educational process concerning face-to-face and online learning. The opinions of 6th and 7th grade secondary school students enrolled in Turkish lessons in the Turkish Republic of Northern Cyprus were sought with regard to the use of SBLA, along with the aim of determining their view of its effects, contributions and innovations. The study was designed as 'blended research' employing both quantitative and qualitative methods. The Nicosia, Famagusta, Iskele and Morphou districts the Turkish Republic of Northern Cyprus have been selected as population for the study. Through proper sampling, 200 Secondary School Students (6th and 7th grade) from state schools under the Ministry of Education have been reached to be participants. The opinions of students were obtained with regard to the use of SBLA and its benefits in Turkish lessons, hence, a single unit of analysis and a holistic case were applied. On the other hand, as state schools in different districts of Northern Cyprus demonstrate similarities, the findings in North Cyprus were considered as a whole rather than analyzing districts separately.

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Study Group

The study group consists of 200 6th and 7th grade students in secondary schools in the districts of Nicosia, Iskele, Famagusta, and Morphou under the Secondary Education Office of the Ministry of Education of the TRNC. In order to determine the participants of the study, the purposeful sampling method was utilized. In purposeful sampling, participants are selected on purpose accordingly, rather than relying on the random. Furthermore, in this study, the maximum variety sampling method was preferred in order to be able to obtain different views from participants with different traits. The goal was to achieve maximum variety by selecting samples from secondary school students with different opinions on the effects, contributions and innovations of scenario-based learning.

Collection of Data

In this study, 6th and 7th grade Secondary School students of the Turkish Republic of Northern Cyprus were met face-to-face at the end of the 2nd semester of the 2019-2020 Academic year of face-to-face education. The participants were presented survey questionnaires and a semi-structured meeting form consisting of 4 questions. The meeting form on the effects, contributions, and innovations of the Scenario Based Learning Approach was prepared after receiving feedback from seven experts at the Onbes Kasim Kibris University. Meetings were conducted using recording devices and meeting records were put in transcript format after the sessions. Themes were established following the coding of data and the data obtained was announced using cognitive analysis. The same participants were presented multiple choice questions via email at the beginning of the 1st semester of the 2020-2021 Academic Year together with a semi-restructured meeting form consisting of four open-ended questions. The goal was to analyze the Scenario Based learning skills of 6th and 7th grade secondary school students in the Turkish Republic of Northern Cyprus in both face-to-face Turkish classes and online Turkish classes during the Covid 19 pandemic and the issues encountered during the educational process, while studying the scenario-based learning method in detail for both face-to-face and online learning. After the required permission was obtained for the meeting form to be used in the study, Turkish teachers were met from secondary schools under the TRNC Ministry of Education in the districts of Nicosia, Iskele, Famagusta, Morphou. In the month of October during the second semester of the 2020-2021 academic year directors of the secondary schools under the Secondary Education Office were consulted before visiting ten secondary schools and meeting with 200 secondary school students. Responses to questions of participating students were recorded using recording devices.

Analysis of Data

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During the examination of data collected in the research the "content analysis" technique was employed. Content analysis is defined as the summarization of a certain text using coding to produce smaller content categories (Büyüköztürk, 2010). In this study, categorized analysis was used out of content analysis types: Categorized analysis in general consists of the division of a message into units, and then the grouping of these units into categories (Bilgin, 2006). In this study, data is presented by way of taking into account questions that were asked in the meetings. Messages (codes) have been derived from each question asked. Later, similar codes were gathered under the same group and categories formed. Then, frequencies have been assigned for determined categories: Frequencies have not been assigned according to the number of participating students, but rather according to messages presented by them, as they provided more than one code (message) for some questions and did not respond to others. In order to strongly present the views of persons met for this research, direct quotations have been made frequently. Collected data has been noted in detail while it has been clearly explained how conclusions have been reached. Thoughts of students have been included through direct quotes and conclusions explained accordingly.

3.FINDINGS

Table1.

Cognitive Statistical Scores on the Scenario Based Learning Approach Applied for 6th and 7th Grade Students in online and Face-to-face Turkish Lessons during the COVID 19 Pandemic

Online Group	**Gender**	**n**	**□**	**ss**	**sd**	**t**
6th Grade	Female	38	3.80	66,43	49	-,022
	Male	41	2.56	41,53		
7th Grade	Female	38	3.81	80,39	49	,463
	Male	41	2.59	59,93		
Face-to-face Group	**Gender**	**n**	**□**	**ss**	**sd**	**t**
6th Grade	Female	38	3.80	66,43		
	Male	41	2.56	41,53	49	-,435
7th Grade	Female	38	3.78	80,39		
	Male	41	2.64	59,93	49	025

When the researchers analyzed the online group in table 1 regarding the Scenario Based Learning Approach applied for 6th and 7th Grade Students taking Turkish lessons during the COVID 19 pandemic, the average for cognitive statistical scores for 6th grade females was X=3.80, and the average for the male online group was X=2.56.

Whether the discrepancy between the scores for online female and male 6th grade secondary school students was meaningful statistically was analyzed with t-Test for unrelated samples (t(49)=-,022 ,p>,05) and it was determined that the discrepancy is not meaningful. Hence, it was determined that 6th grade secondary school female and male students who took online Turkish lessons based on Scenario Based learning were equivalent before the onset of the education. On the other hand, the test scores for 7th grade female secondary school students who took online Turkish lessons based on Scenario Based learning were X=38.81; and for male 7th grade secondary school students these were X=2.59. Whether the discrepancy between the scores for online female and male 6th grade secondary school students was meaningful statistically was analyzed with t-Test for unrelated samples (t(49)=,463 ,p>,05) and it was determined that the discrepancy was not meaningful.

When we analyzed the face-to-face group regarding the SBLA applied for 6th and 7th Grade Students taking Turkish lessons during the COVID 19 pandemic, the average for cognitive statistical scores for 6th grade females was *X*=3.80, and the average for the cognitive statistical scores of the male group was *X*=2.56. Following the t-Test for unrelated samples (t(49)=-,435, p>,05) it was determined that there was no meaningful discrepancy based on gender between the cognitive statistical score averages for face-to-face female and male 6th and 7th grade secondary school students who took face-to-face Turkish lessons based on Scenario Based learning. According to these findings it was determined that there was no meaningful discrepancy based on gender between the cognitive statistical score averages for face-to-face female and male 6th and 7th grade secondary school students who took face-to-face Turkish lessons based on Scenario Based learning. On the other hand, the test scores for 7th grade female secondary school students who took face-to-face Turkish lessons based on Scenario Based learning were *X*=3.78; and for male 7th grade secondary school students these were *X*=2.64. Following the t-Test for unrelated samples (t(83)=1,025, p>,05) it was determined that there was no meaningful discrepancy based on gender between the cognitive statistical score averages for face-to-face female and male students who took face-to-face Turkish lessons based on Scenario Based learning.

According to these findings while nearly all of the 6th and 7th grade secondary school students whose data was collected online and face-to-face supported the study, it was observed that male students numerically showed a higher participation rate.

Table 2.

ANOVA Results for the Test Scores of 6th and 7th Grade Students who took Turkish Lessons based on the Scenario Based Learning Approach during the COVID 19 Pandemic

Dimension									
Secondary School	**Success Test**	**N**	$\bar{X}$	**SS**	$\bar{X}$	**SS**	**F**	**p**	**Explanation**
6.7.Grade	Pre-test	73	93.10	5.96	52.12	7.40	10.923	0.001	P<0.05
6.7.Grade	Final-test	79	97.14	3.42	80.76	4.40			

As can be seen from Table 2, the situation for the pre-test 6th and 7th Grade Students participating in the study for whom the SBLA was applied for online Turkish lessons during the COVID 19 pandemic was ($F_{(1;77)}$=.923, p<0.05); so there is a meaningful discrepancy. In order to determine between which groups the discrepancy exists, the LSD test was used. Following the LSD test, the results showed that there is a meaningful discrepancy in favor of p<0.05 for 6th and 7th grade secondary school students for whom the Scenario Based learning approach was applied in Turkish lessons. With regards to the situation of the approach ($F_{(1,77)}$=.923, p>0.05) of 6th and 7th grade secondary school students for whom the SBLA was applied in Turkish lessons, no meaningful discrepancy exists.

In accordance with the findings, it can be argued that Turkish lessons were more explanatory for 6th and 7th grade secondary school students for whom the SBLA was applied in online Turkish lessons. On the other hand, it was discovered that for online Turkish lessons for which the Scenario Based learning education was applied (since the education was given electronically using various materials), the course was covered more effectively when compared with Face-to-face education. As can be observed, there are many studies where existing technologies have been integrated into education. In this study the karma method has been used for both groups and new technologies have been applied. Therefore, the success students in both groups has increased significantly.

Table 3.

Pre-test Final-test scores of Anxiety levels of 6th and 7th Grade Secondary School Students with regard to the Scenario Based Learning Approach Applied in Turkish Lessons during the COVID 19 Pandemic

Dimension									
Secondary School	**Anxiety Level**	**N**	$\bar{X}$	**SS**	$\bar{X}$	**SS**	**F**	**P**	**Explan.**

6.7.Grade	Pre-test	40	3.11	.59	3.12	.49	2.932	.091	p>0.05
6.7.Grade	Final-test	40	2.69	.50	2.99	.53			

As can be seen from table 3 the average pre-test score for Anxiety levels of 6th and 7th grade secondary school students with regard to the Scenario Based learning approach applied in Turkish lessons is X =3.11 (SS=.59); and for the final-test X =2.69 (SS=.50). The average final-test score regarding the situation for Scenario Based Learning Activities of 6th and 7th grade secondary school students with regard to Online Turkish lessons is X =3.12 (SS=.49) for the Control Group; while the final-test average score is X =2.99 (SS=.53). As can be observed while there is no meaningful discrepancy with regard to the pre-tests and final-tests of the groups, there is a decrease in the anxiety levels with regards to the study.
According to the findings it can be said that the anxiety levels of students were low after the study. One of the reason for this is the fact that after the study they were able to use technologies more effectively.

Table 4.
Opinions of 6th and 7th Grade Secondary School Students with regard to the Scenario Based Learning-Teaching Activities Applied in Turkish Lessons

Opinions	**6-7th Grade Secondary School Student**
Face-to-face Group	**f**
Fun	22
Quality learning	20
Memorable	18
Use of real life problems for scenarios	15
Effective learning environment	10
Scenarios must encourage positive thinking	10
Scenarios cannot be implemented randomly	9
They can be used for specific educational purposes only	8
Students participate in debates	8
They produce thought	7
Learning through motivation	7
Remembering of taught materials	6
Synthesizing subjects taught	6
Application in course subjects	6
They must be relevant to subjects	5
No views must take place in scenarios in favor of a solution/technique	5
The occasion must be explained objectively without prejudice	5
The scenario must be appropriate for the level of students	4
The scenario must teach students principal concepts	4
The scenario must be debated for new subjects unknown to students	3
Complicated scenarios may be used for advanced students	3
Scenarios should be neither too simple (boring) nor too complicated	3
Students must be able to cope with it using previous knowledge	3
Total	**200**

As can be seen from Table 4, the responses of secondary school students concerning their opinions on the use of Scenario Based learning-teaching activities mainly included fun, quality learning, memorable, the inclusion of real-life problems within the scenarios, effective learning environments, encouragement of positive thinking, and no random usage of scenarios. Further, the participants focused on effectiveness, and 3 participants stated that previous knowledge must be applicable. They stated that they learned to complete given responsibilities on their own through Scenario Based learning. This illustrates that their own effort and acquired knowledge was more important than the different communication environments. Another common view was that regardless of the Method used, the Scenario Based Learning Model contributed to the learning of students, particularly for homework, projects, content of lessons. Scenario Based learning is a method where teachers-students interact, abstract subjects are explained in a clear manner using tangible examples, students actively participate

in classes without getting bored, and where Turkish is taught with the participation of the entire class rather than a few students. Secondary school students had one expectation: It was found that teachers should employ the Scenario Based learning model in class environments when interacting with students.

Table 5.
Opinions of 6th and 7th Grade Secondary School Students with regard to the Advantages of Scenario Based Learning in Turkish Lessons

Opinions	**6-7th Grade Secondary School student**
Face-to-face Group	**f**
Fun	55
Intriguing	40
Memorable	15
Can be watched at any time	13
A new concept	12
Need to use technology more effectively	11
Increase of work load	10
Interesting	10
Enjoyable	10
Remembering of learned subjects	9
Very useful content	4
Can be used in different classes	4
Scenarios must be applicable in real life	2
They must be based on real events or as realistic as these	2
Completely fictional or unrealistic scenarios	2
Students may find it uninteresting or it may not be used in real life	2
Total	200

As can be seen from Table 5 when asked about the advantages of Scenario Based learning the majority of secondary school students stressed that it was Fun, Intriguing, Memorable, can be watched at any time, and that it is a new concept. The effort and responsibility of learners is very important in the learning process. However, the main expectation of students participating in the meetings from the learning-teaching process was that Turkish teachers did not merely use straightforward explanations in Turkish lessons. In addition, 2 students stated that "Completely fictional and unrealistic scenarios will neither interest students nor will they enable students to use these in real situations." With regards to scenarios which are an important part of the application, participants thought the time allocated for class lessons and activities was sufficient. Although time was sufficient, since secondary students as a habit left homework for the last minute they faced difficulties, however they expressed that the SBLA was influential in teacher-student interaction.

Table 6.
Opinions of 6th and 7th Grade Secondary School Students with regard to the Success of Students Based on the Scenario Based Learning in Turkish Lessons

Opinions	**6-7th Grade Secondary School student**
Face-to-face group	**f**
It encourages thinking	38
It should not be complicated	25
It should be extended	21
Students may contribute to the scenario	20
Its language should be simple	17
There should be more interaction	9
It should lead to effective learning	8
It should keep interest and attention at maximum	8

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Subjects should be chosen well	7
Technology should be used effectively	7
The learning environment should be user friendly	6
Favoring Karma education	6
Can be used in different lessons	5
It may be extended	5
Dilemma situations should be created	5
Surprise elements should be used	4
Problems without clear solutions should be used	4
While details students should discover may not be clearly included in the scenario,	3
in these cases details should be mentioned implicitly	2
Total	200

As can be seen from Table 6 with regards to the effect on the success of students of Scenario Based Learning in Turkish lessons the majority of students stated 'It should encourage thinking, and It can be extended.' With regards to the process in general students stated they found scenarios interesting and felt motivated towards classes, adding that students who normally refrain from asking or answering questions were more enthusiastic towards classes. Students added that Scenario Based learning made them happy and enhanced their self-confidence. They added that presentations and following discussions appealed to their fellow friends thanks to scenarios. Students suggested that such learning environments should be established starting in lower classes in order to make Scenario Based learning activities more productive and that the learning process be improved with questions. It can be argued that the SBL process by quoting information from other sources without allowing the direct used of such information further contributed to a meaningful learning environment. Motivation is enhanced when students enjoy the learning process.

Table 7.
Opinions of 6th and 7th Grade Secondary School Students with regard to the Differences between Scenario Based Learning and Conventional methods in Turkish Lessons during the COVİD 19 Pandemic

Opinions	6-7th Grade Secondary School student
Online Group	**f**
Insufficient Time	47
Classes are too difficult	31
Limited time for homework	29
Short lived excitement during application	17
Some difficulty in researching and finding subjects	15
More difficulty with subjects rather than tasks to be done	15
It was a little fun	7
It was useful	6
It is a good practice for giving lessons	5
Both visual and sound was good, with no deficiencies	3
Subjects here have been covered more seriously	3
It seems as if the majority is participating in the lesson	3
I enjoyed it more as I learned	2
Students understand the purpose and use of info they learn	2
Students effectively use information rather than just passively learning it	2
Students learn various conditions for using information	2
They know when to use a strategy and when not to	2
Total	200

As can be seen from Table 7 with regards to the differences between the use of the Scenario Based Learning Approach and conventional methods in Turkish lessons, students stressed the following: 'There is insufficient time, lessons are too difficult, and time is limited for homework.' Whereas before the study the

majority of participants believed there would not be any problems in the implementation of SBL, one participant believed scenarios would deviate from the subject and one participant believed students would not be willing to implement scenarios. They stated that deviations from the subject, frequency of implementation, and time management should be appropriate with the level of the students. Participants stated that when SBL activities were used too frequently students lost interest, and there were problems associated with different levels of students in the same grade but different classes. While the majority of participants could not suggest solutions to these issues prior to the application, all participants made various suggestions at the end of the application. The most emphasized solution was asking students a variety of questions at various levels in accordance with the scenario contents of SBL activities. This way, they found the opportunity to guide students in the desired direction, while attracting their attention and interest. It was stressed that the SBL encouraged students taking Turkish classes to think about difficult questions regarding issues they may face in school and to find solutions to these issues. Particularly, participants who argued that the scenario planning process would contribute to the planning of students with regard to their potential future as well as their pedagogic development saw SBL as a powerful learning tool for secondary school students. It was stressed that the most important issue before the application and in the following meetings was to be in control of the subject in question. Scenarios were presented to students in accordance with daily life. At this stage, students related scenarios to issues in their own lives and asked various questions. Participants stated that they needed to be in total command of the scenario in order to be able to answer these questions. Although Turkish classes were prepared in accordance with earnings from the program, there were cases where the scenarios were too difficult or too simple for the level of the classes. Similarly, with regards to the designing of scenarios it was stressed that they should be in line with real life, as well as the level of the students considering their scope, shape, and content. Participants stated that this issue could be resolved by determining the level of the students beforehand.

4.CONCLUSION AND DEBATE

Quantitative Table Results, In accordance with these findings, while almost all of the 6th and 7th Grade Secondary School students who participated in the study, either face-to-face or online, supported the study, it was determined that male students showed greater participation numerically. These findings showed that Turkish classes were more explanatory for 6th and 7th grade secondary school students for which the Scenario Based Learning Approach was used in Online Turkish lessons. On the other hand, since many materials could be used in online Turkish lessons based on the SBLA, these lessons were more effective than face-to-face Turkish lessons based on Scenario Based learning. With daily advancements, the use of new technologies in education has become inevitable and many studies have been undertaken concerning modern technology integration into the education process. In this study, the blended method was employed for both groups, involving new technologies. Therefore, the student success rate has increased considerably for both groups.

In accordance with these findings, it can be said that the post-study anxiety level of students was reduced and one of the reasons for this was the fact that they used technologies more effectively after the study.

Qualitative Table Results, Indeed, the conventional method is based on memorization, however, Scenario Based learning is based on meaningful learning. It was stated that the educational environment should be user friendly, promoting positive thinking towards scenarios, while scenarios should not be used randomly. Participants expressed similar thoughts to the efficacy theme, adding that they learned to conduct given tasks on their own with Scenario Based learning. However, this was most likely a result of the effort of learners, rather than different communication environments. Another common point was that in contrast to the conventional method, regardless of the Method used, Scenario Based

learning focused on the effectiveness of students and real-life examples involving the sharing of these situations. Thus, following questions aimed at determining the level of contribution it provided for students, the method proved to be useful for homework, projects, and lesson content. As the method was applied specifically for Turkish lessons, students participated in different activities with the aim of increasing the success rate of their class. Hence, positive feedback was received from students regarding the practice as the focus on lessons based on games - whether in classrooms or in different locations - attracted the interest of both teachers and students. In the conventional method, students and teachers obtain ready and organized information. Yet, in the Scenario Based Learning Approach, students when preparing their scenario or resolving the given scenario, are more eager to learn, thus resulting in a more lasting learning process. In the conventional method, the students generally do not find the opportunity to be active, however, in the Scenario Based Learning Approach students are active and productive at all times. Hence, students generally do get bored from lessons in the conventional method, yet, in the Scenario Based Learning Approach, students can both learn and have fun simultaneously. In the conventional method, students generally cannot use the information they learned in practice. In the SBLA, students use information learned from their scenarios, thus structuring information obtained to solve authentic problems. In the conventional method information is presented to students with a single form of dictation. In the SBLA, students explore the subject within a certain fiction-problem and learn it thoroughly and debates use different teaching methods and techniques such as problem solving, while a cooperative learning strategy is followed. The conventional method does not accept learning as a form of restructuring, in this way, a lasting learning process cannot be achieved with this method. The SBLA essentially restructures information in the minds of students with scenarios. The conventional method does not base information on daily lives, hence, students thinking subjects learned will not be useful for them have difficulty in getting motivated in class. The SBLA successfully prepares students for daily life and students do not have difficulty in getting motivated in class as they learn with scenarios applicable to real life. In the conventional method the teacher may face difficulty when teaching in class and get bored. With the Scenario Based Learning Approach, teachers enjoy delivering lessons, conducting debates with students and form scenarios together.

Relevant Research; From our sources it can be seen that the use of scenarios in education dates back to old times both within the country and abroad. However, no study has been previously discovered that directly merges with Scenario Based learning in Turkish literature. Furthermore, in foreign literature there is no research that directly overlaps with this present study as well. When investigating foreign sources, it is understood that Scenario Based learning has been applied abroad since the 1980's. Moreover, researchers have not found it necessary to compare Scenario Based learning with other learning models, as its main element "scenarios" are materials that are being used in other learning methods or techniques. Therefore, sample studies that include different variables in research problems associated with Scenario Based Learning have been included in this section. In the research conducted

by Colburn (2002), 3 different learning environments based on scenarios have been compared. The 1st group has been kept in a learning environment that applied Scenario Based Learning in the classroom with the conventional method. The 2nd group has been kept in a learning environment that applied Scenario Based Learning in an electronic environment. The 3rd group has been kept in both learning environments. Furthermore, it has been observed that the 2nd group progressed slower than the other two groups. The researcher pointed out the fact that this group solely applied all activities in an electronic environment as the reason for this particular result. In scenarios given to groups on written cards the role and behavior to be presented by the opposite group were kept hidden, and the scenarios themselves were prepared based on facts suggested by Di Pietro (1987). Thus, the activity process continued with performance based reciprocal dialogues between the parties. In a sample event study conducted by Gathany and Green (2003), the difference in the way students accessed scenarios was stressed. In this learning process based on Scenario Based Learning, data was sent to students in intervals via the web. Naturally, the students were expected to analyze data under new circumstances and make a decision regarding a patient. These studies conducted individually by students were initially given in the form of written scenarios, and late applied in an electronic environment. The researchers expressed that the electronic environment positively affected students. Aydın (2005) in their study headed "*How can the Lesson on Teaching Application be Made More Productive?"* researched the effectiveness on mathematics education with a specific teaching method. The researchers, in light of their study on senior year students in the Mathematics Instruction Department of Secondary School, focused on illustrating to teaching staff candidates the applicability of qualified scientific research, while enhancing their knowledge on teaching mathematics and proving the value of scientific research on the matter. Within the scope of the study conducted in the "Teaching Application" class, candidate teachers in the study group were asked to apply different practices in 6 weekly intervals in class and present these in a report format. Following the analysis of these reports, candidate teachers stated that abstract subjects such as permutation, combination, and logarithms could not be remembered as well with other methods and that Scenario Based Learning was easier and more fun. Judging from practical examples and research results it can be said that the Scenario Based Learning Model positively affected students, deeming students more effective in class while increasing their success rate.

Relevant Research Suggestions include;

1. Teachers must use different teaching methods and techniques in class apart from conventional methods.
2. Different practices should be employed, enabling students to use grammar subjects in aural and written expression.
3. In the Turkish Teaching Department of Educational Faculties, teacher candidates must be subjected to introductory activities and practices involving the use of the Scenario Based Learning Approach in Turkish classes.

4. Scenarios involving grammar subjects of Turkish classes should be developed and this technique and its widespread use should be promoted to teachers.

5. During the teaching of second stage Turkish grammar in elementary schools, rather than using the Scenario Based Learning Approach on its own, the approach should be used in conjunction with other methods and techniques.

6. In the Turkish Class Program, the SBLA was not included in any of the Turkish learning subjects. This program should be revised to include the method in activities associated with grammar education.

7. The use of scenario texts for Turkish grammar education should also be encouraged for measuring and evaluation purposes.

5.RESOURCES

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