Teachers' Challenge with Social Studies Curriculum: A Meta-synthesis Study

Research Article

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ARTICLE INFO	ABSTRACT
Article History: Received: 15.02.2018 Available online: 16.11.2018	With adopting constructivist approach in educational policies, all the curriculums have been rewritten and in such a short time, they have been released for the use of teachers. Since then, many studies have been conducted on application of social studies curriculum in different regions. In this study, the purpose is to provide a holistic view of the problems arising from teachers' implementation of the social studies curriculum by using meta-synthesis method that is one of the qualitative methods. In accordance with the criteria set by the researchers, 24 qualitative studies were included in the research. As a result of this study, fundamental changes in the philosophy of education in a very short period of time in the program have been resulted major problems in the pilot implementation and presentation of the curriculum, in-service seminars of teachers, implementation of the curriculum, infrastructure of the schools and adaptation of the students to the curriculum. **Keywords:** Social studies, social studies curriculum, elementary education, curriculum, meta-synthesis

Introduction

In the Turkish education system, with the law of education union, it is aimed to prepare primary school curriculums to standardize the education. 1924 primary school curriculum, the first curriculum of the State of the Republic of Turkey, minor changes were made in the curriculum used during the Ottoman period. In the 1926 program, with the alphabet reform the curriculum was translated into Turkish. The 1968 curriculum, which distinguishes it from the others, had the project and pilot implementation process that lasts about 5 years. The most important point seen in the curriculums until the 2005 curriculum was the adoption of nationalism and the new state understanding to the public. The greatest change in primary school curriculums occurred in the 2005 curriculums.

The 2005 primary school curriculum is quite different from the previous curriculums in terms of the educational approach and the content of the curriculum. In fact, 2005 the primary school curriculum can be seen as a dividing point for the curriculum development history of Turkish educational system İn terms of transforming essentialist and collectivist understanding into pragmatist and individualist understanding.

The fundamental changes in the curriculums were realized by the "National Education Development Project" signed by Turkey and the World Bank in 1990, the "Basic Education Support Project" initiated by Turkey in 2000 with the European Council (Bıkmaz, 2009; Bulut & Arslan, 2010; İncekara, 2011). Thus, it became important for curriculums to acquire a global dimension as well as a local dimension and to attain

world standards due to reasons such as the process of harmonization with the European Union, the advancement of technology, increasing globalization, and rapid changes in the world of education. In this respect, the social studies course designed considering the standards set by the USA National Council of Social Studies (NCSS) (Doğanay, 2008) gained a new identity in 2005 curriculum.

After 2005, it would be useful to evaluate the curriculums developed in 2005 to find solutions to the problems for the following curriculums. The stages of curriculum development are generally carried out in the form of design, implementation and evaluation of curriculum. Therefore, reviewing each stage will help in determining where the problem is.

During the curriculum evaluation phase, feedbacks can be gathered from stakeholders such as directors (Okumuş, 2007; Uslu, 2007), parents (Hersan, 2008; Kulantaş, 2007), students (Akdağ, 2008; Atbaşı, 2007; Tarman, Ergür & Eryıldız, 2012; Yıldırım, 2010) as well as from teachers to make judgments about the effectiveness of curriculums and to determine from which element or elements problems arise and then to make the necessary corrections. That is, organizing and conducting the instruction and assessment by considering the objectives and anticipated learning outcomes stated in curriculums, teachers have an important role in the development and evaluation of the curriculums (Erden, 1993). Thus, it will be possible to make the necessary arrangements for solving the problems encountered in the learning environments in relation to the implementation of curriculums. In the literature, there are many studies conducted for the evaluation of social studies curriculums on the basis of teachers' opinions (Akdağ, 2008; Akpınar & Aydemir, 2012; Aydın, 2007; Aykaç, 2007; Bahar, Özkaya & Birol, 2011; Bulut & Arslan, 2010; Coşkun, 2007; Çalışkan, 2014; Çetin, 2007; Dinç & Doğan, 2010; Doğanay & Sarı, 2008; Erköse, 2007; Fettahoğlu, 2011; Gültekin, Gürdoğan-Bayır & Göz, 2013; Kabapınar & Ataman, 2010; Kalaycıoğlu, 2007; Kaymakçı, 2015; Kösterelioğlu, 2012; Sağlam, 2014; Uzun, 2007; Yapıcı & Demirdelen, 2011; Yılmaz, 2011). When these studies are examined in general, it is seen that mostly quantitative research methods are used, sometimes together with qualitative research methods and opinions of the social studies teachers from different levels of schooling and from different schools are collected. While quantitative research yields generalizable results, qualitative research provides more intense and in-depth information (Glesne, 2015). Nevertheless, though qualitative research does not have an aim of reaching generalizable results, it is quite possible to reach generalizations when qualitative studies with similar characteristics are analysed together (Yıldırım & Şimşek, 2013). In this study, it will be possible to come up with both in-depth and generalizable outcomes because of the synthesis of various studies conducted with social studies teachers working in different regions and schools to determine the problems encountered in the implementation of the 2005 social studies curriculum. Such a meta-synthesis study is believed to shed some light for curriculum developers and implementers by providing a holistic viewpoint of the social studies curriculum. Moreover, it will offer some guidance to researchers by eliciting the gaps to be filled in the field of social studies education.

Purpose of the Study

The purpose of the study is to analyze qualitative studies having investigated the problems experienced during the implementation process of the 2005 social studies curriculum based on teachers' opinions by using the meta-synthesis method. To this end, answers to the following sub-problems were sought:
•What are the common problems encountered during the preparation process?
•What are the common problems encountered during the implementation process in relation to the basic elements of the curriculum?
•What are the common stakeholder-related problems?

Method

Research Design

In the research, one of the qualitative methods, meta-synthesis method was used to analyse the studies conducted on the 2005 social studies curriculum Meta-synthesis refers to a systematic synthesis of the findings reported by qualitative studies aiming to produce new interpretations in a particular field of research (Barroso, Gollop, Sandelowski, Meynell, Pearce & Collins, 2003; Jabareen, 2009; Sandelowski & Barroso, 2007). In the study, meta-synthesis stages developed by Walsh and Downe (2005) were followed. These stages are;
1. Determination of the scope of the study,
2. Detection of the relevant studies,
3. Deciding on studies to be included,

4. Evaluation of the quality of the studies,
5. Comparing and contrasting the studies,
6. Coding and thematising the studies,
7. Synthesis of the themes derived from the analysis of the studies.

Data Collection

As in primary qualitative studies, qualitative research synthesis studies start with a research problem that can be usually solved through research synthesis (Sandelowski & Barroso, 2007) and with the definition of methodological and temporal borders (Barroso et all, 2003). According to the stages of Walsh and Downe (2005) adopted in the study, first the problem was defined. The scope of meta-synthesis studies at this stage is generally kept broad (Walsh & Downe, 2005). For the study, "Social Studies", "Social Studies Program" and "Social Studies Elementary Curriculum" were entered as the key words into the search engines of "ULAKBİM Social Sciences Database" and "Higher Education Council (YÖK) Thesis Center Database". By using these key words, a total of 1425 studies were reached. Of all these studies, 168 were found to be related to the research question of this research. In order to determine the studies to be included in the study, summary sections of the studies were analysed based on the following criteria; the study should include:

• an evaluation of the 2005 social studies curriculum, elicitation of the problems involved in the implementation of the curriculum and suggestions for these problems,

• At least one elements of the social studies curriculum (objectives, content, instructional activities, evaluation),

• The investigation of teachers' opinions for the evaluation of the curriculum,

• Qualitative method or mixed method,

• Clear presentation of the purpose, method, findings and results.

In addition to those criteria, this study was limited to research engines of "ULAKBİM Social Sciences Database" and "Higher Education Council (YÖK) Thesis Center Database".

When the studies were examined, 48 studies meeting the above-given criteria were determined. After the purposes and method sections of those 48 studies were evaluated, it was concluded that 24 of them thoroughly satisfy the designated criteria. The second author also examined these 48 studies to see whether they thoroughly meet the criteria and an agreement was reached between the authors. In Table 1, the codes, references and research subjects of the primary studies included in the research are presented.

Table 1. Studies Included in The Current Research

Codes	Reference	Research subject
A1	Akdağ (2008)	Feedbacks taken from teachers and students about the implementation of the 6th and 7th grade social studies curriculum
A2	Akmehmetoğlu (2014)	Problems experienced by social studies teachers in social studies education
A3	Alabaş & Kamer (2007)	Evaluation of the social studies curriculum: a qualitative analysis of the practitioners' opinions
A4	Algan (2008)	Examination of the measurement and evaluation element of the 6th and 7th grade social studies curriculum on the basis of teachers' opinions
A5	Ataman (2007)	With their similarities and differences, measurement and evaluation methods and techniques in 1998 and 2004 elementary education social studies curriculums and teachers' opinions about them
A6	Aykaç (2007)	Teachers' opinions about elementary school social studies curriculum
A7	Coşkun (2007)	Teachers' opinions about the elementary school 4th and 5th grade social studies curriculum
A8	Çalışkan (2014)	Evaluation of the secondary school 5th grade social studies curriculum on the basis of teachers' opinions
A9	Çetin (2007)	Evaluation of the elementary school 4th grade social studies curriculum on the basis of teachers' opinions
A10	Demirboya (2014)	Implementation of the elementary school social studies curriculum in the city of Hakkari

A11	Dinç & Doğan (2010)	Teachers' opinions about the 2nd level elementary education social studies curriculum and its implementation
A12	Doğanay & Sarı (2008)	New social studies curriculum in the eyes of teachers
A13	Erköse (2007)	Evaluation of the renewed 6th grade social studies curriculum on the basis of teachers' opinions
A14	Fettahoğlu (2011)	Evaluation of the 7th grade social studies curriculum on the basis of teachers' opinions
A15	Gültekin, Gürdoğan-Bayır & Göz (2013)	New perceptions in the 2004 social studies curriculum: evaluation of it in terms of its differences from the 1998 curriculum
A16	Kabapınar & Ataman (2010)	Teachers' opinions about measurement and evaluation methods in the elementary school social studies curriculum
A17	Kaymakçı (2015)	Understanding the change in the 1998 and 20014 social studies curriculums in light of teachers' opinions
A18	Korkmaz (2014)	Evaluation of the teaching-learning dimension of the 5th grade social studies curriculum
A19	Kösterelioğlu (2012)	Evaluation of the elements of the social studies curriculum and the analysis of the in-service training need of teachers
A20	Okumuş (2007)	Opinions about the social studies curriculum
A21	Ünal & Başaran (2010)	Problems of the social studies teachers within the context of the new curriculum
A22	Yalçınkaya (2009)	Investigation of the measurement and evaluation techniques in the second level social studies curriculum
A23	Yapıcı & Demirdelen (2011)	Teachers' opinions about the elementary school 4th grade social studies curriculum
A24	Yıldırım (2010)	The effectiveness of the measurement and evaluation dimension of the 7th grade social studies curriculum

As shown in table 1, the articles included in the study are coded as article 1 (A1). In the coding, the order of letters of authors has been considered. The titles and authors of the articles included in this study were included with the codes in order to increase the reliability of the work.

Descriptive Characteristics of the Data

Of 24 selected studies, four employed the mixed design and 20 used the qualitative design. Of the primary studies, three are doctoral theses, 12 are master' theses and nine are articles. In general, in these studies, questionnaires and interview forms were preferred to collect data. In two of the studies, observations and in one of them, document analysis was used to support the findings. In the analysis of the data, descriptive analysis was used in 13 studies, content analysis was used in five studies and content and descriptive analyses together were used in six of the studies. When looking at the regions where the studies were conducted, sample group from seven regions and three different residential areas were included in the studies. The highest number of studies is from the Black Sea Region and the lowest number of studies is from the Aegean Region. The distribution across the residential areas seems to be even.

Data Analysis

There are different types of approaches involved in the meta-synthesis method (Barnett-Page & Thomas, 2009; Ring, Ritchie, Mandava & Jepson, 2010) such as meta-ethnography (Noblit & Hare, 1988), critical interpretive synthesis (Dixon-Woods et al., 2006), thematic synthesis (Thomas & Harden, 2004). Thomas and Harden (2004) developed the thematic synthesis approach based on the thematic analysis to be used in the synthesis of qualitative studies. In the thematic synthesis, themes and problems reiterated in pioneering studies are identified and then these themes are analyzed and some conclusions are reached through a systematic evaluation (Cruzes & Dyba, 2011). The thematic synthesis approach is made up of three stages: 1) sentence-by-sentence coding of the findings of pioneering studies; 2) construction of descriptive themes and 3) formation of top level themes under which descriptive themes are subsumed (Thomas & Harden, 2008). In the study, the synthesis of the findings obtained from the primary studies was conducted by means of the thematic synthesis approach.

Validity-reliability

In order to establish the validity of the study, descriptive, interpretive, theoretical and pragmatic validity was capitalized on to enhance the validity of the results and processes of meta-synthesis studies as proposed by Sandelowski & Barroso (2007). The descriptive validity refers to correct description of the data in all the related research reports in meta-synthesis studies (Sandelowski & Barroso, 2007). In the meta-synthesis study, the meta-synthesis stages adopted and the approach employed in the synthesis of the data are clearly defined and the stages are reported in detail. In addition to this, in order to follow search results, Mendeley reference curriculum was used. The interpretive validity refers to validity concerning the definition of the researchers conducting the meta-synthesis (Sandelowski & Barroso, 2007). In the study, for the establishment of the interpretive validity, search of the primary studies, determination of the criteria and designation of the studies to be included were conducted by two researchers separately and then compared. The stages of coding, thematizing and synthesizing were carried out by one of the researchers by using Nvivo program and then confirmed by the other researcher. The theoretical validity refers to the credibility and validity of the researcher's interpretations. In order to establish the theoretical validity, the data interpreted by two researchers were theoretically supported and the opinions of experts in this field were sought. The pragmatic validity; on the other hand, refers to the applicability of the research aggregations produced in meta-synthesis studies, their transmissibility to the areas of application and their preparation on time (Sandelowski & Barroso, 2007). How the results of the study will be used in the areas of application and what kinds of academic contributions it will make are discussed in a detailed manner.

Findings

The findings obtained as a result of the analysis are presented under three main headings that are presented below.

Common Problems Encountered During the Preparation Stage of the 2005 Social Studies Curriculum

In some studies (13/24), the problems encountered by teachers during the preparation stage of the 2005 social studies curriculum were addressed. The themes and sub-themes are presented in Table 2.

Table 2. Problems Concerning The Preparation Stage of The Curriculum

Themes	n	Sub-themes	f
Preparation of the infra-structure of schools	5	Preparation of physical environment and conditions	5
Publicity of the curriculum	11	Inadequacy of the curriculum's publicity	6
		Inadequacy of the instructors presenting the curriculum	8
		Inadequate time for the curriculum's publicity process	6
Piloting process	2	Inadequacy of the time and quality of the piloting process	1
		Collecting the opinions of an inadequate number of teachers	2

In Table 2, teachers' opinions about the problems they encounter in the preparation stage of the 2005 social studies curriculum are presented. Under the theme of preparation of physical environment and conditions (n=5), teachers mentioned that the infrastructure at schools could not be prepared for the 2005 social studies curriculum prior to its implementation. In this regard, a quotation from a teacher's statements found in the primary studies is given below.

'The curriculum is good in general; yet, as the infrastructure was not prepared well, some difficulties are experienced in its implementation. There are many positive sides of it, we only need some time'. (A1)

Teachers think that the curriculum's publicity was inadequate, the instructors promoting the curriculum were not qualified enough and the time of promotion was not enough to understand a new conception and construction before the 2005 social studies curriculum was put into effect. In this regard, a quotation from a teacher's statements is presented below.

'In the seminars given to introduce the curriculum to us, we saw that the people giving these seminars had not completely mastered the subject. Implementation of the curriculum, its essence could not be understood well...'(A1)

The teachers stating their opinions about the problem encountered during the piloting process of the 2005 social studies curriculum mainly emphasized the shortness of the piloting period and lack of feedbacks from teachers. In this connection, a quotation from a teacher's statements is given below.

'Within only one year, the piloting process was completed without complete understanding of what it is. Some certain feedbacks should have been taken from teachers. Not only from the schools where the piloting was conducted, but also from some other village schools feedbacks should have been collected…'(A20)

Common Problems Encountered During the Implementation of the 2005 Social Studies Curriculum

In this section, the problems encountered in the implementation of the philosophy, objectives, content, teaching-learning process and assessment and evaluation of the curriculum are discussed. In some studies (5/24), criticisms of the philosophy of the curriculum were addressed. After the 2005 social studies curriculum was put into effect, the opinions of teachers about the new curriculum were sought. The data of the studies investigated in the research were collected from teachers working in different regions and residential areas. In Table 3, teachers' criticisms levelled at the philosophy of the curriculum are presented.

Table 3. Criticisms of The Philosophy of the Curriculum

Theme	Sub-themes	*f*
Philosophy of the Curriculum	Turkish society is not ready for the constructivist approach	4
	It is difficult to implement the constructive approach across the country	4
	The philosophy of the curriculum conflicts with the centralized exam system	1

As seen in Table 3, teachers think that the society is not ready for the constructivist approach. Due to reasons such as differences among regions in terms of equipment and physical infrastructure and socio-economic differences among schools, they experienced difficulties in the implementation of the curriculum designed on the basis of the constructivist approach. Moreover, as there is no compliance with the content and structure of the centralized exam system and objectives and content of the 2005 social studies curriculum, teachers had difficulties in deciding how to conduct the instructional process. A quotation from a teacher's statements about philosophy of the curriculum is presented below.

"If it could be implemented, the constructivist approach would be nice but it cannot. As a society, we are not ready for constructivism. It should not be from top to bottom rather from bottom to top. I do not think that it is successful. Neither parents nor students, schools and the society are ready for this system. This is a system built on unsound grounds. This is too sophisticated for our country, not realistic." (A10)

The theme of objectives and its sub-themes are presented in Table 4.

Table 4. Criticisms of The Objectives Dimension of The Curriculum

Theme	Sub-themes	*f*
Objectives	Objectives are not measurable	6
	Objectives do not comply with the level of students	5
	Objectives are not suitable for the conditions of the region	5
	The scope of objectives is not clear	5
	Objectives are either unrelated to or incompliant with the other elements	4
	Objectives are not related to daily life, students' interests and needs	4
	The number of objectives is very high	3
	Objectives are not accomplishable	3
	Objectives are not understandable	2
	Objectives do not meet the expectations of the society	2

In some studies (14/24), criticisms of the objectives of the curriculum were addressed. When Table 4 is examined, it is seen that the theme of the objectives has ten sub-themes and teachers criticized most that the objectives are not measurable, the scope of the objectives is not clear, they are not suitable for the conditions

of the region and the objectives do not comply with the level of students. A quotation from a teacher's statements about the objectives of the curriculum is presented below.

> *'All the objectives were developed considering the level of students attending schools in developed big cities such as İstanbul, Ankara and İzmir. They must be renewed considering the levels of students from all the regions of our country.' (A12)*

The theme of the content and its sub-themes are presented in Table 5. In some studies (23/24), criticisms of the content of the curriculum were addressed.

Table 5. Criticisms of The Content of The Curriculum

Theme	Sub-themes	*f*
Content	High number and intensity of the topics	15
	Superficial or unnecessarily detailed presentation of the topics	14
	Lack of unity and connections between the topics	12
	Unsuitability of the topics for students' level, interests and needs	10
	Lack of harmony between the topics and the centralized exam system	7
	Uneven distribution of the topics across the content	5
	Lack of inter-disciplinary connections	4
	Abstractness of the topics	4
	Uneven distribution of the class hours across the topics	3
	Irrelevancy of the topics in terms of the daily life	3
	Unsuitability of the topics for some regions of the country	3
	The topics' not being understandable	3
	Unnecessary repetition of the topics	2

A quotation from a teacher's statements about the five most frequently mentioned sub-themes of the theme of content is presented below.

> *'Class hours are not enough and the topics are too comprehensive. It is very difficult to cover all the topics within the given time. In order to keep up with the syllabus we have to teach the topics superficially. In the exams, on the other hand, students encounter questions requiring details.' (A2)*

In some studies (23/24), criticisms of the teaching and learning process of the curriculum were addressed. As seen in Table 6, teachers claimed on the teaching-learning process of the curriculum that time is inadequate for the class activities and schools have bad physical conditions. Constructivist approach needs more diversity of course materials but most schools do not have. Most of the school districts are under lower socio-economic structure.

Table 6. Criticisms of The Teaching-Learning Process of The Curriculum

Themes	n	Sub-themes	*f*
In-class applications	19	Inadequacy of time allocated to activities	16
		Discipline problems	7
Physical conditions in schools	19	Inadequate equipment and physical infrastructure	13
		Crowded classrooms	13
		Socio-economic structure of the school district	10
Course materials and tools-devices	18	Inadequacy of course materials and tools-devices	14
		Unqualified course materials and tools-devices	14

Some teachers' opinions obtained from the primary studies about the learning situations in the curriculum are presented below.

> *'Classes are crowded and students' levels are different. The classroom arrangement is not suitable for the new system.'(A6)*

> *'It is difficult to implement this curriculum in rural areas and slums.'* **(A23)**

In 19 of the primary studies investigating curriculum based on teachers' opinions, problems encountered while evaluating students were mentioned in Table 7.

Table 7. Criticisms of The Assessment and Evaluation of The Curriculum

Theme	Sub-themes	f
Assessment and Evaluation	Existence of a large number of assessment and evaluation instrument	13
	Teacher competency	12
	A lot of time taken by the use of assessment and evaluation instrument	12
	Unsuitable physical conditions and means	10
	Inconsistency between evaluation activities and the centralized exam system	9
	Appropriateness of the assessment and evaluation methods	8
	Suitability of the evaluation methods for the level of students	7
	Their suitability for the socio-economic status of students	6
	Applicability of assessment and evaluation activities	5
	Internal consistency of the assessment and evaluation activities	2
	Comprehensibility of the assessment and evaluation activities	2

A teacher's opinions about the problems experienced in relation to the assessment and evaluation element of the curriculum are presented below.

> *'I am not clear about evaluation. In fact, I do not much know what to do. I do not know how to do. And I do not know how to use what. This is not only my problem; while talking to my colleagues I also realize that they do not know either.'* **(A24)**

Stakeholder-Related Common Problems Experienced In the Implementation of the 2005 Social Studies Curriculum

In the implementation of the curriculum, some problems caused by stakeholders were experienced. Teachers mentioned stakeholder-related problems are presented in Table 8. In some studies (22/24), stakeholder-related problems experienced in the implementation of the curriculum were addressed.

Table 8. Stakeholder-related Problems Experienced in The Implementation of The Curriculum

Themes	n	Sub-themes	f
Student competency	19	Problems induced by financial impossibilities	13
		Suitability for the developmental level of students	9
		Students' not taking responsibility	9
		Lack of basic skills and knowledge	8
		Lack of motivation and interest	6
Teacher competency	15	Lack of knowledge and experience	11
		Lack of educational support	7
		Course load	6
		Physical conditions and financial problems	3
		Lack of the sense of belongingness	1
Administrator competency	4	Inexperienced administrators	4
		Administrators' attitudes and behaviours towards teachers	2
Parent competency	10	Parental indifference	8
		Families' education level	6
		Families' socio-economic status	5

A teacher's opinions taken from the primary studies are presented below.

> *'In the new curriculum, the main purpose is to teach students how to reach information rather than directly transmitting it to them; yet, our students are not good at reaching information; thus, they cannot reach and construct information rather they use information of others.'* **(A14)**

Teachers stated that they felt not competent enough at some subjects while implementing the curriculum. Under the theme of teacher competency, the most commonly mentioned sub-theme is lack of knowledge and experience and then lack of educational support. A teacher's opinions about teacher competency are given below.

> *'I have been teaching in this curriculum for nearly seven years. This curriculum requires me to use modern methods and technologies; but nobody asks me whether I know or can implement these. To overcome this problem, my colleagues and I wanted in-service training but nothing has happened so far.'* **(A17)**

In the primary studies investigated here, teachers also stated their opinions about the problems they experienced with school directors while implementing the curriculum. A teacher's opinions about these sub-themes are presented below.

> *'As school directors are old in general, they are unwilling and unenthusiastic. High majority of them do not understand human psychology and they are short of pedagogical knowledge.'* **(A21)**

In 10 of the primary studies investigated here, teachers mentioned problems related to parent competency. In this regard, a teacher's opinions are given below.

> *'Some parents are indifferent to their students and this not only affects their achievement but also behaviours. In this regard, parental support is of great importance. For the future of their children, parents should attach greater importance to their children's education.'* **(A2)**

Results and Discussion

According to the findings of this research, in the preparation process of the 2005 social studies curriculum, it is seen that the teachers meet the problems of the infrastructure of the schools, introduction of the program and pilot application. The related studies in the literature (Arslan & Demirel, 2007; Aydın, 2007; Baş, 2013; Bulut & Arslan, 2010; Dilmaç, 2008; Ekinci, 2007; Gümüş, 2011) support this study. In 2005 primary education curriculum, there has been a fundamental shift from traditional educational philosophies towards modern educational philosophies. The change in the philosophy of the program has led to changes in many aspects, such as influencing all elements of the curriculum, organizing learning environments according to constructivist approach, attaching importance to thinking skills and problem solving, using active learning methods and alternative assessment techniques. For this reason, such a comprehensive change may have created resistance to change and innovation in teachers who are practitioners of the curriculum (Demirel, 2013). Nevertheless, the fact that teachers are not included in the curriculum development process and that their views are not sufficiently utilized may have made it difficult for teachers to adopt the new program. When the curriculum development models are examined, inclusion of teachers in the curriculum development process together with needs analysis seems important in terms of the adoption and applicability of the curriculum (Oliva, 2009; Taba, 1962). Furthermore, it is understood from the teacher's views that there is not enough time and good planning in the preparation process of the curriculum. This may have reduced the quality of the curriculum's preparation period. Considering the historical process of the educational curriculum in Turkey, 1968 curriculum with pilot scheme for 5 years showed as a good example of the process.

In the implementation process of the curriculum, it is seen that the teachers meet the problems with philosophy, objectives, content, teaching-learning process and assessment and evaluation of the curriculum. Teachers indicate that the curriculum's philosophy is not appropriate to Turkish society, it is not possible to implement of the curriculum to all schools in Turkey and the general structure of the central examination system contrary to the philosophy of this curriculum. Constructivist learning environments are rich media in terms of authentic materials that emphasize individualism, give students responsibility for their own learning and direct students to research, and consider individual differences (Senemoglu, 2015). The collective structure of the Turkish society may have made it difficult to implement a curriculum with individualistic understanding. Kalaycıoğlu (2007) and Semenderoğlu & Gulersoy's (2005) studies showed big differences in the educational conditions in Turkey and stated that a unique curriculum cannot be for everyone. However, in the 2005 curriculum, an understanding has been adopted that thinking and problem-solving skills are taken into account and that it is important to use and interpret knowledge instead of having knowledge. However,

the philosophy of the central examination system and the incompatibility of the philosophy of the curriculum may have adversely affected the implementation of the curriculum.

When the opinions of the teachers on objectives of the curriculum are examined, it is understood that the principles of objective writing are not followed and the structure of the Turkish society and regional differences are not taken into consideration. In addition, it is thought that teachers evaluate the objectives according to the previous curriculum. Opinions on the content item of the program reveal the existence of formal and structural incompatibilities in the content. Relevant studies in the literature (Arslan & Demirel, 2007; Arslantaş, 2006; Atbaşı, 2007; Aydın, 2007; Bahar, Özkaya & Birol, 2011; Başoğlu, 2009; Dilmaç, 2008; Ekinci, 2007; Ersoy, 2009; Gömleksiz & Bulut, 2006; Kalıpcı, 2008; Karadeniz, Eker & Burunsuz, 2015; Kaymakçı, 2015; Kuyucu, 2007; Pekcan, 2009; Semenderoğlu & Gülersoy, 2005; Tetik & Arslan, 2013; Uzun, 2007) support the findings of this study on the objectives and content of the curriculum. Two problems can be attributed to the teachers' problems regarding the objectives and content of the curriculum. First, the curriculum's objectives should be based on needs analysis and philosophy of education (Oliva, 2018; Taba, 1962; Tyler, 1949). From the teachers' viewpoint, it can be considered that it was not conducted a proper needs analysis and that the new educational philosophy is not well understood by curriculum developers. Secondly, other items of the curriculum are shaped according to the objectives. İll-structured objectives will cause the problems with the other items of the curriculum. Teachers' opinions on the content item also show this. In addition, it can be said that attention is not paid to the rules that should be paid attention to in writing objectives, and structural and formal principles are not taken into account in creating content.

Teachers indicated that inadequate technological equipment and infrastructures of the schools, and crowded classes had problems in implementing the curriculum. The problems in the teaching-learning process revealed in the research are supported with the related studies in the literature (Akdeniz, 2008; ; Akşit, 2011; Aslan, 2009; Atbaşı, 2007; Aydın, 2007; Bahar, Özkaya & Birol, 2011; Baş, 2013; Başoğlu, 2009; Bulut & Arslan, 2010; Dilmaç, 2008; Ekinci, 2007; Ersoy, 2009; Ersoy & Kaya, 2008; Kalıpcı, 2008; Kamber, 2007; Kuyucu, 2007; Öztürk, 2009; Pekcan, 2009; Semenderoğlu & Gülersoy, 2005; Tarman, Ergür & Eryıldız, 2012; Uzun, 2007). Problems related to the teaching-learning process the fact that an effective and planned preparation period has not been implemented before spreading the curriculum, as mentioned at the beginning, the teachers are creating a resistance to the curriculum, because of the lack of the necessary facilities for the understanding and adoption of the new philosophy of the curriculum.

According to the teacher's opinion on the assessment and evaluation process of the curriculum, it is understood that the teachers do not want to apply the measurement instruments prepared according to the new philosophy of the curriculum because of not being experts on them and contradiction of the measurement instruments with the structure of the central examination system. The related studies in the literature (Akdeniz, 2008; Baş, 2013 Dilmaç, 2008; Ekinci, 2007; Ersoy, 2009; Gömleksiz & Bulut, 2006; Kalıpci, 2008; Kamber, 2007; Kesten & Özdemir, 2010; Semanderoğlu & Gülersoy, 2005; Tarman, Ergür & Eryildiz, 2012; Uzun, 2007; Yazar, 2008) support the findings of this study. Again, the philosophy of the curriculum is confronted. If the philosophy of a curriculum is not internalized, it is thought that there are problems in applying all the items of the curriculum. As a result, it can be considered that the teachers cannot adapt the test instruments designed according to the new educational philosophy to their own classes. In addition, although the program has changed, continuing the central examination system in accordance with the old understanding has led to worry and fuss in terms of both teachers and parents. This creates an implementation of a synthesis of the new and old curriculum in schools. Using diluted knowledge from the previous curriculum and the flexibility provided by the new curriculum, an artificial curriculum be created that yielded even worse results than the previous one. As a matter of fact, the difference between 2003 and 2016 PISA results makes this situation clearer. It is not possible for children who are prepared according to the constructivist curriculum to be successful from the purely knowledge-based examination system, because the conceptual knowledge, thinking skills and problem-solving concepts are at the forefront. For this reason, it can be said that the new curriculum has made it difficult for teachers, students and parents to adapt. Teachers do not break from the old curriculum because the coverage of the central exams overlaps with the previous one. In addition, while teachers are acting according to the new curriculum, the parents are reacting because of the test anxiety (Akşit, 2011; Aydın, 2007; Ekinci, 2007; Ersoy &Kaya, 2008).

When stakeholder-related problems are examined in the implementation of the curriculum, it can be said that the inadequacies of the teachers in implementing the curriculum, inadequacy of the administrators

in supporting the teachers, and the socio-economic problems of the students and the parents are some of them. Until the primary school curriculums in 2005, Turkish society was trained with national curriculums supporting sociologically collective structure. However, with the 2005 curriculum, more universal and individualistic approach have been adopted. It can be said that this radical change which is realized from the sociological point of view is a very difficult curriculum to be adopted and supported both in terms of educators and in terms of students and parents.

Social studies curriculum aims to benefit from authentic sources and using research-based approach, students' lack of motivation and their inability to take responsibility decreas the functioning of the curriculum. Socio-economic, sociocultural, and divergent society make it difficult to implement a standardized common curriculum and to achieve expected results. In an educational environment where a curriculum applied that does not address every student in terms of socio-economic and socio-cultural situations, it is unlikely that students will be motivated and expected to take responsibility for their learning. The studies related to the stakeholder-related problems in the literature (Atbaşı, 2007; Aydın, 2007; Ersoy, 2009; Ersoy & Kaya, 2008; Kalıpci, 2008; Kuyucu, 2007; Öztürk, 2009; Pekcan, 2009) give parallel results with this study.

In the implementation of the curriculum, teachers stated that they did not have the necessary educational support in the regard that they did not have sufficient knowledge and skills regarding the curriculum. These results obtained in the research are supported by related studies in the literature (Akşit, 2011; Arslan & Demirel, 2007; Atbaşı, 2007; Baş, 2013; Bulut & Arslan, 2010; Dilmaç, 2008; Ekinci, 2007; Gümüş, 2011; Pekcan, 2009; Semenderoglu & Gülersoy, 2005; Yazar, 2008). In the 2005 curriculum, teachers need more than ever to be supported by school administrators and parents. However, it can be argued that school administrators lack the knowledge and experience to guide teachers adequately and that negative attitudes lead teachers to take responsibility for the program alone.

It is thought that in the curriculum development studies, given the required admission to the stages particularly the need analysis and the continuity of the curriculum minimize the problems. Measures can also be taken, such as inclusion of teachers to innovate and break up resistance, breakthroughs in innovation, in-service training and expert support in the process. Taking into consideration the philosophy of education adopted in terms of the success of the curriculum at all stages is thought to enhance the quality of the curriculum.

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