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The publication of the Mediterranean Journal of Social & Behavioral Research (MJOSBR) is going to be an important contribution for social and behavioral sciences. This journal has emerged as a result of international collaboration among academic scholars throughout the world. The editorial board consists of different academics from many countries. We welcome submissions to bring international quality of MJOSBR. The strength of any good journal arises from interdisciplinary academic perspectives represented by the members of its editorial board. With the launching of our new publication, we invite readers to submit their manuscripts to the MJOSBR, and welcome all articles contributing to the improvement of social and behavioral sciences. We would like to thank to the editorial board of MJOSBR for their voluntary support. The Mediterranean Strategic Research Center is also a supporting association in collaboration with the journal which publishes books in the related fields. Please do not hesitate to send us your valuable comments and suggestions. The journal will publish refereed papers, book reviews and selected papers from conferences as well as special issues on up-to-date problematic topics. MJOSBR is a platform for exchanging views related to social, behavioral and educational research. We welcome authors with the warm senses of Mediterranean culture and share the common global ethical views of our academic world.

Best Regards

MERT BASTAS, PhD.

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Research Article OPEN ACCESS

The Need of Adult Education and Training Administration in Lifelong Learning

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ABSTRACT

Lifelong learning is the constant updating of a person's knowledge, skills and competencies throughout his life. Undoubtedly, life-longlearning and adulteducation are not only vocational-technical but also socially andculturally necessary, since life change and renewal are not one-dimensional. In the global world, where knowledge and skills are rapidly deteriorating and insufficient, everyone has the right and the need to renew and develop themselves by continuously benefiting from lifelong learning and adult education services. It is seen that the LLL cannot achieve its goals and the target scannot be achieved. According to the results of the International Evaluation of Adult Competencies Program; A large majority of adults lack the skills required by the era, levels of education in Turkey can not it be effective in skills training, skills biggest difference between men andwomen in Turkey. These results are valid between the ages of thirty-sixty-five. In addition to this, starting from MEB, the graduates of the LLL and continuing education centers, who are mainly engineers, operators or other fields, are chaired / headed. It is not uncommon for the graduates of the Education administration departments of the Education Faculties to take part in the administration of the secenters. The aim of our study is to reveal the contribution of the graduates of Education administration, who will work in LLL centers, to the system. Therefore, this research is a qualitative research usingthe "document analysis" method. For this purpose, the literature related to LLL and Educationadministration has been scannedand it is planned to reveal possible results by reaching the data.

Keywords: lifelong learning, adult education, education administration, education administrator

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INTRODUCTION

Today, where science and technology develop very quickly and knowledge can be controlled very hard, developments should be reflected especially to people who have completed their education. Today, every person over thirty years of age in Turkey must have been subjected to the reform, rhetoric, which promises to end problems such as learning, quality and access in education. Looking back, we see that many good ideas, initiatives, plans and programmes remained on dusty shelves in education. One of them is lifelong education, adult education. Lifelong learning is a person's constant update of their knowledge, skills and competencies throughout their life.

Undoubtedly, since change and regeneration in life are not one-dimensional, lifelong learning and adult education are necessary not only from a professional-technical care, but also from a social and cultural care. In a global world where knowledge, skills are rapidly becoming old and inadequate, no matter what level of education they receive, everyone has both the right and the need to renew and improve themselves by constantly benefiting from lifelong learning and adult education services. When we look at the researches carried out in the field of lifelong learning in our country, it is seen that the lifelong learning has not achieved its objectives and the targets have not been achieved.

According to the results of the OECD's (2016) Programme for The International Assessment of Adult Competencies (PIAAC); The majority of adults lack the skills required by the age and the education levels in Turkey are not effective in gaining skills, and there is a big skills difference between men and women (Tedmem, 2016). In addition to all these, starting from meb, the graduates of the lifelong learning and continuous training centers, mainly engineers, operators or graduates of other fields are the president/director (Duman, 2006). It is not common for graduates of the department of education management of education faculties to take part in the management of these centers.

METHOD

The aim of our study is to reveal the contribution of the graduates of the department of education management who will work in the centers of the lifelong learning to the system. In the research, many eu-issued papers in the field of lifelong education and adult education were

seen. Our work; Based on the results of the OECD 'International Assessment of Adult Competencies Program (PIAAC)' in our country, it is limited to thirty-sixty-five years of age. Research is a qualitative research using the "document analysis (review)" method. Document analysis is the analysis of written materials containing information about the facts and events to be investigated (Yildirim and Simsek, 2008). In addition, document analysis in qualitative research can be used as a stand-alone data collection method and includes analysis of written materials (Lightning and Lightning, 2008). In this respect, care has been taken to obtain data focused on research in line with the research problem. In this context, the field article on lifelong learning and education management was scanned and the data were reached and possible results were planned to be revealed.

Lifelong Learning in the World

The full ingest of the idea of lifelong education was expressed in the early XX century. In the 1920s, John Dewey and Eduard Lindeman and Basil Yeaxle established the political basis for a comprehensive understanding that looked at education as a continuous dimension of everyday life. Thus, an understanding that education is lifelong has come from the first time of system studies in the field of adult education (Ayhan, 2005). Since the beginning of the 1990s, the lifelong learning has started to be at the top of the agenda again all over the world (Duman. 2005; Hake, 2005).

The EU and many countries have prepared se-siyasa documents on the lifelong learning in a row, and are being sought to reach the learning community. For example, if you want to use The 1994 EU white book on "Development, Competition and Functioning" emphasized that all nations should put the IU as a general goal. In 1995, the EU published the white book titled "Teaching and Learning: Towards the Learning Society", and 1996 was considered the year of "European Lifelong learning". Similarly, Japan passed the "Promotion of Lifelong learning Act" in 1990 and founded a "National Council on Lifelong learning." Scotland titled "Lifelong learning: The Way To Go" in 1997, the UK Department of Education and Employment, "Learning through Life" in 1995 and " Learning Age: Rebirth for a New England" in 1998; The Finnish Ministry of Education in 1997 "Learning Happiness"; The Irish Ministry of Education and Science published lifelong learning documents titled "Learning for Life" (Duman, 2005).

In 2000, the European Commission published a memorandum on lifelong learning of an important siyasa document. In this document, lifelong learning is defined as follows: All learning activities last a lifetime, built around six basic messages for the development of lifelong learning politics throughout Europe in order to improve knowledge, skills and adesies.

These six messages include: basic skills for all, more investment in human resources, bringing learning home, assessment of learning, rethinking guidance and consultation, innovations in teaching and learning. The memorandum was heavily debated between member and candidate countries in the first half of 2001. Responses to the memorandum were evaluated and reviewed by the Council of Europe and published at the end of 2001 as "Being European in the Field of Lifelong learning Reality". This result was found in June 2002 by heads of state and government to learn lifelong. The Council of Europe adopted the Political Document reviewed by the European Commission and adopted it as a guide principle for education and education reform in member and candidate countries (Hake, 2005).

Lifelong Learning in Turkey

With lifelong learning in the world beginning to develop and gain importance, education has emerged as a key component of all educational activities covering both school education and out-of-school education, regardless of time and space. In the lifelong learning memorandum announced bythe European Union Commission in 2000 in our country, the following six basic strategies are necessary in the identification and dissemination of lifelong learning and the general framework of lifelong learning in the 21st century is determined:

- New basic skills for everyone,
- More investment in human resources,
- Development of innovations and new methods in education,
- Valuing/documenting all kinds of education,
- Review of guidance and consultancy services
- It is determined as using information communication technology to reach those who have difficulty accessing education as much as possible, lifelong learning approach for local and regional-based initiatives, multipurpose learning centers, and using information networks for the learning community.

In addition, today, where lifelong learning has become a valid option especially in acquiring knowledge/skills for employment and updating existing information, widespread education has gained importance and widespread educational opportunities have been developed in our country that appeal to all segments of the population. In this context, it is aimed to provide one-point access to the databases of the largest lifelong learning institutions in the country with lifelong learning. The general directorate of lifelong learning under the ministry of national education was established and training and job opportunities were initiated as well as the course programs offered by the public education centers affiliated to this general directorate. In this context, turkey lifelong learning strategy document and action plan (2014-2018) was adopted by the high planning board. http://hbogm.meb.gov.tr/

Lifelong learning strategy document for the period 2014-2018

The lifelong learning system, which started to be created with the lifelong learning strategy document of the period 2009-2013, is aimed to be more systematic in line with national and international approaches with the lifelong learning strategy document and action plan for the period 2014-2018. In the national lifelong learning strategy document for the period 2014 – 2018, which is prepared to improve the effectiveness and efficiency of the lifelong learningsystem;

- Establishing a lifelong learning culture and awareness in society,
- Increasing lifelong learning opportunities and presentation,
- Increasing access to lifelong learning opportunities,
- Development of lifelong guidance and counseling system,
- Development of the system of recognition of previous learnings,
- The development of a lifelong learning monitoring and evaluation system has been prioritized (www.hbo.gov.tr).

Problems of Lifelong Learning in Turkey

When we look at the studies carried out, it is revealed that the realization figures of the studies on lifelong learning in practice are very small.

Lifelong learning participation rate is based on the participation rate of individuals between the ages of 25 and 64 in the last 4 weeks in measuring the effectiveness and results of lifelong learning systems. This rate is determined by the household workforce survey conducted by TURKSTAT. Looking at the change in the participation rates of EU countries in lifelong learning between 2006 and 2012, the participation rate of lifelong learning in Turkey increased from 1.8 percent in 2006 to 3.2 percent in 2012. The EU (27 countries) also fell from 9.5 per cent in 2006 to 9 per cent in 2012. This shows that the EU 2010 target remains below 12.5 percent and the 2020 target of 15 percent (THBÖSB and EP. 2014-2018). Looking at the participation rates of some countries in adult education in Europe, it is seen that it is 37.4% in Denmark, 30% in Sweden and 20.1% in the UK (Vezne, 2017).

Although Progress has been made in Turkey's lifelong learning participation rates (2007-2019) over the past thirteen years, it is seen that a planned effort must be made to achieve EU targets with the current level of 5.8 percent participation (YBGM, Monitoring and Evaluation Report 2019). There are criticisms about lifelong education applied in our country. For example: According to Bagci (2011), there are too large differences between Turkey and the European Union in terms of the situation in the areas of education problems and possible solutions. However, it can be observed that the reference framework in the basic policy texts that can be addressed under the title of lifelong education policies in Turkey is purely european union texts. This situation causes lifelong education to move away from the solution potentials of Turkey's educational problems as a concept that underlines that learning activity is widespread, continuously happening in all areas of life and in all areas of life that cannot be compressed into schools. Turkey needs a lifelong education approach that does not ignore universal values but seeks solutions by identifying its own educational needs on a more realistic ground.

Okçabol (2007) and Sayılan (2009), which specifically questioned the processes and dynamics of globalization affecting national education policies; (Kaya, 2014) emphasizes that the new economic understanding under the influence of globalization sees all public services as a commercial commodity and emphasizes the concept of "customer" instead of "citizen", while this transformation increases the need for social adult education approaches and negatively affects existing adult education services. Therefore, adult education, which feeds on people's lives, needs to produce solutions to people's life problems, but evaluating adult education studies with material elements causes other learning opportunities that people need to be ignored. At this point, vocational education in particular has started to be considered in a narrow environment as an adult learning away from the context of adult education. The data obtained as a result of the research conducted by Taşçı and others (2015) in Eskisehir primarily include lack of resources, human resources problems, lack of cooperation between stakeholders, lack of support offered to trainees after training and problems in the functioning of courses under the negative opinions indicated by managers and tutorials regarding lifelong learning environments.

Considering the meaning of the service it offers in Eskisehir and in general throughout Turkey and the size of the target audience reached, it is seen that more resources should be deseed to lifelong educational institutions such as public education centers. Another problem specifically identified by the managers is inadequate cooperation with the relevant institutions. In this context, the necessity of further relations with ISKUR and universities was emphasized by the participants. According to Hayatgönüşen (2019), the participation rate of lifelong learning activities is lower than in developed countries despite the increase and recordability in recent years. Alhowever, alhowever, the units affiliated with metropolitan municipalities have changed to some extent, the administrative-technical capacity and recognition in society of the units established for the purpose of continuous education or lifelong learning in different institutions is still not enough.

The level of awareness, interest and contribution of non-governmental organizations in this area is lower than expected. The quality and standardization problem of the same type of lifelong learning programs offered by different institutions, including universities, continues to increase. There is no settled accreditation system and impact analysis studies of the trainings. For this reason, it is not possible to count pre-acquired skills in common education at certain rates in formal education. According to the results of the OECD's (2016) programme for the international assessment of adult competencies (PIAAC); In Turkey, the majority of adults lack the skills required by the age, and the education levels are not effective in gaining skills and there is the greatest skill difference between men and women. In addition, adults are without skills after compulsory training and cannot use their skills in their workplaces and in their daily lives.

These results apply to thirty-sixty-five-year-olds (Tedmem, 2016). In addition to all these, the graduates of the lifelong learning and continuous training centers affiliated to the MEB are mainly engineers, operators or graduates of other fields. Public education centers in districts are mostly run by non-expert managers, far from the needs of the public (Duman, 2006). It is not common for graduates of the department of education management of education faculties to take part in the management of these centers.

Education Management and Lifelong Learning

Education management is an "interdisciplinary" science created together by the disciplines of "education" and "management". Education management is the application of management science to education. EY is about implementing policies, decisions and objectives in the field of education. Ey, its main aim is to keep the Turkish national education system alive for educational policies as a whole and the objectives of the organization and to help create a positive climate organization in the learning teaching process (Yücesoy, Demir, Baglama, Bastas, Oznacar, 2020). For this purpose, education managers use the theories, methods and principles of general administration in order to co-ordination human and material resources, to make decisions and to direct group efforts (Balci and Aydin 2003). In order for the education manager to achieve all this, he needs to know the concepts and processes of education management well. In order for this concept to translate processes into behavior, it is mandatory for the education manager to have an academic education in this field. Individuals and groups inside and outside the institution where he works must also be well trained in behavioral science in order to take action towards the objectives of the institution (Bursalıoğlu, 2000).

With the rapid developments in technology, different areas of education have emerged as in many other fields. The increasing reality

in education has led to the emergence of different areas of education as in many other areas in parallel with developments such as the use of social media (Bicen and Demir, 2020; Nacak, Baglama, Demir, 2020). One of them is lifelong learning. The education manager, who will take part in lifelong learning, has to manage his institution in a style suitable for his/her structure. Contemporary structuring requires the management of the institution with its own symbols and values. The voice and vision of the manager is an important coordination tool. Ensuring that education workers deleas themselves into training services and insevaluing them will necessite management with such symbols and values.

The education manager has to have a 'vision' for lifelong learning as a result of educational leadership. The vision is a low on what the BC will be in the near future, a great ideal. In order for this thought to be implemented, it is necessary to develop the mission of the lifelong learning in line with the vision. The mission is a task for the great thinking. These tasks, i.e. the mission, need to be institutionalized to find life. In this, it is necessary to connect concrete plans and projects of the mission. It is important to create a lifestyle, i.e. a culture, for the vision to be carried out in the lifelong learning. So everyone will see how what they're doing works, how it changes your life.

The lifelong learning should be organized as 'learning organizations' and managed with this understanding. Learning organizations are organizations that see research and learning as dynamo of change and development (Balci, 2000). When we look at the work of the general directorate of lifelong learning of meb; There is not a lot of employees who have graduated from education management in the general directorates and units, provincial and district national education directorates. Employees do not have the training manager's suffies. Because the text is translation, the vision is a mission passed in two sentences. Since the text of the lifelong learning was taken from the lifetime learning memorandum announced by the European Union Commission in 2000, it should first be re-edited according to the facts and need to learn about the lifelong learning.

CONCLUSIONS AND RECOMMENDATIONS

Today, the speed of change and increased knowledge in almost every field means that lifelong learning is now a necessity. No matter how qualified your education is in school, after entering the business world; If you do not follow the developments and renew yourself, the insement gap between life and you will always appear as negativity and failure. This is what adults in our country live in. The ministry of national education has a management and management problem that is not a graduate of education management. Unresolved management problems are naturally reflected in the lifelong learning. It is not often that educational faculties and educational scientists, especially adult educators, are involved in the management of these centers. The actual lifelong learning that occurs in the applications of managers with inadequate characteristics is the small number of people participating. As a result of miscommunication, the lifelong learning is not achieving its goal. The needs of the people, the realities of life are ignored.

Graduates of the department of education management should take part in the lifelong learning, starting from the headquarters of the general directorate. People who have taken training management courses should be included in the provincial and district public education centers. Education management graduates who will take part in the lifelong learning expect a difficult task. First of all, in cooperation with political institutions, universities and professional organizations, the lifelong learning should be provided to reach all adults of society. The text, which was created as a translation of the articles in the lifetime learning memorandum announced by the European Union Commission in 2000, should be re-edited according to the facts and need for learning that people in our country live in.

According to the results of the program for the international evaluation of adult competencies in our country; More importantly, adults do not gain skills after compulsory training. This results in people over thirty years of age in our country not adding anything new to their lives after compulsory education. An education reform should be initiated specifically for adults. In order to solve the lack of resources, human resources problems, lack of cooperation between stakeholders, lack of publicity, lack of support offered to trainees after training and problems in the functioning of courses in our country, studies should be initiated by the current general directorate of MEB, lifelong learning. In order to become a learning, ever-evolving society, the understanding that education is a lifelong process should be adopted everywhere.

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Research Article **OPEN ACCESS**

Transfer of Hands-on Skills in the Teaching and Learning of Civil Technology Subjects in South African Schools: A Case of Three Technical Schools in the Eastern Cape Province, South Africa

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ABSTRACT

The integration of the theory and practical components in the teaching and learning of the Civil Technology subject is requisite. This is to ensure the transfer of the much needed hands-on skills in a country desperate for technological emancipation. It is regrettable that some South African schools offering the Civil Technology subject have been caught wanting in this aspect. This paper therefore investigate the challenges of transferring Civil Technology hands-on skills and how these challenges can be resolved in order to move the subject forward. The study was conducted on 41 Grade 12 learners and 3 teachers from the three senior secondary schools in the Eastern Cape Province. Classroom observations and interviews were conducted with the purpose of ascertaining how hands-on activities were conducted in the workshop. It was established that the teaching of the subject has become too theoretical to the detriment of the psychomotor abilities.

Keywords: hands-on skills, civil technology, practical skills, Eastern Cape, theory and practical

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INTRODUCTION AND BACKGROUND

The Grade 10-12 Civil Technology curriculum in South African schools' policy prescribes the subject to infuse both the theoretical and practical aspect. The policy document for the subject advocates 4 contact periods a week, where 2½ hours should be theory and 1½ practical (Department of Basic Education, DBE, 2011:15). Therefore, the need to infuse the practical into theory remains key. This is because Technology education curriculum should be designed to train individuals to become craftsmen, technicians and technologist in different occupational areas (Rufai, BinMusta'amal, Kamin & Saud 2013:74). Umar & Ma 'aji (2010:65) contest that this aspect of the curriculum can only be implemented where facilities in the workshop are adequate and relevant. This should be vital to create school graduates who will be able to earn an income in a country where unemployment rate is sitting at 24,10% (Trading Economics, 2014). School workshops offer opportunities for practical training of learners in the acquisition of skills in different trade areas (Rufai et al, 2013:75). Skills training in technology education is regarded by most countries as the pivot on which their development revolves because of the benefits stored in it such as job creation, entrepreneur skills acquisition and poverty alleviation among others (Chinyere, 2010:81). According to Uwaifo (2010:40), technology education has more direct impact on national welfare more than any other profession. Thus, it is no exaggeration to assert that technology education is the bedrock upon which advance nations are based (Kennedy, 2011:46). Furthermore, Kennedy (2011:53) maintains that the training received by learners in technology education these days is too theoretical to the detriment of the practical aspects of the lessons. Sadly, Chinyere (2010:82) discovered that what is available in schools for technology skills training is a situation of inadequate training facilities in the form of materials, tools, equipment, workshops and inappropriate delivery method. The teaching and learning of Civil Technology in some South African schools currently is of a serious concern as learners graduate Grade 12 without requisite basic hands-on skills.

Hands- on skills are found in many subject areas of technology education such as Electrical Technology, Mechanical Technology and Civil Technology (Kennedy, 2011:54). The use of projects like mouldings, simple construction of wood joints, casting of concrete foundation, laying of blocks/bricks, floor tiling, etc. becomes necessary with the purpose of providing an opportunity for hands-on practical in the context that is meaningful to learners (Kennedy, 2011:51). In Civil Technology, through the integrated completion of theoretical work and the practical assessment tasks (PAT) hands-on skills in respect of safe working practices; good housekeeping; first aid practices; erection of

structures; working with accurate measurements; and workshop practice will be developed (DBE, 2011:9). The training in this regard can only be practically conceivable if there are materials and equipment for leaners to manipulate.

THE SIGNIFICANCE OF PRACTICAL LESSONS IN CIVIL TECHNOLOGY

Workshop training offers learners an opportunity to manipulate equipment and to work with other materials as well. This in turn helps learners to make the connection between real life situations and the classroom instructions. The technological education is considered as a formal type of education for providing suitable skills, practical skills and scientific knowledge to make learners ready for joining labour market (Ahmed, 2011:22). The concept of practical lessons in technology education is for the transfer of skills training like hands-skills. Skill training is regarded by most countries as the pivot on which their development revolves because of the blessings or benefits stored in it such as; empowerment, job creation/ entrepreneurial skill acquisition and poverty alleviation among others (Chinyere, 2010:81). Like any science-based subject, Civil Technology should integrate both the theoretical and practical component for practical to complement theory. Ideally the workshop in schools should provide equipment and material in order for learners to acquire practical hands-on skills (Umar & Ma'aji, 2010:65). Skill acquisition involves the mastery of practical skills and knowledge in any technology field of study and this is done through training, teaching, practical experiences and on-the- job training (Bayode and Uzoka, 2010:118). The concept of skill acquisition in technology education is geared towards empowering youths and adults alike with requisite skills, so that the dreams of gainful self-employment, job creation and improvement of life can be achieved (Ofoye and Asarah, 2010:139).

Chinyere (2010:84) posits that practical work constitutes an essential component of technology education. The use of practical work is to illustrate theory, contest Johnstone and Al-Shuaili (2001:42). It should be noted that theoretical understanding is gained relatively slowly through practical work (Reid and Shah, 2007:175). This simply means that learners need practical work to make sense of theory. In Civil Technology, the use of practical work is key to help learners understand theoretical concepts. This is in line with Mewis (2011:44) assertion that practical work helps to support learning and also illustrate key concepts. In the same vein, Seiter (2009:422) recommended that for learners to develop manual skills and cognitive reasoning in technology education, they must be given access to workshops which will allow all possible methods of working with materials and equipment. The teaching and learning of both theory and practical are key components in the handling of Civil Technology subject and should one of these two key components be removed; the subject will seriously be handicapped. The consequences of this will be undesirable as learners will graduate high school half-baked in the subject.

THE CHALLENGES FACING CIVIL TECHNOLOGY TEACHING AND LEARNING IN SCHOOLS

All technology-based subjects require more instruction and practical time than arts and science education (Boateng, 2012:110). Umunadi (2010:5) avers that schools offering technology subjects face inadequate funding and facilities, inadequate and inappropriate staffing. In the same vein, Kennedy (2010:21) declares that facilities like workshops equipment and materials are grossly inadequate in schools and therefore pose a serious challenge in the teaching and learning of technology subjects. This does not argue well for the holistic teaching and learning of the subject. In the absence of facilities like workshop and materials, the subject becomes theoretical. It should be noted that the teaching of Civil Technology, just like any practical subject is centered on the practical lessons. Reid and Shahi (2007:40) assert that to improve the teaching of practical lessons, it is necessary for students to handle laboratory equipment regularly and adequate time need to be given to students to learn techniques of using equipment and developing skills for practical. However, Moemeke (2010:95) insists that practical work as means of developing skills in creativity and mental skills have been so highly neglected in schools. In addition, (de Jager, 2011:149) posited that although practical work is extremely important in all technology education subjects, most of the schools in South Africa are under resourced and has since neglected the practical since the start of the subject due to a lack of resources. Like any technology-based subject, the development of both creative and mental skills remains key for the successful teaching and learning of Civil Technology. Without this, the offering of the subject becomes a deception.

PROBLEM STATEMENT

Learners in some South African schools graduate Civil Technology Grade 12 class without the basic hand skills required to enter the technical world of work. This unfortunately add numbers to the already high unemployment rate in the country. The following research questions becomes key in the investigation:

1. How is the Civil Technology practical component handled in selected schools in terms of teaching and learning?
2. What is the significance of the practical aspect of the subject in relation to employment opportunities?

METHODOLOGY

The study adopted a qualitative research design in carrying out the investigation. Henning, Van Rensburg and Smit (2009:3) describe a qualitative study as a study which aims for depth than quantity of understanding. Therefore, the study made use of structured interviews as well as classroom observation to conduct. The interviews were commonly structured and standardized for all the three sample schools. All the three teachers were interviewed in their respective schools. Observations were also carried out as another method to get first-hand information and to adduce more evidence on how Civil Technology practical activities are being conducted. The observation schedule was adapted from Differentiated Classroom Observation Scale Protocol

(Grant, Stronge and Popp, 2008:70). The researcher spent the whole day in each of the three selected schools observing how the practical component of the subject was being handled whiles activities were underway in schools. The interview data was first analyzed by transcribing. Each transcription was considered with the aim of identifying key issues. Descriptions were then formulated from the key issues identified as relevant to the study and coded. Themes, which are a pattern of answers emerging consistently and more often to highlight a common issue, were created, and then categorized into headings and constructively narrated with the support of verbatim.

Data derived from observation was analyzed descriptively per item that was reflected in the schedule. Each item that the researcher had on the observation schedule was analyzed per school with the purpose of getting a connection of the activities in the Civil Technology workshops in the three schools. The analyses were mainly done by paying attention to all the items in the observation schedule and themes were developed from the field notes obtained from what the researcher observed from the three selected schools. The results were narrated to give a true reflection of what was observed.

POPULATION AN SAMPLING

A "population" consists of all the subjects you want to study (Yount, 2006:2). The population in this study comprised of three schools offering Civil Technology in the Eastern Cape Province. These schools are situated in three different districts around the Eastern Cape Province. The researcher selected these schools on the basis of their immediate vicinity and accessibility. Notably, the Eastern Cape Province is too rural and most villages have bad roads, which make accessibility difficult.

Dasmani (2010:62) denotes that the importance of samples lies in the accuracy with which they represent or mirror the target population. This study employed the judgmental /purposive sampling technique. All the Grade 12 learners together with their three educators from the three selected schools, were considered to be relevant to the study by virtue of them being involved in the teaching and learning of Civil Technology. Battaglia (2011:405) describes purposive sampling as a non-probability sampling method aimed at producing a sample that can be considered "representative" of the population. In the three districts, the researcher selected one school in each as his sampling technique totaling three in numbers. The respondents consisted of an easily manageable number of 41 learners in total combined from the three schools, with 25 boys and 16 girls.

RESULTS AND DISCUSSION

Interviews with Civil Technology Learners

I know all the tools in the practical workshop and how to use them

Three-quarters of the respondents said they do know most of the tools theoretically, but they have no access to them as they are not there in the workshop. The respondents said they cannot use most of the tools as some of the tools are also not in a good condition. Notably, the non-usage of tools in workshops is a blow to learners' acquisition of skills as tools are critical in the learners' everyday work in the workshop. This unpleasant response from Grade 12 learners, which is the exit point at schools is outrageous for a subject considered practical.

State of workshops in schools

In responding to the aspect above, the following theme was recognized consistently from the learners' responses: *Not in a good condition due to lack of space, equipment and personal protective equipment (PPE's)*. Personal protective equipment (PPE's) can be described as the equipment worn from head to feet, in order to protect workers from injuries and contracting diseases in the workshop. The respondents argued that their practical workshops are normal class size and that they do not have much space to move around. In addition to that, the learners said their workshops are not adequately equipped and lack equipment, material and PPE's. The condition of workshops does not argue well for the safety of everybody involved, be the teachers or learners. According to the National Unions of Teachers (NUT) Health and Safety Briefing report (NUT, 2011:11), all practical activities can become hazardous in some circumstances due to factors such as, the suitability of the teaching area and non- usage of personal protective equipment.

Projects in the workshop

On the question of projects in the workshop the researcher wanted to establish how learners go about doing their practical project whenever they get a chance to do so. In response to this aspect, most of the learners said, "*we are given readily made material to assemble a project*". Apart from the learners receiving readily made materials, the respondents also said their Civil Technology teachers actually do the actual work for them in order to get good marks. The provision of readily made material to learners and the teachers' extensive involvement in doing projects for the learners actually denies the learners the opportunity to prepare the material on their own.

Time spent in the workshop

In responding to the above variable, all the respondents said, "*we do not spend enough time in the practical workshop as practical are not allocated in the school time-table*". The learners said they only go to the workshop in September to do PAT for one month because they have to get marks for practical which contributes to their final promotional mark. The learners' responses once more demonstrate how schools do not view the practical activities of the subject as critical. It must be noted that it is to the learners' advantage to spend more time in the workshop in order to learn practical skills.

Results Based on the Interviews with Civil Technology Teachers

The results of the interviews were transcribed in order to obtain the themes or pattern of all the results about what the teachers said. Below are the interview results with the Civil Technology teachers per question.

The significance of workshop Practical for learners doing Civil Technology as a subject

The Civil Technology teachers consistently acknowledged the importance of workshop practical for learners doing Civil Technology, as it is an integral part of the subject. The respondents unanimously indicated that the practical component of the subject help learners understand the theory part of the subject. One theme that consistently emerged when the teachers responded to the issue of workshop practical is that "*for learners to make sense of theory, they have to do practical in the form of projects which will in turn help them to get employed or become self- employed*". The respondents are of the view that learners should be able to become self-employed and create jobs on completion of their

Grade 12 without any further training. However, teachers felt that the current training learners are exposed to do not offer them such opportunities.

The subject teacher from one school said "*for learners to make sense of the theory part, they have to go to the practical workshop to put what they have just learned into practice. Some of the learners who went through my hands at the school during the apartheid era are self-employed and make a living without any further training".* The responses from the Civil Technology teachers above attest to assert the view that Civil Technology subject cannot be taught without the practical component. It is from this perspective that practical activities need to be adequately taught for learners to make sense of the theoretical aspect of the subject.

The state of the workshop

The interviewees said that "workshops *are not in a good condition and are in an appalling state which is a far cry from what the workshops should be ideally*". These teachers said that the acquisition of skills without properly equipped workshops is impossible. Furthermore, the interviewees stated that they are forced to spend most of the time teaching theory which does not augur well for a practical subject like Civil Technology.

Teacher A from School A said the following:

"*We do not have enough material for learners to manipulate. For us to have material for the practical projects we go beg the private sector to give us what they have discarded as waste or recycling material. I can say that the only time they have the material for the practical is when learners are expected to start with their PAT".*

Teacher B from School B said the following:

"*The learners do not have enough material to work with all the time. We do ask learners sometimes to bring their own material for practical projects and we also improvise as the school by levying the parents and top up the levy with school fees".*

Based on the responses above, it can be asserted that when learners get the opportunity to do practicals in the workshop, they do not get the feeling of using real materials. The waste material learners receive from private sector does not expose the learners to the real world.

Learners' preparation of projects

The researcher wanted to establish how learners prepare their material whenever they get a chance to work in the workshop. There was only one theme obtained from response by the teachers, *that teachers help learners with their individual projects as each learner has to get a practical mark for the final examination.*

Teacher B from School B in answering the question on how learners do their projects said:

"*As the material arrive late, for us to complete the project and meet the deadline for PAT moderation I have to step in and help cut the material for the learners. The project we are given this year in 2012 is for an individual to complete to get the 25% practical mark. Ideally learners were supposed to start with the project from working out a cutting list for all the material required for the project, then plane and cut wood to the required sizes and assemble the parts under my supervision and guidance. The reason I step in is to help because of time constrains and for the fact that most of these learners have never been exposed to working on machinery in Grade 10-11".*

Teacher C from School C responded by saying the following when asked to answer the question on how learners go about doing their projects:

"*In the case of wood work project learners have to work individually to get their 25% of the practical mark. I buy the material ready for the learners to do touch ups and assemble. This is due to the fact that the workshop does not have most machinery to prepare the material for the project. Time constrains is another factor as the school always buy us the material in the fourth quarter*". The responses from the teachers above are a clear indication that the focus in the workshop is to ensure that learners get marks for the practicals. The workshops get the materials towards the end of the year, when the department's officials visit the schools to assess the learner's projects for practical mark allocation. With limited time, lack of tools and equipment to prepare material for the projects in the workshop, teachers are left with no choice but to tap in or even buy readily made material in order to help learners get good practical mark.

Time for starting with the practical project for Grade 12 class

The respondents asserted in no uncertain terms that the learners only start with the practical lessons in the 4th quarter, which is around September. The teacher from School A stated that the practical was supposed to start earlier at the beginning of the year to give learners more time to practice skill. He had the following to say:

"*We were supposed to start at the beginning of the year to equip learners with practical skills, but because of the lack of material we do projects in the fourth quarter when moderation is about to take place just to meet the Civil Technology curriculum requirements for PAT as opposed to skill acquisition. We rush the practical so that learners can be able to get the 25% of the PAT. We are sent from pillar to post when we knock on provincial government doors asking about material and equipment for learners".*

In a similar vein, teacher B from School B had this to say:

"*The learners only get a chance to go to the practical workshop in September to prepare for PAT. Unfortunately, this is the only time the school buys us material for the practical component*". These teachers' responses indicate that the three schools are only interested in the learners receiving the requisite practical mark as opposed to them acquiring requisite practical skills.

Results from Observations

The researcher also carried out classroom observation with the purpose of ascertaining the activities conducted in the workshop as measured against items listed on the classroom observation schedule. The following was observed.

Availability of equipment and material

Notably, in all the workshops in school A, B and C respectively, the availability of equipment and material is a problem. The finding from the researcher's observation is that in all the three selected schools materials like timber and safety gear is a big challenge. Though some schools have few working machinery and few tools, Personal Protective Equipment (PPE's) like safety goggles to protect the learners' and teachers' eyes from flying wood chips, dust masks to prevent inhaling of dust which might cause lung diseases, ear-drums to protect ears from getting damaged by excessive noise coming from running machinery, safety gloves to protect hands from cuts and safety clothes like boots and overalls, are short in supply. This exposes both teachers and learners to serious health hazards.

Status of workshops

The findings from the researcher's observation reveal that the state of workshops in all the three sampled schools is poor. The workshops are small in size offering no room for free movement from point A to B. This observation confirms the responses of the majority of the learners and the teacher's responses that the workshops in the three sampled schools are in a poor condition. Most of the machinery is broken and therefore remain dysfunctional.

Safety procedures

The workshop can be a dangerous place to work in as it contains sharp objects and dangerous machinery. With regard to this variable, the researcher observed that in all the sample schools, safety is only considered when operating the available machinery together with the handling of tools by taking safety positions when working. This then leaves both teachers and learners exposed to health hazards emanating from saw dust and injuries from flying wooden chips. All the learners together with their teachers were seen to be working without Personal Protective Equipment. Leaners together with teachers were observed to be working in dust and noisy environment caused by machinery without PPE's. Notably, woodworking exposes workers to a variety of hazards, including kickbacks, flying wood chips, noise, wood dust and chemical hazards. Personal Protective Equipment can help protect against these hazards (NUT, 2011:17).

CONCLUSIONS AND RECOMMENDATIONS

The responses indicate that learners are not exposed to the practical activities as they should. The lack of material and equipment is central to this challenge. As indicated by both the learners and their teachers, the shortage of these basic requirements in the practical workshop impact negatively on the learners' acquisition of practical skills. The insufficient time spend in the practical workshop is a clear indication of how schools view the integration of practical lessons in the Civil Technology syllabus. The serious shortage of basics like PPE's is a serious indictment defeating the goals for effective teaching and learning of any practical based subject.

From the investigations, the study can construe the frustration from the responses of both the learners and teachers. For a country that is advocating the economic growth, this is a serious setback with reference to the learners coming from such schools in the sample study. It is therefore recommended that the National Department of Basic Education intervene to restore the dignity of the subject. This can be done by dispatching a group of experts to do needs analysis in the sampled schools and provide assistance. That should be followed by proper monitoring to ensure that the intervention is sustainable in such a way that practical are not only integrated in the time-table, but taught.

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Research Article **OPEN ACCESS**

Evaluation of the 8th Grade Cyprus Turkish History Course Book for Compliance with Visual Design Principles

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ABSTRACT

The purpose of the study is to evaluate the Compliance with the Content and Visual Design Principles of the 8th Grade Cyprus Turkish History Textbook prepared by the TRNC Ministry of National Education and Culture, which is used in the 2019-2020 academic year, with scales prepared in advance by three expert teachers. The sample of the study consists of the 8th grade Cyprus Turkish History Textbook taught in public secondary schools in the 2019-2020 academic year. In order to collect the data, the relevant literature was examined in accordance with the research, and a study was carried out using the scanning model technique, one of the quantitative research methods. In the analysis of the data, the data obtained with the scales applied by the expert teachers were analyzed and prepared.

Keywords: Republic of Turkey, the Turkish Republic of Northern Cyprus, textbook, Cyprus history, visual design, content analysis

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INTRODUCTION

From history to the present day, education has been the focus of societies and many definitions related to education have emerged. However, it is not easy to limit it to a single definition because it is in an intricate state. Scientists are doing various studies on education in academic life and many definitions are emerged. Therefore, it is not enough to come up with a single definition for education. From an overview point of view, education and definitions stand out as follows. Training; According to Stein, it is to develop the skills together and harmoniously. According to J. J. Rousseu, it's about raising people by nature. (Sevinç and Kurtaslan 2009). Based on definitions, although education is defined in a different way, it is seen that the common goal is individual and society. As can be seen from the definitions, education is the cornerstone of society. Therefore, education is an important and wide range of activities that should be prepared considering many factors in terms of planning, organizing and implementing for the needs of society.

Every society has a number of social values that it brings from the past to the present. Those values make up the whole culture. People want to build the power that arising from their own culture, a unique lifestyle, an ideological structure. In a society, if every citizen has a special identity/identity, in each society he has his/her own identity/identity. This identity is the culture that society has brought from the past to the present. Culture is the whole of the material and spiritual values that have occurred in society from the past to the present, and then it is transferred to future generations. Human natural and social environmental domination is the whole. This word, which is passed from French to our language, is the identity and existence of society. Each region has its own cultural characteristics, the same or different cultural characteristics as other societies. These elements do not occur in beer, they are accumulations that have come throughout history. When we consider Cyprus as a whole, it is an inevitable fact that it has a rich culture that bears the traces of many civilizations.

It has a unique structure that is the center of attention with both geographical and human structure. Cyprus has a cosmopolitan (consisting of different nations) structure as a society. This indicates that Cyprus has a rich culture. In order for this wealth of society not to disappear, it is imperative to preserve cultural values and pass them on to future generations. That's exactly where education comes in. In this respect, every element that constitutes education and education (educational institutions, plans and programs, philosophy, teaching, materials, etc.) is important. The most important of these items are textbooks.

Textbooks that guide teachers and students are of great importance in our education system. According to the Turkish Language Association; The book is called "a collection of information formed by bringing together printed or handwritten paper leaves with or without hard skin". No matter how much technology develops today, even if

augmented reality technologies, whether social media or social media, have started to be used in education, n commonly used material textbooks are textbooks in the educational climate of school administrators and teachers (Demir,2020; Bicen and Demir, 2020; Nacak, Binding, Iron, 2020; Yucesoy, Demir, Baglama, Bastas, Öznacar, 2020). The content of the textbooks is prepared and presented in line with the desired goals to be achieved in the individual. Content prepared in line with these goals is the most effective means of improving the permaneness of behavior. Textbook; it is one of the most important elements of education and training due to the effects it has on individuals, families, society and the nation. (Ataman, 2001).

The regulation of this tool, which is very useful in education and training, requests sufficient care. In other words, textbooks are suitable for the personal structure of individuals, i.e. student-centered, but must be in accordance with the principles of program development in the writing of books. Books should reflect the real problems of society and be aimed at raising individuals who are sensitive to society. At the same time, individuals are required to make samplings from their daily life. Thus, it will be just as easy to stimulate education to social life. The language structure of the textbooks should be written in today's Turkish and the objectives, behaviors and achievements to be achieved should be clearly stated.

In the books, it is important to avoid the concept of "ethnocentric", that is, superior to other cultures, while containing information describing its own culture, lifestyle, tradition, traditions, i.e. the self-structure of society. The cause-and-conclusion relationship should be clearly emphasized in the history books. (Kucukahmet, 2001). Its history can be thought of as dominoes lined up back-to-back in this context. With the fall of one stone, the other stones fall one after the other. In other words, there are reasons why an event occurs that triggers it. Without a doubt, historical events hold up mirrors and even lead society. The past experiences of people are a source of experience to the present day. Therefore, the cause and conclusion of history issues must be clearly stated. The research was enriched with research and expert opinions on the purpose of contributing to science based on such criteria. The general purpose of this research is to evaluate the 8th Grade Turkish Cypriot History Textbook in terms of Compliance with the Principles of Content and Visual Design. For this purpose, the following sub-objectives are emphasized;

How is the 8th Grade Turkish Cypriot History Textbook In accordance with the Principles of Visual Design?

- Text Design and Typography Features
- Design of Pictures and Graphics as Visual Elements,
- Design of Pages,
- Cover Design

criteria.

METHOD

Model of Research

It is aimed to determine the level of the 8th Grade Turkish Cypriot History textbook of the Turkish Republic of Northern Cyprus according to visual design principles and content analysis. In the study, the 8th Grade Turkish Cypriot History textbook of the Turkish Republic of Northern Cyprus was examined in terms of content and a screening model was used from quantitative method types.

Scan model; It is a research approach aimed at explaining the situation that exists in the past and present in the way it exists (Karasar, 2015). It was done using the "content analysis" technique from the scanning model. When analyzing content, encodings in some parts of the text are defined as a repeatable technique in which they are summarized systemically with smaller content categories. (Büyüköztürk, 2018).

Universe and Sample

In the study, trnc 8th Grade Turkish Cypriot History textbook was examined in terms of compliance with visual design principles and content analysis. In this research, the 8th Grade Turkish Cypriot History textbook approved by the Board of Education was accepted as the universe. Two different categories were determined in the study of TRNC 8th Grade Turkish Cypriot History textbooks. The first is "Compliance with the Principles of Visual Design", and the second is "Content". There are two types of content in textbooks. They're like, "I'

1) Written content

2) Visual elements and designs.

Visual design elements and appropriateness were given importance in the research because it facilitates the learning of written content and ensures permaneness in learning.

Data Collection Tool:

The scale used when evaluating books in the research is the "Visual Design Principles" Scale determined by Alpan, (2004). Necessary ethical permissions have been obtained from the scale owner. The scoring of the scales is calculated as 'Yes' option 2 points, 'Partially' option is calculated as 1 point and 'No' option is calculated as 0 points. The data obtained from the data analysis were evaluated by scaling between 1 and 10.

Data Collection

All visual elements in the 8th Grade Turkish Cypriot History textbook, which was examined using the "conformity to visual design principles" scale used in the research, were examined and evaluated according to special sub-areas on the scale.

Data Resolution and Interpretation

The scales used in the 8th Grade Turkish Cypriot History textbook review were determined as 2 points for "Yes", 1 for "Partial" and 0 for "No". In accordance with the visual design principles, a general evaluation of the books and the dimensions of the scale were evaluated separately.

The evaluation of the books on the scale is realized out of 10. 10 is the highest score a book can get in the review. According to the results obtained as a result of scaling, the following values created by Alpan (2004) are given the level of conformity:

- Not Appropriate: Values between 0 ≤2,
- Partially Appropriate: Values between 2> – ≤4,
- ModerateLy Appropriate: Values between 4> – ≤6,
- Highly Suitable: Values between 6> – ≤8,
- Fully Appropriate: Values between 8> – ≤10

scored in the form of a score.

FINDINGS AND COMMENTS

8. Class Cyprus and Turkish Cypriot History textbook Evaluations based on The Scale of Conformity to Visual Design Principles

The Visual "Design Principles Scale" determined by Alpan 2004, consisting of five sections, was used in the evaluation of the 8th Grade Cyprus and Turkish Cypriot History textbook's ability to evaluate its ability to visual design principles. The sections and the scoring obtained as a result of the evaluation of this scale consisting of five sections are given in detail in the tables. The scale consists of a total of 48 items.

Table 1. 8th Grade Cyprus and Cyprus Turkish History Textbook's 1st Expert Scores on The Scale of Conformity to Visual Design Principles

Textbook	Publisher	Total Points
8th Grade Cyprus and Turkish Cypriot History Textbook	Okman Printing	81

Table 2. 1. 8 by expert. The Ratio of Total Scores received by the Class Cyprus and Turkish Cypriot History Textbook according to the Scale of Conformity to Visual Design Principles

Textbook	Publisher	Total Points
8th Grade Cyprus and Turkish Cypriot History Textbook	Okman Printing	8.4

Table 3. 1.By expert 8. Distribution of The Scores of the Class Cyprus and Turkish Cypriot History Textbook according to the Scale of Conformity to visual design principles

Publisher	Text Design	Design of Visual Elements	Page Design	Cover Design	External Structure Properties for Production
8th Grade Turkish Cypriot History Textbook	Tipog, I'm not going to be Oz. :16 Text Ang. :12 Total: 28	20	13	8	12

Table 4. 1.By expert 8. Distribution of The Ratios of The Class Cyprus and Turkish Cypriot History Textbook Scores according to the Scale of Conformity to Visual Design Principles

Publisher	Text Design	Design of Visual Elements	Page Design	Cover Design	External Structure Properties for Production
8th Grade Turkish Cypriot History Textbook	Tipog, I'm not going to be Oz. :8.9 Text Ang. :8.6 Total: 13.2	8.3	8.1	6.6	10

With the data given in **Tables 1-4**, 8. Class Cyprus and Turkish Cypriot History Textbook has been evaluated for visual design principles. In line with this data, visual design principles are the first stage of the evaluation scale in the Typographic elements section of the Text Design section 8. The class was found to be fully eligible with a ratio of 8.9 of the Cyprus and Turkish Cypriot History Textbooks. In the 8th Grade Cyprus and Cyprus History Textbook Typographic elements, it was observed that it did not fully comply with the principle of "Effective design of attention-focusing words or words".

In the Text Organizing sub-field of Text Design, the 8th Grade Cyprus and Cyprus History Textbook was found to be fully appropriate with a rate of 8.6. In the Text Organizing sub-field of Text Design, it is seen that it does not fully comply with the principle of "Partially appropriate use of boxes for purpose".

In the design of visual elements section, which is the second part of the Visual Design Principles, the 8th Grade Cyprus History Textbook was found to be fully suitable with a ratio of 8.3. In the Design of Visual Elements section of the 8th Grade Cyprus History textbook, it has been observed that the "Robust pattern in paintings", "Effective use of highlighting in visual elements", "Coloring of visual elements" do not partially fit the elements.

In the page design section, which is the third part of the Visual Design Principles8. Class Cyprus History Textbook was found to be completely appropriate with a rate of 8.1. In the 8th grade Cyprus History textbook Page Design section, it was determined that "Visual elements do not block the flow of reading" partially do not comply with "Editing the page number as a separate design element".

In the Cover Design section, which is the fourth part of the Visual Design Principles, the 8th Grade Cyprus History Textbook was found to be quite appropriate in proportion to 6.6 in the 8th Grade Cyprus History Textbook Cover Design section, it is seen that it does not partially comply with the article "Being associated with content and page layout", "Paying attention to cover information" and "Preparing the cover aesthetically and albenli".

The fifth part of the Visual Design Principles, the 8th Grade Cyprus History Textbook, was found to be completely appropriate in the External Building Features for Productionwith a rate of 10.

Table 5. 8th Grade Cyprus and Cyprus Turkish History Textbook's 2nd Expert Scores on The Scale of Compliance with Visual Design Principles

Textbook	Publisher	Total Points
8th Grade Cyprus and Turkish Cypriot History Textbook	Okman Printing	80

Table 6. 2. By expert 8. The Ratio of The Class Cyprus and Turkish Cypriot History Textbook's Total Scores according to the Scale of Conformity to Visual Design Principles

Textbook	Publisher	Total Points
8th Grade Cyprus and Turkish Cypriot History Textbook	Okman Printing	8.3

Table 7. 2.By expert 8. Distribution of The Scores of the Class Cyprus and Turkish Cypriot History Textbook according to the Scale of Conformity to The Principles of Image Design

Publisher	Text Design	Design of Visual Elements	Page Design	Cover Design	External Structure Properties for Production
8th Grade Turkish Cypriot History Textbook	Tipog, I'm not going to be Oz. :15 Text Ang. :10 Total: 25	21	12	10	12

Table 8. 2.By expert 8. Distribution of The Ratios of The Class Cyprus and Turkish Cypriot History Textbook Scores according to the Scale of Conformity to Visual Design Principles

Publisher	Text Design	Design of Visual Elements	Page Design	Cover Design	External Structure Properties for Production
8th Grade Turkish Cypriot History Textbook	Tipog, I'm not going to be Oz. :8.3 Text Ang. :7.1 Total: 7.7	8.7	7.5	8.3	10

8th Grade Cyprus History Textbook 2. In the evaluation by the expert, it was found to be completely appropriate with a rate of 8.3 8. Class Cyprus History textbook is the first dimension of the Visual Design principles scale, and in the Typographic Elements field of text design, it was found to be completely appropriate with 8.3 8. In the Class Cyprus History textbook Typographic Elements, it is stated that the line length is readable dimensions and does not partially comply with the principles of "Balanced inter-word spaces", "Paying attention to the integrity of the text on the page".

The first part of the Visual Design Principles, text editing sub-field of text design, was found to be quite suitable with a rate of 7.1 8. It is seen that the class Cyprus History textbook text organizing area does not partially comply with the principles of "Arrangement of the table of contents in a remarkable way", "Partial use of boxes for purpose", "Preparing the relevant title list for each chapter".

Section 8 of the Design of Visual Elements section, the second part of the Visual Design Principles. Class Cyprus History textbook was found to be completely appropriate with a rate of 8.7. In the design section of visual elements, it is seen that the book is partially not suitable for the principles of "Observance of simpliness and simpliability in design", "Effective use of highlighting in visual elements", "Observance of student level in visual elements".

In the Page Design section, which is the third part of the Visual Design Principles, the 8th Grade Cyprus History textbook was found to be quite suitable with a ratio of 7.5, and it was observed that the Cyprus History textbook did not partially comply with the principles of "Ensuring a certain integrity and visual continuity", "Not preventing the reading flow of visual elements", and did not fully comply with the principle of "Effective use of spaces".

In the Cover Design section, which is the fourth part of the Visual Design Principles, the 8th grade Cyprus History textbook was found to be completely appropriate with a rate of 8.3, and in the Cover Design Section it was determined that it did not partially comply with the principles of "Associated with content and page layout" and "Aesthetic and albenli preparation of the cover".

Chapter 8 of the External Structure Properties for Production, the fifth part of the Visual Design Principles. Class Cyprus History textbook was found to be completely appropriate with 10 proportions.

Table 9. 8th Grade Cyprus and Cyprus Turkish History Textbook's 3rd Expert Scores on The Scale of Compliance with Visual Design Principles

Textbook	Publisher	Total Points
8th Grade Cyprus and Turkish Cypriot History Textbook	Okman Printing	58

Table 10. 3. By expert 8. The Ratio of The Class Cyprus and Turkish Cypriot History Textbook's Total Scores according to the Scale of Conformity to Visual Design Principles

Textbook	Publisher	Total Points
8th Grade Cyprus and Turkish Cypriot History Textbook	Okman Printing	6.0

Table 11. 3.By expert 8. Distribution of The Scores of the Class Cyprus and Turkish Cypriot History Textbook according to the Scale of Conformity to visual design principles

Publisher	Text Design	Design of Visual Elements	Page Design	Cover Design	External Structure Properties for Production
8th Grade Turkish Cypriot History Textbook	Tipog, I'm not going to be Oz. :6 Text Ang. :13 Total: 19	13	7	7	12

Table 12. 3.By expert 8. Distribution of The Ratios of The Class Cyprus and Turkish Cypriot History Textbook Scores according to the Scale of Conformity to Visual Design Principles

Publisher	Text Design	Design of Visual Elements	Page Design	Cover Design	External Structure Properties for Production
8th Grade Turkish Cypriot History Textbook	Tipog, I'm not going to be Oz. :3.3 Text Ang. :9.2 Total: 6.2	5.4	4.3	5.8	10

If we look at the data obtained in the evaluation of the 8th Grade Cyprus History textbook by the 3rd Expert, the book received a less rate than the rate it received from other experts and was evaluated as quite appropriate with a ratio of 6.0 as a result of the evaluation of the 3rd expert.

The first dimension of the Visual Design principles scale, Typographic Elements sub-field of Text Design, was found to be partially appropriate with a ratio of 3.3 8th grade Cyprus History textbook 'Effective use of type color or tone value' in Typographic Elements,', "Effective design of attention-focusing words or words", which partially does not comply with the principles of balanced use of horizontal or vertical space between rows", "The line length is readable", "Balanced spaces between words". "It has been determined that the gaps between the letters are balanced and do not fully comply with the principles of "Paying attention to the integrity of the text on the page".

In the Text Organizing sub-field of Text Design, which is the first part of the Visual Design Principles, the 8th Grade Cyprus History textbook was found to be completely appropriate with a ratio of 9.2, in this field, it is seen that the book partially does not comply with the principle of "Partially appropriate use of boxes for purpose".

In the Design of Visual Elements section, which is the second part of the Visual Design Principles, it is seen that the Cyprus History textbook is moderately appropriate with a ratio of 5.4, in the field of design of visual elements, the book is found to be "Robust pattern in paintings", "Observance of the principle of simpliness and simpliability in design","Visuals effective use of highlighting in elements", "Observance of student level in visual elements", "Observance of the principle of integrity in design", "Proper use of the line", "Compliance with the principle of balance in design", "Proper use of color for purpose". "Proper use of the dimensions of visual elements", "Ensuring a certain integrity and visual continuity" does not partially comply with the principles.

In the Page Design section, which is the third part of the Visual Design Principles, the Cyprus History textbook was found to be moderately appropriate with a ratio of 4.3, in the book Page Design section, "Ensuring a certain integrity and visual continuity", "Adequate space for visual elements", "Movement in the placement of visual elements "The location of visual elements near the relevant text does not partially comply with the principles of "Inter-arranging two pages", while it has been seen that it does not fully comply with the principles of "Effective use of spaces" and "Ensuring movement in the placement of visual elements".

In the Cover Design section, the Cyprus History textbook was found to be moderately appropriate with a ratio of 5.8, while it was seen that cyprus history did not partially comply with the principles of "Paying attention to cover information" from the principles in the cover design section of the textbook, "Paying attention to the selection of the type character", "Preparing the cover aesthetically and albenli". The fifth part of the Visual Design Principles, the 8th Grade Cyprus History textbook in External Building Properties for Production, was found to be completely appropriate with 10 proportions.

CONCLUSION AND DISCUSSION

8. Prepared by the Ministry of National Education and Culture of the Turkish Republic of Northern Cyprus. The class was examined in the light of the visual design principles of the Cyprus History textbook and the results of the evaluations made by experts about the content of the textbook were given and the similarity and differences of the results obtained by the studies in the literature were discussed. As a result of the evaluations made by experts in the visual design principles of the textbook, it is seen that the books are completely appropriate and the expert opinions are appropriate with each other.

Kaptan et al. (2004) stated that the main purpose of typography is to inform the reader audience and the perception of the writing size and characters within the pages. Alpan (2008) also stated that the page color and the tin tones in the text increase readability and make reading an easier process. The experts' 8th Grade Cyprus History textbook shows that there is consensus to give the same statements supporting this in terms of typographic features. According to the data obtained in the study, the opinions of the experts indicated that the elements in the table of contents should be related to the content, and that the elements about the table of contents on the scale should be related to the 8th century. Class Cyprus History stated that the textbook did not partially comply. 8. Class Cyprus History They stated that the textbook was completely appropriate in the evaluation made by experts in the design section of the Visual elements of the Book of History of Cyprus, and that alpan (2004) had a visual effect in his work. In this way, the presentation of the elements increased the imagination of the students and mobilized their motivations against the course, and our study was appropriated by the evaluators from visual design elements as supporting this and received positive reviews from the articles about the status of visual elements in the book. According to the study of Karslı (2013), he stated that the page should be used effectively and free from the elements that will burle the minds of students in page edits in textbooks. 8 in our study. Our experts evaluating the Class Cyprus History textbook stated that it does not partially comply with the "Visual elements do not interfere with the flow of reading", and that the "Editing the page number as a separate design element" does not completely fit.

In his 2019 study, Demir evaluated the Social Studies textbooks of the Turkish Republic of Northern Cyprus and the Republic of Turkey in terms of visual design principles and content, and stated that the books did not fit the item 'Editing the page number as a separate design element' in the Social Studies textbooks of the Turkish Republic of Northern Cyprus. In the same research, it was determined that the cover design contributed positively to the course and that the Social Studies textbooks of the Turkish Republic of Northern Cyprus remained weak in this direction, and as a result of the evaluation of the experts in our study, the cover design was found to be quite appropriate and it was determined by the experts that the "Attention to cover information" and "Aesthetic and albenli preparation of the cover" were partially not complied with.

In this regard, it may be recommended to take the necessary measures in new issues in the Cyprus History textbooks. The external structure characteristics of textbooks for production have been accepted as standards covering the dimensions of the book and all the features necessary for a book to be a book (Kucukahmet, 2003). In our study, 3 experts were 8. They found the external structure features of the Class Cyprus History textbook for production completely appropriate and gave full score.

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