




El dilema de los libros de texto distribuidos de forma gratuita y los libros de texto complementarios que están prohibidos en Turquía

The Predicament of using free textbooks and prohibited use of supplementary textbook in Turkey

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Resumen

Dentro del entendimiento del estado social, los libros de texto se han distribuido gratuitamente a los estudiantes en Turquía desde el año académico 2003-2004. En este contexto, el estado ha prohibido a los estudiantes y maestros el uso de libros de texto complementarios en las escuelas, además de los libros de texto gratuitos. En el estudio, se examinó el uso de libros de texto complementarios en las escuelas con base en las opiniones de los profesores de secundaria. En el estudio, que se estructura en un patrón de fenomenología cualitativa, el grupo de estudio está formado por 52 profesores de secundaria que trabajan en Sivas. Los datos fueron recolectados a través de un cuestionario desarrollado por el investigador y analizados con el método de análisis de contenido. Según los resultados de la investigación, la mayoría de los participantes afirmó que el uso de libros de texto complementarios en las escuelas es una necesidad, incluso una obligación. Las razones para utilizar libros de texto complementarios son el sistema central de exámenes y la insuficiencia de los libros de texto distribuidos gratuitamente por el estado.

Palabras clave: Libro, educacion, educacion secundaria, escuela pública, investigación.

Abstract

Due to the concept social state, schoolbook have been distributed students free of charge since the 2003-2004 academic year. For this reason, the state has prohibited the use of supplementary textbooks by teachers and students in schools with legislative regulations. In this study, on the basis of secondary school teachers' opinions, the use of supplementary schoolbooks is reviewed. The study is designed with qualitative phenomenology model, and the study group includes 52 secondary school teachers working in the Sivas province. The data has been collected with a survey developed by the researcher and they have been analyzed with the content analysis method. According to the research findings, the majority of the participants think that using supplementary schoolbooks in schools is a necessity, even an obligation. The main reasons of using supplementary schoolbooks are the central exam system and the insufficiency of free books that are given by the state.

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Introduction

The success of any educational system is directly linked with the success of students. In order to improve students' success, there have been developed educational policies on physical facilities of schools, teachers' development and assignments, administrative skills of school principals, parents' participation to school activities, and the syllabus practiced in schools. Students' success happens as a result of healthy interaction between these components. The curriculum practiced in schools mainly focuses on direct outcomes in terms of their inclusion of the necessary information and skills for students to gain. The primary source that convey the curriculum to students is teachers, and the subsidiary source is the schoolbooks the students are taught. According to Low-Beer (2001), in each society, the schoolbooks about literature, history, geography, art and music are not only accepts the society's political and social norms, but also they aim to teach these norms to students.

Considering the importance of schoolbooks in education, their qualities also become crucial (Uzuntiryaki & Boz, 2006). It is prerequisite for textbooks, which are used in each stage in education, to be prepared in accordance with curriculum and to dynamise the whole educational process (Morgil & Yılmaz, 1999). Besides, the physical structure of textbooks, their content, visuality, and design should meet both teachers' and students' needs (Özcan & Erduran, 2018), they should be sufficient, relevant for their purpose of use, and easy to be understood by each student (Özgen, 1993), they should serve students' thinking, problem-solving, critical thinking skills (Karamustafaoglu, Salar & Celep, 2015), they should have an organized, progressive, and complete content, and they should include most of the homework to be assigned to students (Altun, Arslan & Yazgan, 2004).

For these reasons, it is a good idea to reflect scientific and technological developments to textbooks, and to fully benefit from the services of print quality and presentation of visual materials (Gülüm & Çeltik, 2014). In this regard, since the amendment of educational programs in 2005 in Turkey, the textbooks have been modernized, and activity-based textbooks have begun to be used (Coşkun, 2013).

For the other hand, in the 2012- 2013 Turkish education system changed to a 4+4+4 education system in the direction of decisions that were taken in 18th National Education Council. With this system, the compulsory education system which is applied for 8 years is

beginning to be applied intermittently in a 4+4+4 system as 12 years, and this is schemed as primary education in the first 4 years of elementary school, in the second 4 years secondary school, and in the third 4 years high school (Güven, 2012; Demir, 2013). In Turkey, there is a competitive environment in education and students want to study at institutions in which more successful students are accepted. These schools mostly have a limited capacity so there is always an exam which 8th-grade students have to take in order to get education at these institutions.

All the textbooks have been distributed to public and private school students since 2003-2004 academic year in Turkey by the state. Moreover, it has been forbidden for teachers and students to buy extra books and use them in schools by the Ministry of National Education. According to memurlar.net (2018), the textbooks and other class materials to be taught in state schools of Ministry of National Education accepted by the Board of Education. In addition, governorships were notified by the Ministry of National Education General Directorate of Secondary Education with a formal letter issued on 25.09.2018, that school administrators and teachers disobeying to the legislation should be launched a formal investigation.

This condition of using supplementary textbooks without permission despite legislative regulations brings about the opinions which are; free textbooks cannot meet students' needs; supplementary textbooks are more advantageous at helping students learn better and preparing them for the exams. For this reason, educational circles have begun to question the use of free textbooks and supplementary textbooks. This study reviews the use of supplementary textbooks in secondary schools according to secondary school teachers' opinions, which affects school administrators, teachers, parents, and students.

Methodology

This study has been conducted with phenomenology design which is one of the designs in qualitative research methods in order to get in-depth information about the research subject. The purpose of phenomenological studies is to conceptualize an idea on the basis of people's experiences and their opinions. In this study, students' use of supplementary textbooks (without permission of the authorities) is accepted as a phenomenon. The phenomenon of supplementary textbooks have become a current issue especially for the last few years due to the competition led by the exam systems. Teachers, defending the use of supplementary textbooks, are the most-affected part of this situation. Specifically, secondary school teachers are directly affected by this fact, and despite being aware of supplementary textbooks phenomenon, they have

difficulties in finding a systematic solution to this problem. Considering these above, it was agreed to carry out the study with the phenomenology method.

The study group of this study was determined with convenience sampling method which is one of the purposive sampling methods of qualitative researches. Accordingly, the study group of this study includes 52 secondary school teachers participated voluntarily and working in Sivas province. Although the number of participants in qualitative studies are low, the number of participants in this study were higher because the data were collected via a written survey.

The data were gathered via a survey. There are various ways of collecting information from individuals in scientific studies. The most frequently-used way of these is survey (questionnaire) (Oğur & Tekbaş, 2003). The survey questions were determined in accordance with the research subject. The survey included an introduction part and an open-ended questions part. During the survey developing process, an academic member who is an expert in educational sciences was consulted about the content of the survey and its understandability. After that, the survey was conducted to a group of five teachers who did not take part in the study group, and then it was finalized according to the results. The questions of the surveys are a) Do you think the use of supplementary textbooks is necessary? Why? b) What do you suggest about this matter?

The analysis of the data

In the use of the content analysis method, the aim is to design a model to define the phenomenon with a conception. Inductive and deductive analysis processes are represented in three main stages; preparation, organization and report (Elo & Kyngäs, 2008). The content analysis method is one of the most common methods used in qualitative researches. The purpose of the content analysis method is to present data in an orderly and certain way. With the analysis of the data, first codes, then categories, and finally themes are determined (Yıldırım & Şimşek, 2011). The data within the scope of the study were transferred into a computer.

Each participant was assigned a number. The opinions of the participants were coded, and categories and themes were determined. In the study, the data were structured with paragraphs. The symbols given for the participants (T1, T2, T3, T4...) were used within the texts in relation with the participants' opinions. While presenting the data, direct quotations were given in order to provide a better understanding of the subject. Themes, categories and codes were given with a fluency and coherence. The data were revised by the researcher, and similar results were achieved.

All the processes of the research are explained in detail in the study. The reason why the phenomenology method was chosen, how the study group was gathered, how the data collection tool was developed, how the data were analyzed in detail. During the research process, consistency and objectivity were given the utmost importance.

Ethical criteria

Throughout the study, ethical issues were meticulously taken into consideration. Survey questions were prepared in accordance with the ethical principles. Before the implementation of the survey, the participants were interviewed and informed about the purpose of the study. The participants took part in the survey voluntarily. Moreover, they were also assured that their identities would be anonymous and all the data obtained from each individual would be used within the scope of the scientific study.

Results

The findings on the use of supplementary textbooks in schools were structured under three themes as a) opinions on whether the use of supplementary textbooks is a necessity, b) opinions on why the use of supplementary textbooks are needed, c) suggestions on the use of supplementary textbooks.

Opinions on whether the use of supplementary textbooks is a necessity

Majority of the participants stated that the use of supplementary textbooks is a necessity and even an obligation. In fact, except from *T16* and *T46*, the rest 50 participants were positive about the use of supplementary textbooks in schools. The number of positive opinions show that there are some questions and doubts about the adequacy of educational materials that are used in schools. Considering the learning outcomes of the curriculum, students' interests, needs, and expectations are supposed to be met by the educational materials provided by Ministry of National Education (MNE); however, the opinions suggestion supplementary textbooks show the opposite thus signaling the ministry to reconsider their educational policies.

The participant *T1* stated that supplementary textbooks are absolutely a necessity, the participant *T51* claimed that "supplementary textbooks are necessary right now, and even an obligation". The participant *T26* expressed that "especially in some school subjects, supplementary textbooks are unavoidable". The participant *T13* stated that "supplementary textbooks are necessary in this system", by pointing out a problem of the educational system, and similarly the participant *T29* claimed that "as long as our education system race our

students, the use of supplementary textbooks is a must". Although the participant T41 were positive about the use of supplementary textbooks, T41 limited its use as "just to serve the purpose", and T34 pointed out that supplementary textbooks should not be more important than official textbooks. It is promising that though some of the participants support the use of supplementary textbooks, they do not accept the use of them unconditionally, and teachers have doubts about it, and they are looking for a permanent solution.

The participant T16 expressed that "supplementary textbooks are not necessary. Official textbooks are enough. Because just a few students do not have access to the Internet. They can do further studies in our schools' library". Another participant T45 opposing the use of supplementary textbooks claimed that "The use of supplementary textbooks are not necessary. Because it is easy to reach academic and scientific information today. Also, our country is good at printing and distributing textbooks". The rest 50 participants are positive towards the use of supplementary textbooks in contrast to the opinions of these two participants.

Opinions on why the use of supplementary textbooks are needed

Almost all of the participants stated similar reasons for the use of supplementary textbooks. These are the central exam system causing competition between students and the inadequacy of the textbooks given by the state. For this reason, the reason why supplementary textbooks are needed can be interpreted as central exam system and the inadequacy of the textbooks given by the state.

Central exam system

Central exam system means the exams for high school entrance exams and university entrance exams in Turkey. This is because, these exams determine how millions of students will continue their education by affecting the whole society. As the participants of the study are secondary school branch teachers, central exam system is considered as high school entrance exam. However, the participants' opinions are significant in the sense of all central exams.

Some notable opinions of the participants are; the participant T29, "as long as our educational system causes competition between students, the use of supplementary textbooks will be a necessity"; the participant T37, "considering the exam-oriented educational system..."; the participant T5, "It is absolutely necessary, especially for the 8th grade students. Exam system includes multiple-choice tests"; the participant T38, "It is absolutely necessary, especially for 8th grade students. The exam includes multiple-choice questions"; the participant T38, "as we all know, our education system selects students based on multiple-choice tests";

the participant T2, “As long as the central exam system exists, the use of supplementary textbooks is a necessity”. These opinions of the participants highlight that the central exam systems is the reason for the necessity of the supplementary textbooks. In addition, other opinions of the participants are; T27, exams are based on multiple-choice tests; T11, the exam system makes it an obligation to use supplementary textbooks; T17, it is necessary to use different textbooks due to the exam system; T21, the most suitable materials for the current exam system is the supplementary textbooks.

The participant T31 ironically stated that “I sometimes have to use not one but three different supplementary textbooks at least. Otherwise, the truths hurt: the dream is Paris, the reality is Şarkışla (a district of Sivas province), I mean, science high schools are just dreams”. The participant T35 claimed that students should practice a lot of different questions while preparing for the exams, so “supplementary textbooks are necessary”. In support to this idea, the participant T47 also claimed that “as students face an exam-oriented system, their need for supplementary books doesn’t end, and supplementary textbooks are advantageous as they help students to transfer their knowledge to their test-solving skills”.

Adequacy of free textbooks

The participants explained that the free textbooks given by the state are inadequate in terms of content, do not prepare students for the exams, do not have enough amount of questions and tests, do not reinforce students’ knowledge; for these reasons, the students should be supported with supplementary textbooks in order to develop their test skills, teachers’ participation is necessary while designing the textbooks, and they do not meet students’ academic necessities.

Some notable opinions of the participants are; the participant T46, “the topics in the free textbooks are given with a single point of view, but it is possible to raise the students with multiple thinking skills thanks to supplementary textbooks”; the participant T40, “the contents of the textbooks given by the ministry are really ineffective”; the participant T13, “the official textbooks do not contain enough activities aligned with exam system, the exam is multiple-choice-oriented, but the books are totally different”; the participant T22, “the textbooks given by the ministry are not sufficient in terms of information-documentation”; the participant T18, “the official textbooks are only good for the presentation of the topic, but they do not provide a permanent knowledge for students, so supplementary textbooks are necessary”. In addition, other opinions of the participants are; the participants T10 and T18, official textbooks are inadequate in reinforcing what is taught in the book; T21, the official textbooks do not include the information necessary for the exams; T42, it is not possible to succeed in the exams such as

LGS, AYÇ (the high school entrance exam); T5, official textbooks are not sufficient enough in terms of content and topics; T23, the official textbooks are not satisfactory; T30, some of the official textbooks include superficial information about the topics.

The participants claimed that as there aren't enough questions in official textbooks, and variety of questions, students have difficulties while preparing for the exams. The participant T38 argued that "The question types of the official textbooks and exams are not compatible with each other" and the participant T8 claimed that "the official textbooks do not prepare students for the exams, so we have to teach test-solving skills and time-use for the exams without supplementary textbooks". The participant T52 justifying supplementary textbooks in the context of lecturing the subjects suggested that "As the official textbooks do not have enough questions, students should use supplementary textbooks in order to practice more and to get to know more different types of questions". The participants T11, T14, and T6 drew the attention to the test-solving techniques, T20 stated that "supplementary textbooks are explicit, clear, and understandable in covering the subjects, and they do not have unnecessary questions. For this reason, they can be preferred". Moreover, the participant T41 argued that supplementary textbooks provide learning through experience, and facilitates the practice of information.

The participant T2 suggested that students should practice different types of questions; and considering this, official textbooks are designed inattentively; T26 added that the official textbooks are lack of question solving and they are not appealing for students. The participant T28 explained that "Supplementary textbooks are necessary. We can teach without books but students need a material with which they can read and understand subjects themselves. It is not right to stick to textbooks only in the class. We should get benefit from other supplementary materials and these materials should be up-to-date and suitable for students' needs". As being a mathematics teacher, one of the most common users of supplementary textbooks, T31 argued that "Official textbooks are good but not sufficient. There are far too many differences between the questions in these books and in the exams", which shows the incompatibility of the textbooks and exams clearly. In addition to this argument, T4 stated that student could practice more with the supplementary materials provided to them earlier, but now, as they are not given any more, the frequency of students' supplementary materials use has begun to increase.

Suggestions on the use of supplementary textbooks

The participants suggested that the use of supplementary textbooks will continue as long as there is a central exam system, so central exam system should be removed; the official textbooks should be reviewed and updated, the textbooks should include more practice in order to help

students to reinforce their learning, students should be given extra materials as it was before, the prohibition on the use of supplementary textbooks should be repealed; students, teachers and experts should be consulted while designing textbooks, each student should be provided Internet access in order to reduce the dependency on supplementary textbooks; each student should be given a supplementary textbook, supplementary textbooks should not be costly for parents, the MNE should follow a rigid policy on textbooks; schools should be granted a special budget instead of textbook distribution, and the ministry should prepare the textbooks with a rich content.

Suggestions on exam system

In an effort to eliminate the dependency on supplementary textbooks due to the exam system, the participant T29 expressed that “Once our education system abandons the competition between students, and raises students according to their interests, aptitudes, and skills professionally, and adopts experience through learning, but not memorizing information, only then the exam system, thereby the use of supplementary textbooks without permission, will be removed”. The participant T36 asked the ministry to repeal the prohibition on the use of supplementary textbooks and argued that “There are no extra interests for teachers in using supplementary textbooks. They are one of the requirements of exam-oriented educational system. Teachers should be granted independence on this matter. Also, teachers should not oblige students to use supplementary textbooks. The participant T39 emphasized that the use of supplementary textbooks is a reality today, and the debate over the use of the supplementary textbooks can only be ended with the removing of exam system.

Suggestion on the textbooks to be designed

The participant T51 suggested about the textbooks to be designed that “supplementary textbooks are necessary, even obligatory now. When the MNE succeeds in preparing textbooks with sufficient content, then the problem will go away by itself”; the T41 suggested that “the Ministry of National Education should design smart notebooks which have less content but more space for practice in it”; the participant T30 expressed that “Each student is unique, and each can feel themselves special with different activities. The textbooks should include various kinds of activities”. Other suggestions of the participants are; T24, textbooks with a rich content should be printed; T5, textbooks should be prepared carefully; T22, official textbook should be updated; T32, the MNE should prepare supplementary textbooks with qualified questions. Furthermore, the participant T23 argued that teachers and students should be consulted for better textbooks, and T1 suggested that teachers or experts should prepare textbooks.

Suggestion on distributing supplementary textbooks together with official textbooks

About giving supplementary textbooks together with official ones, the participant T27 stated that “What I suggest about this is to give supplementary textbooks and tests to students for free, and allowing students who can afford to buy other supplementary textbooks”, and the participant T17 also claimed that “Along with official textbooks, at least one supplementary textbook for each school subject can be given students for free”. About workbooks, the participant T40 suggested that “The ministry should send workbooks as it did before”; T52, “If the use of supplementary textbooks is not desired, then I believe the ministry should send workbooks together with official textbooks”. These opinions indicate that workbooks together with official textbooks should be sent as it was done before in order to allow students to practice more.

Suggestions on the cost of supplementary textbooks for students

Owing to the fact that official textbooks are no sufficient in terms of preparing students for the exams, students who can afford supplementary textbooks can buy them, but this bring a financial burden on parents. The participant T19 argued that “In order to increase students’ chances of success, supplementary textbooks are necessary if they do not cause financial troubles for parents”; T25, “they should be used. However, they could sometimes be costly so not everyone can afford them”; T47, “Although supplementary textbooks are beneficial in terms of helping students transfer their knowledge into their test-solving skills, they cause financial problems for parents”. These opinions show that buying supplementary textbooks is a financial burden.

The participant T44 expressed that the use of supplementary textbooks causes extravagancy and bring financial burden especially on parents, this matter should carefully be planned and scheduled, and it is also important to provide a good guidance. The participant T26 claimed that instead of giving free textbooks to students, schools must be granted budgets; teachers and parents should decide on the books; the participant T37 also claimed that the decision to buy supplementary textbooks should be up to students’ and parents’ choice, and there should allocated time and allowance for textbooks in order to prevent financial troubles. The participant T12 having a different approach to the matter claimed that if students do have Internet access, they won’t need supplementary textbooks, but the Internet access will also be another financial burden. T12’s suggestion has been realized due to the coronavirus epidemic. The closure of schools, and free Internet access to student by the MNE via Education

Information Network (EBA) show that each student can normally be provided free Internet access.

Discussion

According to the results of the research, despite the fact that textbooks are used as the main source of material in education, majority of the participants argued that the use of different kinds of materials apart from textbooks is a necessary, and even an obligation. In fact, only two of the participants had negative opinions on the use of supplementary materials. The use of supplementary textbooks regardless of the MNE notices and prohibition in schools has been studied in other researches about textbooks. There have been only one study directly analyzing the use of textbooks in the literature. According to this study of Güngör and Çavuş (2015), which tested the influence of supplementary textbooks in students' success, the experimental group using supplementary textbook together with the official textbook did better academically than the control group which was only taught the official textbook. For this reason, Güngör and Çavuş (2015) argued that supplementary textbooks should be used together with official textbooks. Other studies (Özden, 2007; Nakiboğlu, 2009; Gökçek & Hacısalıhoğlu-Karadeniz, 2013; Akkuş, Üner & Kazak, 2014) indirectly analyzing the use of supplementary textbooks support the findings of this study. The results of the study show the participant of the research state that the use supplementary textbooks is an obligation rather than a need, and this is also supported by other studies in the literature which propose that the student who would like to become successful in the exams should use various textbooks and supplementary textbooks. It can be suggested that using various kinds of textbooks help students to gain more experience and different perspective (Karamustafaoğlu, Salar & Celep, 2015; Güngör & Çavuş, 2015).

According to the findings, it is clear that the use supplementary textbooks are highly common in Turkey. Almost all of the participants expressed similar reasons about the use of supplementary textbooks. These are; central exam system which causes competition between students and inadequacy of the official textbook given by the state. Central exams are attributed to high school entrance and university entrance exams in Turkey. This is because, these exams determine the academic future of millions of students and affect the whole society. About the exam system, Altun and Yazgan (2004) claim that the use of textbooks in schools has been declined in comparison with the past few years, and teachers use test-based supplementary textbooks while planning for their lessons; Gökçek and Hacısalıhoğlu Karadeniz (2013) argue that students find official textbooks insufficient in terms of the question variety, and they prefer supplementary textbooks while preparing for the exams; and Fidan (2018) expresses that

students ask to see the relevant questions and information in the textbooks to exams. Similarly, Eroğlu, Akarsu and Bektaş (2015) claim that there are discrepancies between chemistry curricula and the content of national exams; Nakiboğlu (2009) argues that more than half of the teachers preparing students for the university entrance exams use test books published by various people or publishers.

Çavuş and Özden (2012) suggest that it is necessary to use science journals as a supplementary material in order for students to maintain their learning. The most remarkable finding by Karamustafaoğlu, Salar and Celep (2015) shows that the participant teacher T7 claims. Without supplementary textbooks, it is very hard for students to learn subjects. Besides, in our education system which prioritize academic success exams are crucial. It is important for students to have a detailed information about exam subjects to do better in tests. And it is almost impossible to become successful with our only source material, the science textbook. Accordingly, the rivalry derived from the central examination system in Turkey causes pressure on students, and it is notable that they are highly motivated to make use of every kind of book and material during their exam preparation processes.

The second reason why supplementary textbook should be used is the inadequacy of official textbooks in terms of content, student satisfaction, academic success and design. Likewise, there are findings supporting the inadequacy of textbooks in the literature in several terms. Within the scope of textbook analysis, several studies that have been carried out are; Gülüm and Çeltik (2014), the design, educational properties, discourse of 2nd grade life sciences textbook; Akkuş, Üner and Kazak (2014), with regard to chemistry branch; Bulduk (2014), regarding the laboratory techniques of the use of 7th grade science textbook and its teacher's book; Özcan and Erduran (2018), regarding the association of subjects with real life of the 10th grade math textbook to, its insufficient content for reminding pre-knowledge and for limited question types; Coşkun (2013), regarding PISA evaluation criteria for reading skills of the secondary school Turkish textbook; Şeker (2013), regarding the citizenship and democracy education textbook and teacher's book design to learning types. The results of the use of supplementary textbooks and their reasons in Turkey and previous studies indicate that the free textbooks provided by state are not sufficient. Moreover, this raises some questions on the processes of state-provided textbooks preparation and selection (Kavcar et al., 2014).

The participant have made substantial suggestions on the use of supplementary textbooks. They propose that by removing central exam system, it is likely to omit the use of supplementary textbooks; if the removing is not an option, the prohibition of using supplementary textbooks should be repealed. Nonetheless, current textbooks should be updated

considering students' needs and the exam system, supplementary textbooks and workbooks should be given to students as it was earlier, and the stakeholder in schools should be consulted in preparing textbooks. Other suggestions about textbooks in the literature are; Morgil and Yılmaz (1999), there should be given more priority to empirical studies; Ertürk and Güler (2014), students awareness in the learning process should be raised, there should be relevant content and scope to students' interests in the textbooks; Aktekin and Pala (2013), the print quality should be improved, spelling mistakes and printing errors of the textbooks should be decreased; Leite and Afonso (2001), there should be more pictures in textbooks letting students understand the subject better.

Karamustafaoğlu, Salar and Celep (2015), teachers' opinions should be taken into consideration as they are practicing the textbooks in person while designing textbooks; Gülüm and Çeltik (2014), the curriculum should be planned carefully and it should be practicable. Pop-Pacurar and Ciascai (2010) argue that some of the reasons for writing a textbook are insufficiencies of current textbooks and authors' belief in developing more qualified work themselves. Considering Pop-Pacurar and Ciascai (2010) argument, we can say that textbooks in Turkey should be rewritten and modernized. Considering the participants' remarks, suggestions and other studies in the literature on textbooks, it is clear despite its proof that there has been problems in the use of textbooks in Turkey for a long time, yet there have been no measures taken to deal with this issue.

In addition to the suggestions of the participant about the use of supplementary textbooks in this study, it is recommended that the Ministry of National Education should settle the contradiction between official textbooks and supplementary textbooks with new legislative regulations, the MNE should give students extra materials to support and reinforce their learning together with the official textbooks, the MNE should review best-selling textbooks while preparing textbooks and supplementary materials, and it should also take teachers and students opinions into careful consideration. Furthermore, with regard to findings of Hong and Choi (2014), which suggest that there are differences in textbooks of each country, the textbooks of other countries should also be taken into account.

Conclusion

This study reviews the use of supplementary textbooks in secondary schools according to secondary school teachers' opinions, which affects school administrators, teachers, parents, and students. The findings on the use of supplementary textbooks in schools were structured under

three themes as opinions on whether the use of supplementary textbooks is a necessity, opinions on why the use of supplementary textbooks are needed, suggestions on the use of supplementary textbooks. According to the research findings, the majority of the participants think that using supplementary schoolbooks in schools is a necessity, even an obligation. The main reasons of using supplementary schoolbooks are the central exam system and the insufficiency of free books that are given by the state.

This study is limited to high school entrance exam periods and teachers' opinions. Thus, it is recommended that new studies should be conducted considering students, parents, school administrators and teachers who are directly affected by other central examinations in Turkey. The new studies may be useful in determining the general framework of using supplementary textbooks, and permanent and effective solutions may be offered. Besides, there can be conducted comparative studies covering the use of supplementary textbooks in Turkey and other countries.

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