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EVALUATION OF LIFE STUDIES CURRICULUM BY STUFFLEBEAM'S CONTEXT, INPUT, PROCESS AND PRODUCT EVALUATION MODEL

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Abstract

This research, which was carried out to evaluate the life studies curriculum with Stufflebeam's context, input, process and product model, is a curriculum evaluation research. The research carried out in the mixed method was designed in an exploratory sequential design. The quantitative dimension of the research, which was designed with a descriptive approach, is in the survey design, and the qualitative dimension is in the phenomenology design. The study group of the research is 208 classroom teachers for the quantitative dimension and fourteen classroom teachers for the qualitative dimension, working in a city in the Central Anatolian Region. Personal information form and life studies curriculum evaluation scale developed by the researcher and teacher interview form were used as data collection tools in the research. The data obtained in the research were analyzed with descriptive analysis. According to the findings obtained from the research, the teachers stated that the program is not sensitive enough to the socio-economic situation of the region and this situation creates a disadvantage for some students. It is included in the opinions of the teachers that the program can be implemented as planned, but that the program should be arranged in a way that allows learning by doing and experiencing. The teachers, who stated that the outcomes of the program are in the desired direction for the teacher and the student, think that the program does not reflect the principle of economy. In this context, it is recommended to increase the weekly course hours, to diversify the learning environments and to consider regional differences in order to implement the life studies curriculum in a more qualified way.

Keywords: Curriculum evaluation, process and product, life studies curriculum, Stufflebeam's CIPP model

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1. Introduction

A qualified education is possible if the student gets to know himself and his environment, develops functional relationships and adapts. The life studies lesson, which has an important place in the first three years of primary school and is of great importance for the Turkish education system in this context, provides the opportunity for the child to get to know the natural and social environment and himself (Şahin, 2009). The Life Science course allows children to acquire life skills through life-appropriate learning (Öztürk & Kalafatçı, 2016). In addition, it is a course that provides the opportunity to associate the real life knowledge and skills that children have learned in their natural family life at school (Bektaş, 2007). The Life Science course enables the student to learn about events and phenomena starting from his/her immediate environment and to recognize the culture of the society he/she lives in (Atik & Aykaç, 2019). Through this course, the student is prepared for life and gains practical adaptation skills. Students learn to produce solutions to the problems they may encounter in life. Since it is a life lesson, the psychological, biological, social and cultural aspects of the individual come to the fore (Öztürk, 2015).

The curriculum of this course, which is very important for primary school education, has been updated over time in the light of scientific, technological and pedagogical developments. After the proclamation of the Republic, program development studies were carried out in 1924, 1926, 1936, 1948, 1962, 1968, 1983, 1990, 1998 and 2005, 2009, 2015. Life studies course is included in all programs except the 1924 program, which is a transitional program (Aslan, 2011). With the 1926 program, the life studies lesson was centered and the collective teaching practice was started for the first time (Fer, 2020). In the 1936 program, the course hours of the life studies course were increased by two hours (MEB, 1936). While the lesson hours in rural and urban schools differed with the 1948 program, which was a more comprehensive curriculum, the first time the program development processes were put to work and the pilot application was made in the 1968 program, the distinction between village and city for life studies lesson was abolished and it started to be applied as five lesson hours in all classes (MEB, 1948; MEB, 1968). The 1998 program, which came out with the transition to eight-year uninterrupted education, includes more detailed information on the learning-teaching process and materials. With the transition to the constructivist learning approach in the 2005 curriculum, radical changes were made in the curriculum and skill areas were included in the curriculum. The life studies course, which continued to be implemented as five course hours in 2005, was reduced to four course hours in 2010. In the 2015 curriculum, which was developed with the transition to twelve-year compulsory intermittent education (4+4+4 system), more emphasis was placed on teaching skills and values (MEB, 2015). However, the course duration is arranged as four hours for the 1st and 2nd grades, and three hours for the 3rd grades. The 2018 life studies curriculum aims to provide students with knowledge, skills and values on the axis of individual, society and nature (MEB, 2018). The program lists our competencies, values and basic life skills. The program emphasizes individual differences. In addition, there are suggestions for the implementation of the program in the program. There are six units in the life studies curriculum: "Life in our School, Life at Home, Healthy Life, Safe Life, Life in Our Country, Life in Nature" (MEB, 2018). There are 53 gains in the 1st grade, 50 in the 2nd grade and 45 in the 3rd grade. In the weekly

course schedule, the life studies course is four hours for the 1st and 2nd grades, and three hours for the 3rd grades (TTKB, 2018).

Life Studies course has an important place in the 1st, 2nd, and 3rd grade primary school programs. In this context, the curriculum of this course, which is in the first three classes of basic education, at the center of education and related to real life, is also important. Program evaluation studies are used for this purpose and aim to achieve continuous improvement. program evaluation; it is defined as "*the process of collecting data on the effectiveness of training programs with observation and various measurement tools, comparing and interpreting the obtained data with the criteria that are indicators of the effectiveness of the program, and making a decision about the effectiveness of the program*" (Erden, 1998, p.10). The program evaluation process is the task of obtaining and presenting various information about the program in order to offer alternative solutions to the program (Stufflebeam, 1970). The education system, which is an open system, needs continuous development, correction and renewal studies in order to maintain its lively structure (Demirtaş, 2017; Sönmez, 2004). In this case, it is important to evaluate the training programs continuously and to use the results obtained. Today, evaluation of education programs is seen as a compulsory part of the education program (Sanders & Nafziger, 2011). According to Ertürk (2013), program evaluation; testing the validity of the program is necessary in terms of meeting the quality control needs of the program and determining its effectiveness in meeting educational needs. Program evaluation can be employed for different purposes. According to Scriven (1967), evaluation is made for two purposes (Cited by Carroll, Singley, & Rosson, 1992); formative assessment and total assessment. While formative evaluation is carried out in the process for the development and improvement of the program and its elements, total evaluation is employed to evaluate the program in all its aspects, taking into account the results of the formative evaluation after the application of the program (Carroll, Singley, & Rosson, 1992; Yüksel & Sağlam, 2014).

Program development and evaluation processes form an inseparable whole (Özdemir, 2009). While each developed training program is evaluated in terms of different processes and dimensions, each data obtained as a result of the evaluation is the source of the program development work. There are different approaches to program evaluation within this cyclical system. According to Ertürk (2013), there are six different approaches. These; they are evaluations made by looking at the cultivation design, looking at the environment, looking at success, looking at the achievement, looking at learning and looking at the product (Ertürk, 2013, p. 121). Sönmez (2004) program evaluation approaches; it lists the system and its elements-relationships between elements, looking only at the outputs, looking at the processes and outputs, looking at the inputs and outputs, looking at the inputs-processes and outputs, and looking at all the elements of the system. Olivia (2009) examined curriculum evaluation approaches in two groups as limited approaches and comprehensive approaches (Act. Özdemir, 2009). While Olivia (2009) deals with the evaluation of the objectives of the training program and the evaluation of the organization-structuring of the training program as limited models, she considers Saylor, Alexander and Lewis Model and Stufflebeam's Context, Input, Process and Product Model as comprehensive models (Cited by Özdemir, 2009). According to another classification; there are goal-based, management-based, expert-oriented, consumer-

oriented and participant-oriented program evaluation approaches (Yüksel & Sağlam, 2014). The context, input, process and product model, which is one of the management-based and comprehensive program evaluation approaches. It was developed by the Phi Delta Kappa National Evaluation Commission managed by D. L. Stufflebeam (Özdemir, 2009). According to Stufflebeam (2003), a functional program evaluation requires evaluating all aspects of the program and making necessary adjustments and corrections. With the model, it is possible to evaluate programs, projects, personnel, products, institutions and systems (Stufflebeam, 2007). The purpose of evaluation is not to prove but to develop (Dinçer & Saracaloğlu, 2017). According to Stufflebeam, the purpose of program evaluation is to provide information to the authorities who will decide about the program, and the authorities should decide in four stages (Erden, 1998; Ornstein & Hunkins, 1998). These; they are decisions about planning, structuring, implementation and regulation (Stufflebeam, 1971). In line with the decisions taken in these four areas, a final decision is made regarding the applicability of the program. Regarding the decisions to be taken in the specified areas of the program evaluator; context, input, process and product dimensions (Arkan & Üstün, 2010; Yüksel & Sağlam, 2014). As a result of the decisions taken regarding the planning, structuring, implementation and evaluation elements of the model, a decision is made whether the program is applicable or not.

When the literature is examined, it is seen that various studies have been carried out on the evaluation of the life studies curriculum. There are studies with quite different focuses that evaluate the life studies curriculum historically (Aktay & Çetin, 2019; Atik & Aykaç, 2019; Dündar, 2002; Erkan, 1996; Ocak & Gündüz, 2006; Şahin, 2009; Tay & Baş, 2015) . There are studies that examine the curriculum in the context of its elements. (Acat & Uzunkol, 2010; Alak & Nalçacı, 2012; Aykaç, 2011; Ekmen & Demir 2020; Gömleksiz & Bulut, 2007; Gümüş & Aykaç, 2012; Karaman, 2019; Yıldırım, 2022) . In addition, it has been observed that there are studies that examine the life studies curriculum in different contexts (Akar & Keyvanoğlu, 2016; Esemen, 2019; Esemen & Sadioğlu, 2019; Kılınç & Ersoy, 2013; Sıcak & Eker, 2016; Yaşaroğlu, 2013; Yaşaroğlu, 2019). This research, on the other hand, is considered important in terms of presenting a comprehensive evaluation based on a program evaluation model. In addition, considering that the program evaluation studies are a data source for the programs to become more qualified, the importance of this and similar studies emerges. In this context, the aim of the research is to evaluate the primary school life studies curriculum with Stufflebeam's context, input, process and product model.

2. Method

This research, which was carried out to evaluate the primary school life studies curriculum with Stufflebeam's context, input, process and product model, is a curriculum evaluation research. The main difference of curriculum evaluation research from other studies is that while research generally focuses on findings and results, curriculum evaluation research focuses on the suggestions that it will offer for the decisions to be taken (Alkin & Vo, 2017). There are different program evaluation models specific to each approach preferred in the program evaluation research process. The context, input, process and product model (Context-Input-Process-Product: CIPP), which is one of the management-based and comprehensive curriculum evaluation approaches, is a very broad and versatile model (Demirel, 2009). As the

name suggests, the model has four dimensions: context, input, process and product. In the context evaluation dimension; all factors related to the program are analyzed (Demirel, 2009). From this point of view, the problems, needs and opportunities of the educational environment or individuals are evaluated (Stufflebeam, 1971). In the input evaluation dimension; the objectives of the program and the strategies determined to achieve these objectives (content, teaching-learning process and evaluation elements of the program) and the compatibility of these elements and the cost of the program are evaluated (Arkan & Üstün, 2010; Stufflebeam, 1971; Yüksel & Sağlam, 2014). In the process evaluation dimension; the actions taken during the implementation of the program are evaluated. In this dimension, factors such as the feasibility of the planned activities, the difficulties encountered during the implementation, the factors that facilitate the implementation, the adequacy of the time allocated for the implementation of the program are evaluated (Stufflebeam, 1971; Yüksel & Sağlam, 2014). In the product dimension of the model, the products of the program and the compatibility of these products with the targets are examined (Demirel, 2009; Stufflebeam, 1971). In addition, the satisfaction of the participants, their views on the program, and the unexpected effects of the program are also evaluated (Stufflebeam, 1971; Yüksel & Sağlam, 2014). In line with the decisions taken in the light of the evaluations made in these four dimensions, a judgment is formed about the aspects of the program that need to be corrected and the applicability of the program (Demirel, 2009).

2.1. Research Model

Qualitative, quantitative and mixed methods can be used in curriculum research. This research was designed in an exploratory sequential design, which is one of the mixed methods research. In the exploratory sequential design, firstly, a general viewpoint is obtained by collecting the quantitative data of the research, and then qualitative data are collected in order to elaborate this viewpoint and investigate its causality (Creswell, 2013). The quantitative data of this research, which was handled with a descriptive approach, were collected in the scanning design, and the qualitative data were collected in the phenomenology design. Scanning design aims to describe an existing situation related to a subject or event as it is (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2014). The phenomenology design, on the other hand, is made to give examples and explanations without the aim of generalizing about the phenomena that are aware of but do not have in-depth and detailed information (Yıldırım & Şimşek, 2013).

2.2. Study Group

This research was carried out in a province in the Central Anatolian Region (Turkey). The research has two different study groups in which quantitative and qualitative data are collected. The quantitative study group was determined by simple random sampling method and consists of 208 classroom teachers. Demographic information about teachers is presented in Table 1.

Table 1. Demographic information on teachers in the quantitative study group

Variable	Category	n	%
Gender	Woman	86	41.3
	Male	122	58.7
Age	25-35	64	30.7
	36-45	74	35.6
	46-55	49	23.6
	56-65	21	10.1
Professional Seniority	1-10 Years	51	24.5
	11-20 Years	82	39.4
	21 Years and above	75	36.1
Occupational Title	Teacher	53	25.5
	Expert Teacher	106	51.0
	Head teacher	49	23.5
Place of Duty	Province	125	60.1
	County	60	28.8
	Village	23	11.1
Total		208	100

As seen in the table, 86 of the teachers in the study group are female and 122 are male. 64 of the teachers are in the age range of 25-35, 74 of them 36-45, 49 of them 46-55 and 21 of them 56-65 years old. There are 52 teachers with professional seniority between 1-10 years, 82 teachers with professional seniority between 11-20 years and 75 teachers with professional seniority of 21 years and above. 53 of the study group are teachers, 106 are specialist teachers and 49 are head teachers. 125 teachers working in the city, 60 teachers working in the district and 23 teachers working in the village were included in the study group. The qualitative study group was determined by the criterion sampling method and consists of fourteen classroom teachers. The criteria set for inclusion of teachers in the study group; they are a classroom teacher and they have the experience of applying the life studies curriculum in primary school 1st, 2nd and 3rd grades. In the research, the personal data of the teachers were protected and code names such as T1, T2, T3,….T14 were used. Table 2 contains descriptive information about teachers.

Table 2. Descriptive information on the teachers in the qualitative study group

Participant	Gender	Age	Professional Seniority	Occupational Title	Place of Duty
T1	Woman	38	13 Years	Expert Teacher	Province
T2	Male	58	37 Years	Head teacher	Province
T3	Male	33	9 Years	Teacher	County
T4	Male	39	18 Years	Expert Teacher	Province
T5	Male	36	12 Years	Expert Teacher	Province
T6	Woman	36	13 Years	Expert Teacher	County
T7	Woman	34	13 Years	Expert Teacher	Province
T8	Male	50	23 Years	Expert Teacher	Province
T9	Woman	38	15 Years	Expert Teacher	Province
T10	Woman	46	21 Years	Expert Teacher	Province
T11	Woman	32	8 Years	Teacher	Village
T12	Male	33	9 Years	Teacher	County
T13	Male	30	4 Years	Teacher	Village
T14	Woman	56	35 Years	Head teacher	Province

Fourteen teachers, seven women and seven men, participated in the qualitative phase of the study. The age range of the teachers varies between 30 and 58, and their professional seniority varies between four years and 37 years. When the professional titles of the participants are

examined, it is seen that four of them are teachers, eight are expert teachers and two are head teachers.

2.3. Data Collection Tool

In this study, the "Life Studies Curriculum Evaluation Scale" developed by the researcher as a quantitative data collection tool, and the "Teacher Interview Form" developed by the researcher as a qualitative data collection tool were used. In addition, "Personal Information Form" was used to obtain descriptive information about the quantitative and qualitative study group.

2.3.1. Personal information form

The Personal Information Form was prepared in order to obtain descriptive information about the teachers included in the researcher study group. The form includes factual questions about gender, age, professional seniority, job title, place of work and type of school. The same form was used in both the quantitative and qualitative study groups.

2.3.2. Life studies curriculum evaluation scale

The life studies curriculum evaluation scale was developed by the researcher and is in the five-point Likert type as "5/strongly agree, 4/agree, 3/undecided, 2/disagree, 1/strongly disagree". The scale consists of 37 items and four dimensions called context, input process and product. There is no reverse item in the scale.

The scale development process was based on Stufflebeam's Context, Input, Process and Product Model. In the scale development process, firstly, the literature (Aslan, Soyalp, Karahan, & Altuntaş, 2016; Aslan & Uygun, 2019; Çopur, Türkmenoğlu, Artut & Bal 2021; Dinçer, & Saracaloğlu, 2017; Kavan, 2023; Paksoy & Cinoğlu, 2021; Stufflebeam, 2007; Yolcu, 2019) and an item pool of 52 items was created. Then, in order to ensure content validity, opinions on the items were obtained from six training programs and instruction and six classroom education experts. Necessary corrections were made in line with expert opinions. Exploratory factor analysis (EFA) was performed to test the construct validity of the scale. EFA scale items are made in order to make decisions such as how much of the variance in the scores is explained, factor extraction with the help of relations between variables, which items to keep together, which ones should be removed from the scale, what to name the sub-dimensions (Başol, 2019; Büyüköztürk, 2002; Tabachnick & Fidell, 2011) In the literature, it is emphasized that the sample size should be between five and ten times the number of draft items in order to perform EFA (Büyüköztürk, 2002; Karagöz & Kösterelioğlu, 2008; Güngör, 2016; Kalaycı, 2006; Yaşlıoğlu, 2017). In this study, the draft scale was applied with 272 classroom teachers in order to conduct EFA. Of the classroom teachers, 152 are female and 120 are male. When examined in terms of professional seniority, it is seen that 35 of them have 1-5 years, 52 of them have 6-10 years, 84 of them have 11-15 years, 65 of them have 16-20 years and 36 of them have 21 years or more professional experience. Below are the Kasier-Meyer-Olkin (KMO) test statistics, which is a suitability test that tries to test the adequacy of the structure of the variables of the data obtained from the sample in factor analysis (Yaşar, 2014).

Table 3. KMO and Bartlett's test statistics of the scale

Kaiser-Meyer-Olkin (KMO) Sample Fit Measure	.829
Bartlett's Test of Sphericity Approximate Chi-Square Value	21607.057
Degrees of Freedom (sd)	1035
Significance Level (Sig.)	.000

p<.05

As seen in Table 3, the KMO value (.829) is at a good level since it is in the range of 0.90<KMO≤0.80 according to Kasier (1974) classification. The Bartlett test of sphericity has a significant value at the p<.05 level. In other words, it shows a normal distribution and is suitable for factor analysis. Principal component analysis, one of the factor extraction methods, was used in this study. While applying EFA techniques, items were extracted from the draft scale by considering the following criteria (Başol, 2019; Gürbüz & Şahin, 2015; Yüksel & Yılık, 2022):

• Removal of items with an item cummunality value below 0.40 from the analysis,

• The factor load value of the items should be at least 0.30,

• Removal of overlapping items (items with a difference of less than 0.10 between load values of different dimensions) from the analysis.

In this context, first of all, the I-11, I-12, I-13, I-18, I-19, I-20 scales were removed from the scale with item common variance values below 0.40. Then, I-41, I-44, I-47, I-49, I-50 with item factor loadings below 0.30 were removed from the scale. At the last stage, the overlapping items I-33, I-40, I-45, I-46, I-51 were removed from the scale. Table 4 below presents the variance rates explained by the scale total and dimensions as a result of the Life Studies Curriculum Evaluation Scale EFA.

Table 4. Life studies curriculum evaluation scale EFA result of scale total and variance rates explained by dimensions

Components	Priority Core Values			Subtracted Sum of Squares Load Values (Factors)		
	Total	Percentage of Variance Explained	Percentage of Stacked Variance Explained	Total	Percentage of Total Explained Variance	Percentage of Stacked Variance Explained
1. Factor	25.089	54.541	54.541	14.051	30.545	30.545
2. Factor	6.240	13.566	68.107	13.776	29.948	60.494
3. Factor	2.420	5.261	73.368	4.389	9.540	70.034
4. Factor	1.682	3.656	77.024	3.215	6.990	77.024

As seen in Table 4, there are four dimensions with an eigenvalue above 1. The explained variance rate was calculated as 77.024%. It can be said that this value is at a very good level (Başol, 2019). The final version of the scale dimensions and item load values after EFA are shown in Table 5.

Table 5. Factor structure of life studies curriculum evaluation scale

Item No.	Components			
	1. Factor Context	2. Factor Input	3. Factor Process	Factor 4 Product
I-1	.756			
I-2	.893			
I-3	.525			
I-4	.679			
I-5	.819			
I-6	.872			
I-7	.851			
I-8	.801			
I-14	.430			
I-15	.815			
I-16	.858			
I-17	.761			
I-21		.768		
I-22		.708		
I-23		.612		
I-24		.673		
I-26		.798		
I-27		.815		
I-28		.800		
I-29		.826		
I-30		.658		
I-31		.520		
I-9			.670	
I-10			.718	
I-25			.630	
I-32			.475	
I-34			.326	
I-37			.536	
I-38			.569	
I-39			.319	
I-33				.634
I-35				.431
I-36				.448
I-42				.464
I-43				.304
I-48				.374
I-52				.339

As seen in Table 5, the life studies curriculum evaluation scale consists of 4 dimensions and 37 items. The first dimension is named "context" and consists of 12 items. The second dimension is named as "input" and consists of 10 items. The third dimension is named as "process" and consists of 8 items. The fourth dimension is named "product" and consists of 7 items.

In order to test the reliability of the life studies curriculum evaluation scale, the Cronbach Alpha value was calculated. Cronbach's Alpha values for the scale and its dimensions are presented in Table 6 below.

Table 6. Cronbach Alpha values of the life studies curriculum evaluation scale

Component	Cronbach Alpha Value	N
Context	.954	12
Input	.953	10
Process	.915	8
Product	.929	7
Total	.974	37

As can be seen in Table 6, Cronbach's Alpha Value for scale dimensions and total is in the range of $0.80<\alpha<1.00$, so it can be said to be highly reliable (Özdamar, 2017).

2.3.3. Teacher Interview Form

Interview technique was used as a qualitative data collection tool. Interview is a data collection technique used to get participants' ideas about the subject and to determine their perspectives (Patton, 2014). In this study, a teacher interview form was developed in order to get the opinions of teachers about the life studies curriculum. During the development process of the form, possible questions were formed by scanning the literature (Aslan & Uygun, 2019; Çopur, Türkmenoğlu, Artut & Bal 2021; Dinçer & Saracaloğlu, 2017; Kavan, 2023; Stufflebeam, 2007; Yolcu, 2019). Then, the opinions of two curriculum and instruction and two classroom education experts were consulted in order to establish the content validity. The pilot study of the interview form was conducted with a teacher who had similar qualifications to the participant group (classroom teacher, female, 37 years old, 9 years of professional seniority, specialist teacher, district). After the necessary adjustments were made, the form was given its final form. The interview form consists of 15 questions.

2.4. Data collection process

Research data were collected from classroom teachers working in a province in the Central Anatolian Region (Turkey). In the data collection process of the research, firstly, the principals of the primary schools in the province were interviewed, an appointment was made and a school visit was made at the appropriate time. The life studies curriculum evaluation scale was sent online to the teachers who volunteered to participate in the research. In addition, one-to-one interviews were conducted with the teachers in the schools visited, who volunteered to participate in the interview. A voice recorder was used to prevent data loss during the interview. Each interview lasted approximately 40-45 minutes.

2.5. Data analysis

In this research, which was designed as a mixed method research, quantitative and qualitative data were obtained. In the analysis of the quantitative data of the research, descriptive analysis was performed using the SPSS program. It is an analysis made using descriptive statistics and values such as percentage frequency. (Büyüköztürk, Çokluk-Bökeoğlu & Köklü, 2009). In this study, descriptive analysis was performed on the quantitative data obtained using the life studies curriculum evaluation scale, and *%, f* and average scores were determined. In the presentation of the findings, the expressions in each dimension and dimension were interpreted one by one. During this interpretation, 1-1.8 very low, 1.81-2.6 low, 2.61-3.4 medium, 3.41-4.2 high, 4.21-5 very high values were taken into account in determining the level of agreement of the study group. In the analysis of the qualitative data of the research, descriptive analysis was carried out using the Maxqda qualitative data analysis program. In descriptive analysis, participant statements are read and interpreted within an analysis framework (Yıldırım & Şimşek, 2013). In this research, the audio recordings of the interviews with the teachers were deciphered in Word format and uploaded to the Maxqda program. Then it was interpreted within the framework of context,

input, process, product evaluation dimensions. Direct participant statements were also included in the findings.

3. Findings

In this section, the quantitative and qualitative findings obtained from the research are presented under the sub-headings of findings regarding context, input, process and product evaluation.

3.1. Findings Regarding Context Evaluation

Under this title, the quantitative findings related to the context dimension within the scope of the research are presented and then the qualitative findings are presented. Table 7 below presents descriptive statistics regarding the context dimension of the Program Evaluation Scale.

Table 7. Descriptive statistics on the context dimension of the program evaluation scale

Context Dimension Items	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		sd	X
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*		
The program is capable of being implemented in one academic year.	10	4.8	40	19.2	28	13.5	81	38.9	49	23.6	1.181	3.57
Environmental characteristics and conditions were taken into account while developing the program.	18	8.7	60	28.8	43	20.7	59	28.4	28	13.5	1.206	3.09
While developing the program, socio-economic opportunities and opportunities of the region were taken into consideration.	21	10.1	74	35.6	55	26.4	42	20.2	16	7.7	1.111	2.79
While developing the program, differentiating student qualities were considered with an inclusive approach.	10	4.8	68	32.7	59	28.4	49	23.6	22	10.6	1.087	3.02
The program is designed in accordance with the constructivist learning approach.	6	2.9	36	17.3	46	22.1	75	36.1	45	21.6	1.097	3.56
While developing the program, scientific and technological developments were taken into account.	6	2.9	28	13.5	48	23.1	98	47.1	28	13.5	.981	3.54
The program is compatible with current developments in the field of educational sciences.	6	2.9	31	14.9	38	18.3	97	46.6	36	17.3	1.030	3.60
The program is compatible with the current education system.	2	1.0	46	22.1	29	13.9	101	48.6	30	14.4	1.020	3.53
The achievements of the program are compatible with the general and specific objectives.	14	6.7	31	14.9	28	13.5	94	45.2	41	19.7	1.161	3.56
The achievements in the program are expressed clearly, clearly and intelligibly.	8	3.8	30	14.4	24	11.5	95	45.7	51	24.5	1.102	3.72
The outcomes in the program reinforce students' past learning and support their future learning.	7	3.4	32	15.4	30	14.4	115	55.3	24	11.5	.995	3.56
The program has been prepared in accordance with the readiness level of the student.	2	1.0	38	18.3	62	29.8	82	39.4	24	11.5	.949	3.42

As seen in the table, teachers highly agree with the view that the life studies course curriculum can be implemented in one academic year. They moderately agree with the statements that environmental characteristics and conditions should be taken into account while the program is being developed, socio-economic opportunities and opportunities of the region should be taken into account, and students' qualities differing with an inclusive approach should be taken into account. Other items with a high level of positive opinion are that the program is in accordance with the constructivist approach, scientific and technological developments were taken into account while developing the program, and it is compatible with current developments in the field of educational sciences and the current education system. In addition, teachers highly agree with the items that the objectives of the program are compatible with the general and specific objectives and that the objectives are expressed clearly, clearly and intelligibly. A high level of positive opinion was expressed that the acquisitions in the program reinforce the students' past learning and support their future learning and are suitable for the student's readiness level.

The qualitative findings regarding the context dimension in the research are presented below. The word cloud formed from the teachers' views on the purpose of the life studies course curriculum is presented in Figure 1.

Figure 1. The Purpose of the Life Studies Curriculum Themed Word Cloud

As visualized in the figure, the teachers emphasized the life studies curriculum most frequently to prepare for life. In addition, the aims of the program to adapt to school and acquire basic skills were also expressed by the teachers. In this context, it is possible to say that teachers see the life studies curriculum as a program that prepares students for daily, social and social life, facilitates their adaptation to the environment, and helps them to know and develop themselves.

Teachers stated that the positive aspects of the program are being close to daily life, being easily applicable and being student-centered. According to the teachers' opinions, the negative aspects of the program are that it is not up-to-date, not suitable for the students' readiness

level, being a theoretical-oriented program and being insensitive to regional differences. It is suggested that the life studies course curriculum, which emphasizes the purpose of preparation for life, should be developed in a way that includes more applications. Below is an example participant statement.

> *The program is easy to implement, that's its positive side. However, it is not up to date. For example, in the book "How do you inform your uncle about the address of the house you just moved to?" Among the answers to the question "I will assign a location." There isn't an option. But nowadays location is used in address description. You cannot teach the children of the technology age to address only with a recipe. It has to be the location, the recipe too.* (T2)

Teachers generally emphasized that student needs are partially taken into account while developing the curriculum. They express that they are insensitive to the differing needs arising from regional differences and the needs of new social areas brought by technology. It is among the remarkable views that the children of our age now have a social environment in the virtual environment and they are very unprotected in this area. In addition, the view that the program is not adaptable enough and that the implementation of the same program throughout Turkey causes a disadvantage especially for students living in the eastern and rural areas of the country stands out. When the participant statements are examined, it is considered as a missed opportunity that the program is insensitive to regional differences in the context evaluation dimension and that technological developments are not sufficiently reflected in the program. teachers stated that there should be a more flexible and adaptable curriculum. An example participant statement is presented below.

> *However, since this program will be implemented in the same way throughout Turkey, it cannot be said that regional and socio-economic differences are fully reflected in the program. It is very difficult for it to appeal to the child in the village and the child living in the big city, but it would be much better if there were alternatives in the program and the teacher would prefer and apply the appropriate alternative.* T12

Participating teachers are of the opinion that the program is scientifically up-to-date and partially up-to-date in terms of technology and pedagogy. There are teacher statements that the program emphasizes theoretical learning rather than practice but is insufficient in teaching students who are still in the concrete operational stage. An example participant statement is presented below.

> *The life studies curriculum is updated or redeveloped when needed, as in all other curriculums. Therefore, the current life studies curriculum has been prepared by taking into account scientific and technological developments and innovations. It is partially up to date. From a pedagogical point of view, I think that intangible achievements should be included less in the curriculum; because the first three years of primary school coincide with the period when students are in the concrete operational stage and have difficulty in making sense of abstract concepts.* T4

In addition, teachers stated that the life studies curriculum was not sufficiently inclusive. According to the teachers, the program is more appealing to students with high socio-economic status and living in the city. An example participant statement of a teacher working in a village school is presented below.

> *I think that some of the gains in the life studies curriculum were added to the curriculum based on students living in the city and having a relatively better socio-economic level. The program*

> *can be more specialized geographically and an average socio-economic level can be taken as a basis.* T11

3.2. Findings Regarding Input Evaluation

Under this heading, the quantitative findings related to the input dimension of program evaluation and then the qualitative findings are presented. Table 8 presents descriptive statistics regarding the input dimension of the Program Evaluation Scale.

Table 8. Descriptive statistics regarding the input dimension of the program evaluation scale

Input Dimension Items	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		sd	X
	f	%	*f*	%	*f*	%	*f*	%	*f*	%		
Appropriate teaching methods, techniques and strategies are emphasized in the program.	9	4.3	31	14.9	44	21.2	93	44.7	31	14.9	1.054	3.50
It is sufficient for the students to have pre-learning about the implementation of the program.	6	2.9	58	27.9	39	18.8	83	39.9	22	10.6	1.070	3.27
Students' motivation and interest are at a sufficient level.	4	1.9	55	26.4	43	20.7	79	38.0	27	13.0	1.064	3.33
The course book is suitable for the program and facilitates learning.	16	7.7	38	18.3	62	29.8	62	29.8	30	14.4	1.144	3.25
The program has a flexible structure.	8	3.8	28	13.5	63	30.3	82	39.4	27	13.0	1.005	3.44
The gains in the program are functional for the student.	2	1.0	34	16.3	60	28.8	84	40.4	28	13.5	.952	3.49
The time allocated for each learning unit in the program is compatible with the degree of difficulty.	10	4.8	44	21.2	48	23.1	89	42.8	17	8.2	1.040	3.28
The content of the program is capable of integrating what has been learned with other courses.	2	1.0	38	18.3	64	30.8	76	36.5	28	13.5	.970	3.43
The number of teachers is sufficient for the implementation of the program.	8	3.8	32	15.4	41	19.7	83	39.9	44	21.2	1.099	3.59
Teachers have the necessary qualifications to implement the program.	4	1.9	20	9.6	39	18.8	99	47.6	46	22.1	.961	3.78

As seen in Table 8, teachers highly agree with the view that appropriate teaching methods-techniques and strategies are emphasized in the curriculum. However, it is seen that the students moderately agree with the statements that their prior learning, motivation and interest regarding the implementation of the program are sufficient. Another statement they agree with at a moderate level is that the course book is suitable for the program and facilitating learning. The flexible structure of the program and the fact that the gains are functional for the student are other expressions of positive opinion. On the other hand, they moderately agree that the time allocated for each learning unit in the program is compatible with the degree of difficulty. Finally, it is seen that the content of the teacher program is capable of integrating what has

been learned with other lessons, that the number of teachers is sufficient for the implementation of the program, and that the teachers have the necessary qualifications to implement the program at a high level.

According to the qualitative findings obtained from the interviews with the teachers, the teachers stated that the program was partially suitable for the level of the students. They state that children who start school at an earlier age, especially with the 4+4+4 system, may experience problems with their pre-learning. Another prominent view is the relationship between student qualifications and family. In other words, it was stated that children from families who are more involved and support the development of their child are more suitable to participate in the program. An example participant statement is presented below.

> *I think it totally depends on the family. If the child receives support from the family, you feel it, but in general, the level of the students is not sufficient.* T9

When the views of the teachers on the elements of the curriculum are examined, the view that the achievements are related to each other but mostly abstract and that there should be more acquisitions related to nature comes to the fore. When the views on the content item are examined, it is understood that the content is very intense and contradicts some realities of social life. It is emphasized that practice should be given more space in the learning-teaching process, especially the acquisition and content should be simplified and more time-consuming practical studies such as travel and observation should be made. Some teachers even stated that they could not complete the assessment and evaluation activities because the program was too intense. Below is an example participant statement.

> *Although the topics seem to be comprehensive, there are too many topics, and the time allocated to research and learn is insufficient. The assessment and evaluation process may not be enough.* T5

Participating teachers emphasize that they have the necessary qualifications to implement the life studies curriculum, but because of the structure of the course, teachers need to constantly update their knowledge and skills. Below is an example participant statement.

> *I think that the classroom teachers have sufficient knowledge and skills to enable students to acquire the achievements in the life studies curriculum.* T7

3.3. Findings Regarding Process Evaluation

Under this heading, quantitative and qualitative findings related to the process dimension of program evaluation are presented. Table 9 presents descriptive statistics regarding the process dimension of the Program Evaluation Scale.

Table 9. Descriptive statistics on the process dimension of the program evaluation scale

Process Dimension Items	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		sd	X
	f	%	*f*	%	*f*	%	*f*	%	*f*	%		
The program can be implemented in accordance with the physical qualities of existing schools.	20	9.6	64	30.8	53	25.5	55	26.4	16	7.7	1.124	2.91
The program can be implemented in accordance with the social characteristics of existing schools.	22	10.6	61	29.3	57	27.4	54	26.0	14	6.7	1.113	2.88
The materials suggested in the program are easily accessible.	21	10.1	54	26.0	56	26.9	60	28.8	17	8.2	1.133	2.99
The program can be implemented as planned.	2	1.0	45	21.6	47	22.6	85	40.9	29	13.9	1.010	3.45
The learning-teacher process continues as planned without any problems.	4	1.9	31	14.9	68	32.7	73	35.1	32	15.4	.987	3.47
Class size is compatible with the implementation of the program.	28	13.5	33	15.9	44	21.2	75	36.1	28	13.5	1.250	3.20
The time allotted for the activities is sufficient.	22	10.6	51	24.5	43	20.7	63	30.3	29	13.9	1.233	3.12
During the implementation of the program, the interest and motivation of the student remains alive.	14	6.7	42	20.2	51	24.5	78	37.5	23	11.1	1.107	3.25

As can be seen in Table 9, the teachers agree at a moderate level with the view that the program can be implemented in accordance with the physical and social characteristics of the existing schools and that the materials suggested in the program can be easily accessed. On the other hand, he expressed a high level of positive opinion that the program could be implemented as planned and the learning-teacher process continued as planned without any problems. On the other hand, they agree moderately with the statements about the compatibility of the class size with the implementation of the program, the adequacy of the time allocated for the activities, and the vitality of the student's interest and motivation during the implementation of the program.

According to the qualitative findings obtained from the research, the teachers state that they can implement the life studies curriculum as planned and they pay attention to make practice as much as possible in their lessons. The most important difficulty experienced by the teachers regarding the implementation of the program is the lack of time and opportunity. Especially the physical structure and environmental conditions of the school cause problems in the implementation process of the program. For this reason, they stated that some of the gains were more superficial and they could not do the activities they wanted exactly. An example participant statement is presented below.

> *When I practice in class, I work according to the conditions of the environment. For example, there is the issue of traffic signs. There is no medium for me to show this except by watching it. That's why I do drama. But it would be much better if there were materials that would allow us to do more applied studies, especially for village schools, or if there was something like an application classroom.* T13

Another participant teacher, who draws attention to a similar problem, emphasizes the inadequacy of the school's environment in the implementation of out-of-school activities. Teachers state that traffic measures should be taken to ensure the safety of students in areas

close to the school and the physical facilities of the school should be improved by building workshops, practice classrooms, and practice garden. In this context, it can be said that the most important negative factor in the implementation process of the life studies curriculum is its incompatibility with environmental and physical conditions. An example participant statement is presented below.

> *The biggest problem experienced while implementing the program is in the realization of the acquisitions that require extracurricular activities. Museum, underpass-overpass, etc. in the vicinity of the school. Lack of opportunities creates problems in processing some gains. Since there are no practice gardens, skill and design workshops in schools, it remains in theory.* T7

3.4. Findings Regarding Product Evaluation

Under this title, the quantitative findings related to the product dimension within the scope of the research are presented and then the qualitative findings are presented. Table 10 below presents descriptive statistics regarding the product dimension of the Program Evaluation Scale.

Table 10. Descriptive Statistics on the Product Dimension of the Program Evaluation Scale

Product Dimension Items	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		sd	X
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*		
The program contributed to the development of the teacher's competencies.	2	1.0	35	16.8	48	23.1	91	43.8	32	15.4	.97631	3.5577
Students actively participated in the lesson.	2	1.0	40	19.2	45	21.6	74	35.6	47	22.6	1.06793	3.5962
The program enabled students to learn by doing.	4	1.9	52	25.0	55	26.4	68	32.7	29	13.9	1.05651	3.3173
During the implementation process of the program, adaptations could be made in case of need.	6	2.9	31	14.9	52	25.0	87	41.8	32	15.4	1.01658	3.5192
The program has been effective in providing students with the targeted gains.	2	1.0	32	15.4	72	34.6	73	35.1	29	13.9	.94693	3.4567
Corrective decisions regarding the problems in the implementation process of the program are taken and implemented.	16	7.7	52	25.0	34	16.3	79	38.0	27	13.0	1.18659	3.2356
The effort and time spent in the implementation process of the program are compatible with the outputs.	10	4.8	43	20.7	53	25.5	73	35.1	29	13.9	1.09846	3.3269

When Table 10 is examined, it is seen that the teachers expressed a high level of positive opinion on the statements that the program contributes to the development of the teacher's competences and that the students actively participate in the lesson. However, they moderately agree with the statement that the program enables students to learn by doing and experiencing.

Teachers are highly involved in the fact that adaptations can be made in the program in case of need during the implementation process of the program and that they are effective in providing the students with the targeted gains. Finally, they moderately agree with the statement regarding the implementation of the corrective decisions regarding the problems in the implementation process of the program and the compatibility of the effort and time spent in the implementation process with the outputs.

According to the findings obtained from the qualitative dimension of the research, the teachers describe the changes that occur in the students after the implementation of the program as developing thinking skills, self-knowledge, expressing and gaining social life skills, developing sensitivity to social problems, nature and the environment, and developing the ability to adapt to the environment and society. Although teachers generally stated that the program had positive effects on students, some teachers stated that the program was insufficient for students in the technology age we live in and they could not achieve the expected development. Teachers state that the life studies curriculum is effective in gaining skills related to the physical and social environment, but it is insufficient in relation to the digital environment.

> *The students learn the gains in the program, but it is not enough. I think it is less effective in children of this period.* T8

Participating teachers state that the products of the program are largely shaped by the conditions of the school and the environment where they work, and in this case, it can harm equality of opportunity. In addition, they stated that learning products become more qualified in the case of cooperation with the family during the implementation process. Below is an example participant statement.

> *School and family determine everything. In other words, if the school is at a good socio-economic level and the physical facilities are sufficient, the program is effective on the student. The child learns, especially if the family also provides support and follows their child. But if you look proportionally in Turkey, how many children have these opportunities.* T9

Teachers state that there is no feedback mechanism to correct the problems they experience in the process related to the program and that almost no opinions are received. Teachers also emphasize that the best approach is to involve teachers more in the curriculum development and evaluation process. For this purpose, they suggest that digital platforms should be created and quick corrections should be made by frequently seeking the opinions of teachers. They emphasize the opinion that they are aware of the changes made by the Ministry of National Education together with other people and that teachers' opinions are not given enough value in this context. Below is an example participant statement.

> *There is a strict military discipline in the MEB, a top-down ordering structure. While in developed countries, teachers have a wide range of powers to stretch and change the program according to needs, we do not have any. In my 35 years of professional life, the Ministry of Education once asked our opinion, when the apron color changed from black to blue. The opinions of the teachers who are in the kitchen are not asked, they are just ordered. Education is experience, experience. Schools walk on the shoulders of experienced teachers. We keep the schools alive by learning from each other and from experience with our close group cooperation.* T14

4. Results and Discussion

This curriculum evaluation research, which was carried out in order to evaluate the life studies curriculum with Stufflebeam's context, input, process and product model, was carried out in a mixed method. For this reason, quantitative and qualitative findings were obtained from the research. Under this title, the quantitative and qualitative findings obtained from the research will be correlated and discussed in the light of the literature. The teachers participating in the research express the purpose of the life studies course as preparation for life. Through this course, the student gains adaptation skills by getting to know himself and his environment. It is clear that the achievements given in the Life Studies curriculum are important in terms of being connected with daily life and preparing the student for life by enabling the student to know himself/herself (Aktay & Çetin, 2019). According to the findings obtained from the research, although the teachers stated that the program in quantitative terms could be implemented in one academic year, the interview findings emphasized that they had difficulty in educating the program due to lack of time, and therefore, the measurement and evaluation activities of the program remained superficial. Öztürk and Kalafatçı (2016) and Sağlam, Babayiğit, Gökçe, and Yılmaz (2019) also state that the lack of time for the implementation of the life studies curriculum creates a problem. In order for the expected benefit from the curriculum to be achieved, the appropriate time must be set.

Both quantitative and qualitative findings obtained from the research are that the curriculum did not take into account the socio-economic opportunities and opportunities of the region and could not adequately respond to the differing student needs. Altun and Güler (2020) also found in their research that the program does not take into account regional differences. However, in the context of life studies course, it has the aims of adapting to the environment, self-recognition and development. It is possible to say that this situation contradicts the aims of the program.

Different quantitative and qualitative findings were obtained in terms of the compliance of the program with scientific and technological developments. Teachers found that the program was prepared in harmony with scientific and technological developments, and in quantitative terms, technological developments were not sufficiently reflected in the program. In order for the children of the technology age to benefit from the program adequately, the programs should be harmonized with technology (Kayhan, Altun & Gürol, 2019). A similar contradictory situation is related to the readiness level of the students included in the program. While the level of readiness of the students is generally at a good level in the quantitative findings, it was seen that the teachers had some reservations about this issue in the qualitative findings. The finding that especially the students living in rural areas and in a disadvantaged position do not have sufficient level of readiness comes to the fore. Another point emphasized by the teachers is the supportive attitude of the family and their participation in education. The interview findings show that the more the family is involved in the child's education, the higher the child's readiness level and the benefit from the program. On the other hand, according to the quantitative findings, the interest and motivation of the students towards the program is moderate. In teacher interviews, it is possible that the reason for this situation is that digital age children need more technological content. Similarly, Ekmen (2019) found in his study that the life studies curriculum could not adequately respond to the requirements of

the age. Yılmaz (2020) also emphasizes that subjects in accordance with the requirements of the age should be added to the curriculum. Another finding obtained from the research is the suitability of the methods-techniques suggested in the program. However, teachers stated that they could not practice adequately due to lack of time and opportunity.

Another research finding is the limited physical and social facilities in existing schools. In the teacher interviews, it is emphasized that this situation creates a big problem for the life science lesson, which is a life lesson. The opinion that this situation prevents students from learning by doing and experiencing stands out. A similar finding is emphasized in the research of Bastık (2018). Teachers state that workshops, practice classrooms and practice gardens should be built in schools. In addition, it is emphasized that security measures should be increased around the school in order to benefit from out-of-school learning environments sufficiently.

Quantitative and qualitative findings indicate that the number and qualifications of teachers are sufficient for the implementation of the program and that the program contributes to the development of teachers' professional competencies. According to the teachers in the study group, the program can be implemented as planned and adaptations can be made when needed. Another striking finding is the incompatibility of the time and effort spent on the implementation of the program with the program outputs. However, the principle of economy is among the indispensable features for a curriculum (Oliva, 2009). Another finding obtained in the research is that the program has positive reflections on students' learning and development. Yılmaz (2020) concluded in his research that the life studies curriculum is effective in improving students' thinking skills. An increase in student success as a product in planned teaching activities is an expected situation.

Another finding obtained from the teacher interviews is that the teachers were not included in the program evaluation. In fact, teachers emphasize that almost no opinions are received by the Ministry of National Education and the changes are dictated to them. There are studies in the literature that support this research finding (Ayka, 2007; Ekinci, 2010). This situation is considered to pose a serious problem. As a matter of fact, teachers are the group that can present the primary views on the program as the implementer of the program.

5. Recommendations

The recommendations reached in the light of the findings obtained from the research are listed below.

• Based on the finding that the participant teachers experienced a lack of time while applying the life studies curriculum, it is recommended to increase the class hours of the life studies course in the weekly program.

• According to the research findings, the curriculum is not sensitive enough to the socio-economic opportunities and possibilities of the region. It is suggested that an inclusive understanding that can meet the needs of students living in regions with different socio-economic levels should be reflected in the practice.

• Based on the finding that disadvantaged students living in rural areas are not at the required level of readiness for the program, preparatory school courses and supportive weekend programs can be organized for these children.

• The life studies curriculum should keep up with the conditions of the day as a course of preparation and adaptation to life. Acquisitions related to digital life, which takes more place in the student's life with technology, can be added to the program.

• The physical conditions of the schools can be improved so that the lessons can be taught more practically. Workshops, practice classes and practice gardens can be built in schools.

• Participating teachers complained that the curriculum does not have a feedback mechanism that takes their opinions. However, teachers are the group that can give the most effective feedback as the implementer of the program. For this reason, mechanisms can be created to take the views of teachers more quickly and with a pluralistic understanding.

Declaration of Conflicting Interests and Ethics

The author declare no conflict of interest.

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Appendix A. Original Form of Life Studies Curriculum Evaluation Scale (in Turkish)

Boyutlar	Maddeler
Bağlam Boyutu	Program bir eğitim öğretim yılında uygulanabilecek özelliktedir. Program geliştirilirken çevresel özellikler ve şartlar dikkate alınmıştır. Program geliştirilirken bölgenin sosyo-ekonomik imkan ve olanakları göz önünde bulundurulmuştur. Program geliştirilirken kapsayıcı bir yaklaşımla farklılaşan öğrenci nitelikleri dikkate alınmıştır. Program yapılandırmacı öğrenme yaklaşımına uygun tasarlanmıştır. Program geliştirilirken bilimsel ve teknolojik gelişmeler dikkate alınmıştır. Program eğitim bilimleri alanındaki güncel gelişmelerle uyumludur. Program mevcut eğitim sistemi ile uyumludur. Programın kazanımları genel ve özel hedeflerle uyumludur. Programda yer alan kazanımlar açık, net ve anlaşılır şekilde ifade edilmiştir. Programda yer alan kazanımlar öğrencilerin geçmiş öğrenmelerini pekiştirip gelecek öğrenmelerini destekler niteliktedir. Program öğrencinin hazırbulunuşluk düzeyine uygun olarak hazırlanmıştır.
Girdi Boyutu	Programda uygun öğretim yöntem-teknik ve stratejileri vurgulanmaktadır. Öğrencilerin programın uygulanışına yönelik ön öğrenmeleri yeterlidir. Öğrencilerin motivasyon ve ilgileri yeterli düzeydedir. Ders kitabı programa uygun ve öğrenmeyi kolaylaştırıcı özelliktedir. Program esnek bir yapıdadır. Programda yer alan kazanımlar öğrenci için işlevseldir. Programda her bir öğrenme birimi için ayrılan süre zorluk derecesi ile uyumludur. Programının içeriği öğrenilenleri diğer derslerle bütünleştirecek özelliktedir. Programın uygulanışı için öğretmen sayısı yeterlidir. Öğretmenler programı uygulamak için gerekli niteliklere sahiptir.
Süreç Boyutu	Program mevcut okulların fiziksel nitelikleri ile uyumlu olarak uygulanabilmektedir. Program mevcut okulların sosyal nitelikleri ile uyumlu olarak uygulanabilmektedir. Programda önerilen materyallere kolaylıkla ulaşılabilmektedir. Program planlandığı gibi uygulanabilmektedir. Öğrenme-öğretmen süreci planlandığı gibi sorunsuz şekilde devam etmektedir. Sınıf mevcudu programın uygulanışı ile uyumludur. Etkinlikler için ayrılan süre yeterli olmaktadır. Programın uygulanış sürecinde öğrencinin ilgisi ve motivasyonu canlı kalmaktadır.
Ürün Boyutu	Program öğretmenin yeterliliklerini geliştirmesine katkı sağlamıştır. Öğrenciler derse aktif katılım sağlamıştır. Program öğrencilerin yaparak yaşayarak öğrenmelerini sağlamıştır. Programın uygulanış sürecinde ihtiyaç halinde programda uyarlamalar yapılabilmiştir. Program öğrencilere hedeflenen kazanımları kazandırmada etkili olmuştur. Programın uygulanış sürecindeki aksaklıklara ilişkin düzeltici kararlar alınarak uygulanmaktadır. Programın uygulanış sürecinde harcanan emek ve zaman çıktılar ile uyumludur.