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Visual Literacy in the Primary School Turkish Curriculum: Insights from Classroom Teachers

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Abstract
This study aimed to investigate classroom teachers' opinions and practices regarding visual literacy skills in the primary school Turkish curriculum. Data were collected through a teacher opinion questionnaire and a semi-structured interview form. The study group consisted of 14 classroom teachers working in Konya, selected using the criterion sampling method. The findings indicated that classroom teachers described the contribution of visual literacy skills from a broader perspective. It was also found that they most frequently used digital materials and adopted the question-answer and demonstration methods. The main problem with developing visual literacy skills was found to be students' readiness level, whereas teachers' main suggestions were related to teacher education. In addition, although visual literacy skills were embedded in all components of the curriculum, support for higher-level learning outcomes was found to be limited. It was recommended that that future research compare these findings with results from a document analysis of the curriculum.
Keywords: Visual literacy, classroom teacher, Turkish curriculum, mixed method

İlkokul Türkçe Dersi Öğretim Programında Görsel Okuryazarlık: Sınıf Öğretmenlerinin Görüşleri

Öz
Sınıf öğretmenlerinin ilkokul Türkçe dersi öğretim programında yer alan görsel okuryazarlık becerilerine ilişkin görüş ve uygulamalarını incelemeyi amaçlayan bu çalışmada veri toplama aracı olarak öğretmen görüş anketi ve yarı yapılandırılmış görüşme formu kullanılmıştır. Çalışma grubu, ölçüt örnekleme yöntemiyle seçilen ve Konya'da görev yapan 14 sınıf öğretmeninden oluşmaktadır. Bulgular, sınıf öğretmenlerinin görsel okuryazarlık becerilerinin katkısını geniş bir perspektiften tanımladıklarını göstermiştir. Ayrıca en sık dijital materyalleri kullandıkları, soru-cevap ve gösteri performans yöntemlerini benimsedikleri tespit edilmiştir. Görsel okuryazarlık becerilerinin geliştirilmesiyle ilgili temel sorun öğrencilerin hazırbulunuşluk düzeyi olarak görülürken, öğretmenlerin temel önerileri öğretmen eğitimiyle ilgilidir. Ayrıca, görsel okuryazarlık becerileri öğretim programının her bir bileşeninde tanımlanmış; daha üst düzey kazanımlar için ise sınırlı destek sağlanmıştır. Elde edilen bulguların öğretim programı üzerinde yapılacak doküman analizi ile kıyaslanması önerilmiştir.
Anahtar Kelimeler: Görsel okuryazarlık, sınıf öğretmeni, Türkçe dersi öğretim programı, karma yöntem

Introduction

With the increase in information and new technologies, multiple literacies have come to the agenda. In order to adapt to the age and to improve the quality of life, print or written literacy, which includes verbal communication, is not sufficient (Alpan Bangır, 2008). In this age, the ability to interpret

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digital, visual and audio media should be regarded as a form of literacy that is just as fundamental as reading and writing skills. Individuals need visual literacy to the same degree that textual literacy is required (Duchak, 2014).

The term visual literacy was first coined by John Debes in 1969 (Avgerinou & Ericson, 1997; Hortin, 1982). Debes argues that visual literacy is comprised of a group of vision competencies individuals can develop by seeing and having and integrating other sensory experiences simultaneously (as cited in Pettersson, 1994). While the concept was previously considered within the limits of "visual reading" as a comprehension skill, later on, with the concept of "visual literacy", it expanded the limits of the reading act as a comprehension skill and covers the skill of narration as well (Tüzel, 2010). Visual literacy involves the ability to understand, produce, and use culturally significant images, objects, and visible actions (Felten, 2008). Visual literacy refers to the ability to interpret images as well as to generate images for communicating ideas and concepts (Stokes, 2002).

Visual literacy competencies are deemed as essential for normal human learning since these competencies enable a visually literate person to discriminate and understand the natural or man-made visible actions, objects, and symbols, and to communicate with others (Debes, 1969 as cited in Pettersson, 1994). The Visual Literacy Competency Standards for Higher Education, published by The Association of College and Research Libraries, presented specific visual literacy learning outcomes for the first time (Hattwig et al., 2013). Within this framework, visual literacy is defined as a set of abilities which help one to find, interpret, evaluate, use, and create images and visual media effectively. Visual literacy skills enable individuals to critically interpret, analyze, and engage with visual materials by understanding their contextual, cultural, ethical, aesthetic, intellectual, and technical dimensions. A visually literate individual uses visual media with a critical perspective and also contributes meaningfully to the current visual content (Association of College & Research Libraries, 2011). As visual literacy encompasses fundamental competencies that facilitate adding meaning to visual messages and creating messages, it effectively contributes to an individual's capabilities for learning and teaching purposes and increases the quality of the learning and teaching process (Lüle Mert, 2017; Şenel, 2021). Visual literacy gives educators an opportunity to enhance their teaching quality and to connect with learners in a more engaging way (Duchak, 2014).

Visual literacy skills can be learned in ways analogous to textual literacy. With training and practice, people can develop the ability to recognize, interpret, and employ the distinct syntax and semantics of different visual forms. The process of becoming visually literate continues through a lifetime of learning new and more sophisticated ways to produce, analyze, and use images (Felten, 2008). From one perspective, visual literacy is regarded as innately acquired and any person who has the capability to perceive visual information develops a visual literacy by assimilating such information through observation and experience, while from another perspective visual literacy is conceptualized as a "set of skills or competencies for visual communication that is required to be taught formally in the classroom" (Peña & Dobson, 2021). Within this perspective, international education bodies and national governments are influenced by arguments that equip people with the necessary skills and competencies to help them succeed in changing life and work (Weninger, 2017). Accordingly, governments put effort into developing a formal curriculum in line with these changing conditions. Within the case of visual literacy, in Türkiye, the learning areas of "visual reading" and "visual presentation" were included in the Turkish Curriculum for 1st-5th grades prepared by the Ministry of National Education (MoNE) in 2004, and thereby visual literacy was put in the curriculum for the first time as a separate learning area (Öztürk & Kavas, 2019; Tüzel, 2010). Except for the 2005 curriculum, visual literacy was not expressed as a separate skill area in others but it continued to be reflected in the course outcomes (Kartal & Kocasavaş, 2024; Öztürk & Durmaz, 2023). The curriculum developed within the framework of the Turkish Century Education Model by MoNE has been implemented in the 2024-2025 academic year (MoNE, 2024). Literacy skills were among the cross-cultural elements of the Turkish curriculum for 1st- 4th grades, and one of the nine literacy skills was visual literacy. The process components of literacy skills in the Turkish Century Education Model are designed to be acquired by students at three levels. These three levels are the level of awareness for defining, understanding, being aware of and showing sensitivity to the basic knowledge, terms, concepts and facts in the literacy

type, the level of functionality for students to realize the holistic relationship between these knowledge, terms, concepts and facts, and the level of agency for students to act on the acquired knowledge. These levels are designed in a spiral process which is expected to start with awareness and be completed with agency (MoNE, 2025).

In line with the developments in curriculum, research has also been conducted on the development of visual literacy skills within the scope of curriculum and course materials. Some researchers examined the primary and secondary Turkish course curriculum and textbooks in the context of visual literacy (Çifci & Kaplan, 2024; Göçer & Tabak, 2012; Karaca, 2021; Konuk, 2022; Öztürk & Kavas, 2019). While Öztürk and Durmaz (2023) compared the objectives of the 2009 Turkish curriculum and the objectives of the 2019 Turkish curriculum, in the context of visual reading and visual presentation skills, in the dissertation of Keskinkılıç (2014), the curriculum used in primary schools was scrutinized in terms of the visual competency standards. On the other hand, Gürbüz and Yılmaz (2024) examined the opinions of 30 classroom teachers about the importance of visual reading and visual presentation skills in Turkish teaching. Overall, it can be asserted that most of the relevant studies have been performed based on document analysis and studies on teachers' opinions on visual literacy development in the context of primary school curriculum are limited. In fact, it is also crucial to examine the opinions and practices of teachers to enhance instructional practice and curriculum studies. Especially the innovations made in the curricula in 2024 have made it necessary to carry out studies on teachers' perspectives regarding the implemented curriculum as a part of the curriculum evaluation processes. In this respect, the main purpose of the research is to examine the opinions and practices of classroom teachers regarding the visual literacy skills in the primary school Turkish curriculum. In line with this main purpose, the answers were sought for the following sub-problems:

1. What are the opinions of classroom teachers about the contribution of visual literacy skills in the primary school Turkish curriculum to students?
2. What are the opinions of classroom teachers about the level at which they can develop the visual literacy skills of their students?
3. What are the practices of classroom teachers to develop visual literacy skills in Turkish lessons?
4. What are the problems that classroom teachers face while developing visual literacy skills in Turkish lessons?
5. What are the suggestions of classroom teachers to contribute to the development of visual literacy skills in Turkish lessons?
6. What are the opinions of classroom teachers about the extent to which components of the primary school Turkish curriculum support the development of visual literacy skills?

Method

Research Design

This study was designed as a mixed-method study and adopted the convergent parallel design. The aim in using a convergent parallel design, one of the basic mixed methods designs, is to synthesize "complementary quantitative and qualitative results to develop a more complete understanding of a phenomenon". In convergent parallel design, the researcher collects and analyzes both quantitative and qualitative data during the same phase of the research process and then merges the two sets of results into an overall interpretation. (Creswell & Plano Clark, 2011, p. 77) Within this framework, in this study, quantitative and qualitative data were simultaneously collected through a questionnaire and an interview form.

Participants

The study group was composed of 14 classroom teachers working in Meram district of Konya. The participants were chosen through the criterion sampling method, one of the purposive sampling methods. By using the criterion sampling method, cases that fulfil a set of predetermined criteria can be studied (Yıldırım & Şimşek, 2011, p. 112). As the criterion, only classroom teachers, who had examined and used the latest primary school Turkish curriculum, participated in the study. Accordingly,

teachers teaching 1st grade students were included in the study since the curriculum has been implemented in the 1st grade classes in 2024-2025 academic year. Participant demographics were illustrated in Table 1.

Table 1.
Participant Demographics

ID	Gender	Experience	Graduation	Previous in-service training	Further in-service training
T1	Female	1-5 years	Undergraduate	No	Yes
T2	Female	16-20 years	Undergraduate	No	Yes
T3	Female	1-5 years	Undergraduate	No	No
T4	Female	1-5 years	Graduate	No	No
T5	Female	1-5 years	Undergraduate	No	Yes
T6	Female	1-5 years	Graduate	No	Yes
T7	Male	21 and more years	Graduate	Yes	Yes
T8	Male	16-20 years	Graduate	No	Yes
T9	Male	21 and more years	Graduate	No	Yes
T10	Female	16-20 years	Undergraduate	Yes	No
T11	Female	21 and more years	Graduate	No	Yes
T12	Male	21 and more years	Graduate	Yes	No
T13	Female	16-20 years	Graduate	No	Yes
T14	Male	6-10 years	Graduate	Yes	Yes

Table 1 shows that the majority of participants were female (64,29%). While 42,86% of participants had been working for 1-10 years, the number of participants with 11-20 years of experience (28,57%) and 21 years or more (28,57%) was the same. More than half of the participants (64,29%) had a master's degree, whereas 35,71% had a bachelor's degree. 71,43% of the participants had participated in an in-service training on visual literacy and preferred not to participate in such a training in future. On the other hand, 28,57% of them declared that they did not participate in such a training program and were willing to participate in a relevant in-service training program.

Data Collection Tools

In this study, which aimed to examine classroom teachers' opinions and practices regarding the visual literacy skills in the primary school Turkish curriculum, a teacher opinion questionnaire and a semi-structured interview form were used as data collection tools. The quantitative data of the study were obtained through the "Teacher opinion questionnaire on primary school Turkish curriculum", which was prepared by the researchers in order to answer the first sub-problem of this study. There are 10 process components under the four main visual literacy skills in the curriculum, and they were used as questionnaire items. The response options were structured from "not at all (1)" to "completely (5)". In this framework, the questionnaire was designed in the form of four sections consisting of a total of 40 items, aiming to determine the extent to which the four basic components of the curriculum, namely objectives, content, learning-teaching process and evaluation, enhance the specified ten process components. The qualitative data of the study were collected through a semi-structured interview form prepared by the researchers in order to answer the other five sub-problems of this study. In line with the purpose of the study, five open-ended interview questions were written based on the literature review. Additionally, four demographic questions were prepared in order to get information about participants' gender, experience, previous in-service training on visual literacy, and their willingness to take part in an in-service training program on the topic.

Overall, the data collection tool was composed of three sections, including demographic information, the questionnaire form and semi-structured interview form. The whole data collection tool was presented to two faculty members who were experts in the field of Curriculum and Instruction

for expert opinion. Then, three open-ended questions of the interview form were revised in line with the expert feedback. Finally, in order to check the clarity and comprehensibility of the questions, the opinions of two classroom teachers were taken. Since it was understood that there was no need for revision, the data collection process was initialized.

Data Collection Process

Before collecting data, necessary ethical permissions were obtained from Gazi University Ethics Commission dated 09.05.2025 and numbered 1235073. The aim and scope of the study were explained, and data were collected from the voluntary classroom teachers. In the data collection process, classroom teachers were first asked to respond to the questionnaire, which consisted of closed-ended questions. Then, open-ended questions were addressed to the participants, and responses to the open-ended questions were noted down. Data collection was finalized with 14 classroom teachers since the same codes were consistently obtained through interviews, and this was regarded as an indicator of saturation.

Data Analysis

The content analysis method was employed in order to analyze qualitative data. Patton (2014) defined content analysis as any attempt to reduce and make sense of qualitative data by searching through a volume of qualitative material in an attempt to identify key consistencies and meanings. The basic meanings found through content analysis are often referred to as patterns or themes (Patton, 2014, p. 453). Content analysis was performed based on four stages outlined by Yıldırım and Şimşek (2011). In this framework, data were first coded by the researchers. Codes were examined in terms of commonalities, and themes were created based on these common qualities. This thematic coding stage was followed by the organization of the data according to the codes and themes. That is, the data were defined, explained and presented in an understandable manner. In the final step, the findings obtained were interpreted by the researchers. In order to analyze the quantitative data collected through the teacher opinion questionnaire, the frequency, percentage, arithmetic mean, and standard deviation values were calculated via the SPSS 25 package program and presented in tables.

Validity and Reliability

For triangulation, qualitative and quantitative data were collected through two data collection tools. Yıldırım and Şimşek (2011) argue that the use of data obtained by different methods to confirm each other increases the validity and reliability of the results obtained. The data collection process was continued until the saturation point. Saturation refers to the point where the researcher has reached sufficient information in the data collection process. The data collected after this point does not provide additional information or a different understanding that can answer the research problem (İlhan, 2021). Purposive sampling methods are known to increase transferability since purposive sampling methods that aim to reveal both typical events and phenomena and their varying characteristics are used (Yıldırım & Şimşek, 2011). Furthermore, the transferability of the results in qualitative research depends on the adequate description of the data on which it is based. In this sense, direct quotations were used in order to convey the nature of the data as faithfully as possible (Yıldırım & Şimşek, 2011). Moreover, intercoder reliability was calculated based on Miles and Huberman's (1994) formula [reliability=number of agreements/(total number of agreements+disagreements)]. The percentage of intercoder reliability was 82%. Inconsistent codes, categories and themes were reconsidered by the researchers, and a consensus was reached about inconsistencies. Furthermore, the Cronbach alpha coefficient was calculated for reliability. Analysis showed that the Cronbach alpha coefficients were found to be 0,932, 0,951, 0,947 and 0,928 for the items regarding the components of objectives, content, learning-teaching process and evaluation, respectively.

Research and Publication Ethics

In this study, all ethical principles outlined in the Directive on Scientific Research and Publication Ethics of Higher Education Institutions have been strictly followed. None of the acts listed

under the section titled Violations of Scientific Research and Publication Ethics in the second part of the directive have been committed. The research was conducted in accordance with the principles of scientific integrity and ethical standards.

Ethics Committee Permission

Committee Name = Gazi Üniversitesi Rektörlüğü Etik Komisyonu
Decision Date = 29.04.2025
Document Number = E-77082166-604.01-1235073

Findings

The themes and sub-categories that were prepared by the researchers based on the analysis of qualitative data are presented in the tables below. Table 2 presents classroom teachers' opinions on the contributions of visual literacy development in Turkish lessons.

Table 2.
Classroom Teachers' Opinions on the Contributions of Visual Literacy Development

Categories	Sub-categories	Participants
Visual literacy	Understanding visuals	T4 T5 T6 T9 T12 T14
	Producing visuals	T12 T14
	Analyzing visuals	T2 T6
	Using visuals	T9
Thinking skills	Analytical thinking	T3 T5 T8
	Imagination	T7 T10 T11
	Creative thinking	T5 T6
	Critical thinking	T6
	Interpretation	T7
Lifelong learning	Capacity to recognize the environment	T9 T12
	Holistic development	T3 T13
	Adaptiveness	T14
Linguistic development	Communication skills	T2 T11
	Vocabulary size	T1 T13
Learning process	Attention	T7
	Engagement	T10
	Coding new information	T13

Table 2 shows that classroom teachers' opinions on the contributions of visual literacy development fell under five categories. The first main contribution was related to students' visual literacy skills. Within this framework, six participants argued that developing visual literacy in the Turkish course helped students understand visuals. T4 argued that "*Students may develop the skills of perceiving what they see, realizing what they perceive, learning information through visuals*". Similarly, T9 also focused on the contribution to students' capacity to understand the visuals, in addition to pointing out the capacity to use visuals. T9 asserted that "*In mother tongue education, which is the most important course in educational life, it is of great importance to make sense of visual messages, to use them in descriptions and to use them to increase the intellectual effect.*" Additionally, some teachers believed that enhancing students' visual literacy skills would also improve students' capacity to produce and analyze visuals.

The second main category was related to thinking skills. That is, classroom teachers argued that enhancing students' visual literacy skills in the Turkish course would enhance their thinking skills. Analytical thinking skills and imagination were the most frequently emphasized thinking skills. In this framework, T3 argued that "*Thinking skills develop understanding, comprehension, and evaluation. It*

contributed to analytical thinking." According to T7, developing visual literacy skills "*increases the development of interpretation and imagination*". Similarly, T10 asserted that in this process, "*students build a world in their minds and think accordingly*". T6 underlined critical and creative thinking skills, by arguing that "*It develops students' critical thinking skills. These skills also strengthen students' ability to establish relationships between written and visual texts and creative thinking skills*".

Findings showed that some teachers also regarded enhancing visual literacy skills from a wider perspective, and asserted that these skills would contribute to lifelong learning. In this perspective, T13 asserted that *"…it will facilitate the students' life throughout his/her whole life. Visual literacy is in every aspect of life, from the market to TV programmes*". Similarly, T14 argued that "*Visual literacy is a crucial requirement in our age where visual culture is dominant. In today's conditions, the importance of visual reading is increasing every day. Developing these skills will help students adapt to innovation more quickly.*"

Some teachers underlined the influence of visual literacy development on communication skills and vocabulary size. T1 critically argued that "*As visuals related to the words are always given in a context, this causes memorization in the first stages of learning. However, this is supportive for students to learn vocabulary in the beginning.*" With a similar emphasis, T13 underlined the influence of visual literacy on the learning process, stating that "*visual literacy has a positive effect on vocabulary size and helps students code new information*".

Table 3 presents classroom teachers' opinions on the extent to which they believe they could develop their students' visual literacy skills.

Table 3.
Teachers' Opinions on the Level They Can Develop Visual Literacy Skills in Turkish Lessons

Sub-categories	Participants
Very little	T1 – T3 – T7 – T8
Medium	T2 – T11
Good	T4 - T5 –T6- T9- T10-T12 – T13 – T14

Table 3 shows that the majority of classroom teachers believed that they could develop their students' visual literacy skills at a good level. T4 argued that "*I think I can support them to a good extent. I try to make the students comprehend the information by first understanding the visual."* Similarly, T6 stated, "*I try to develop children's visual literacy skills at the highest level by using technology more*". Based on a comparative perspective, T14 concluded that "*Previously, visual literacy skills had very little place in the curriculum and textbooks, and it was difficult for students to acquire these skills. The new curriculum includes these skills, and the textbooks include various activities related to the subject, which makes us think that we can gain visual literacy skills better*."

While two teachers believed that they could enhance their students' visual literacy skills at a medium level, four teachers believed that they could enhance their students' visual literacy skills at a low level. T1 asserted that there were problems with "*analysis, synthesis and application steps*". T7, on the other hand, argued that "*Not much can be developed. There is not enough time because of other objectives that should be developed*."

Classroom teachers' opinions on how they work to improve their students' visual literacy skills were grouped into three themes: instructional tools and materials, instructional methods and techniques, and assessment and evaluation methods. Table 4 presents the instructional tools and materials used by classroom teachers to develop visual literacy skills.

Table 4.
Opinions on the Instructional Tools and Materials Classroom Teachers Use to Develop Visual Literacy Skills

Categories	Sub-categories	Participants
Digital materials	Digital education platforms	T1 - T2 - T3- T5 –T6 - T8– T9- T10 –T11- T12 - T13
	Digital content	T3 - T4 – T5 – T6 - T8 - T14
	Social media	T6 - T9
Printed materials	Course books	T1 – T2 – T4 – T9 – T10 – T12 - T13 – T14
	Reading materials	T3 T5 T7 T9 - T12
	Worksheets	T1
Supplementary tools and materials	Audio tools	T2
	Visual tools	T4
	Authentic materials	T1

Table 4 indicated that the most frequently used source for developing visual literacy skills was digital materials. It was found that the majority of classroom teachers used digital education platforms, particularly EBA and Derslig. They also asserted that they made use of digital content, namely digital stories and videos, to develop visual literacy skills. Two teachers, on the other hand, argued that they used social media as a vehicle for visual literacy development. The second main source used by teachers was found to be printed materials. In terms of printed materials, more than half of the classroom teachers used course books. T14 asserted that "*I see the course book as my main source. I try to help my students complete all the visual literacy activities in the book. There are very good visual reading activities online, and I also try to use them*". Additionally, five teachers used reading materials, including books, magazines, and stories, to develop visual literacy. Sound cards, graphics, and signs were among the audio-visual tools used by a few teachers. Additionally, T1 pointed out the use of authentic materials and argued that "*Apart from the examples in the course book, if there are suitable places or real materials in the surroundings, I give examples and do brainstorming activities so that the students can give similar examples.*"

The instructional practices frequently used by classroom teachers to develop visual literacy skills are presented in Table 5.

Table 5.
Opinions on the Instructional Methods and Techniques Classroom Teachers Use To Develop Visual Literacy Skills

Sub-categories	Participants
Question-Answer	T2 T5 T9 T10 T11 T12
Demonstration performance	T1 T3 T8 T9 T11 T12
Brainstorming	T1 T6 T7 T10
Discussion	T6 T7 T10
Demonstration	T2 T5 T12
Debate	T1 T7
Creative writing	T5 T6
Concept maps,	K14
Mind maps	K14
Instructional games	K14

The most frequently emphasized instructional methods were question-answer and demonstration performance. T5 stated that "*I ask students analyze visuals by asking open-ended questions.*" Brainstorming, demonstration and discussion were among other instructional methods used by classroom teachers. For instance, T6 argued that "*I often use methods that enhance critical*

thinking such as discussions, brainstorming and creative writing." Debate and creative thinking were noted by two different teachers, whereas one teacher also stated that s/he used concept and mind maps in addition to using instructional games such as puzzles and matching card games.

Table 6.
Opinions on the Measurement and Evaluation Methods Classroom Teachers Use to Develop Visual Literacy Skills

Sub-categories	Participants
Question-answer	T6 T8 T9 T10 T11 T14
Portfolio	T3 T4 T9
Interpretation tasks	T6 T9 T12
Check list	T1 T3
Acquisition evaluation form	T2 T4
Presentation	T9
Written assessment	T10
Product-based evaluation	T12
Observation	T14

The main strategy of classroom teachers for determining students' progress in terms of visual literacy was found to be the question-answer method. In this sense, T14 argued that "*I use visual reading questions. Additionally, I actually make evaluations by observing students.*" A similar argument belongs to T5, who asserted that "*I ask students open-ended questions to check whether they can analyze visuals.*" Portfolio and interpretation tasks were the other frequently used methods regarding measurement and evaluation. There were also some teachers who stated that they used checklists and acquisition evaluation forms as well. A few teachers also mentioned using presentations, written assessments, product-based evaluations and observation. On the other hand, only one teacher, T7, stated that s/he did not conduct any measurement and evaluation methods or techniques for visual literacy skills.

Teachers' opinions on the problems that they encounter while they try to develop their students' visual literacy skills are presented in Table 7.

Table 7.
The Problems Encountered While Developing Visual Literacy Skills

Categories	Sub-categories	Participants
Problems related to students' readiness level	Insufficiency in analyzing and synthesizing	T2 T6 T14
	Insufficiency in interpretation	T7 T8
	Limited vocabulary size	T7
	Students' reluctance	T9
Problems related to the curriculum	Quality of instructional materials	T4 T5
	Insufficient support for higher-order thinking skills	T1
Access problems and resource deficiencies	Difficulty in accessing the Internet	T3
	Difficulty in accessing digital tools	T6
Problems related to teachers	Insufficiency in measurement and evaluation	T3
	Insufficiency in graphic design	T13
Problems related to other stakeholders	Lack of parental support	T9

The majority of classroom teachers stated that they had problems with students' readiness. Findings showed that three teachers mentioned students' insufficiency in analyzing and synthesizing, whereas two teachers' opinions were related to students' insufficiency in making interpretations. T8 argued that "st*udents only tell what they see, they cannot make interpretations.*". T7 elaborated on

the reason behind the inability to make interpretations, stating that "*Students' insufficient vocabulary size prevents them from making the necessary interpretation.*" T9 pointed to an emotional factor and argued that "*students are unwilling to take part in these activities*" that aimed to enhance visual literacy.

Some participants stated that they had problems because of the quality of the instructional materials. In this context, T4 mentioned that "*the available visuals are not explanatory*", and T5 mentioned that "*the number of visual materials is insufficient*" and "*the content in the textbooks is limited*". T1 pointed out the inadequacy of visuals in terms of enhancing all cognitive steps and argued that "*Turkish lessons should be supported with visuals when teaching words and word groups. I think that the number and quality of visuals in the books are sufficient. However, I think that the fact that visuals related to words are always given in a context causes memorization in the first stages of learning. … I think that it directs students to memorization at the knowledge level. Therefore, we cannot attain the analysis-synthesis and evaluation steps.*"

On the other hand, it was determined that there were access problems, such as difficulty in accessing the internet and digital tools. Teachers felt themselves inadequate, especially in measurement and evaluation and graphic design. One teacher stated that parents did not provide the necessary support. Finally, three teachers stated that they did not have any problems.

Reflecting on their practices and the hindrances while developing students' visual literacy skills, classroom teachers were asked to think about better practices for visual literacy development. Teachers' suggestions for enhancing the visual literacy skills of students are presented in Table 8.

Table 8.
Suggestions for Enhancing Visual Literacy Skills

Categories	Sub-categories	Participants
Suggestions for teachers	In-service training for teachers	T1 T2 T3 T4 T5 T6 T7 T8 T9 T10 T11 T12 T13 T14
	Independent course(s) in pre-service teacher training	T2 T8 T12 T14
	Enhancing teacher motivation	T7
Suggestions on the curriculum	Diversifying visual materials and activities	T6 T8 T9 T11 T13
	Developing assessment tools	T14
	Student-centered instruction	T10
	Elective courses	T7
Suggestions on infrastructure and facilities	Improving physical conditions in the class	T11
	Making libraries more effective	T7
	Employment of graphic designers	T13
	Organizing media literacy clubs	T6
Suggestions for students	Enhancing students' motivation to read	T7 T9
	Enhancing vocabulary size	T7

Classroom teachers' suggestions for the effective development of visual literacy skills were grouped under four categories. The first one was about teacher education. In this framework, it was noteworthy that all teachers suggested in-service training on visual literacy. In this framework, T3 argued that "*Seminars about visual literacy can be organized. In this way, teachers might learn about this subject and apply this new information in instruction*." In a parallel manner, T4 also highlighted the influence of age and stated that "*Seminars should be prepared for older teachers or teachers who cannot adapt to the new generation and teaching for visual literacy development. With these seminars, these teachers might update their capabilities. They still teach through books and use one type of material while teaching.*" Three teachers suggested in-service training on artificial intelligence, graphic design, and media literacy, while two teachers put forth the importance of in-service training on

modern instructional strategies. In this perspective, T13 argued that "*All teachers should be trained on the contribution of artificial intelligence to education. In-service training on graphic design is needed.*"

Different from others, two classroom teachers drew attention to how the in-service training programs were delivered and suggested that the number of face-to-face training sessions should be increased. T14 stated that "*The number of visual literacy trainings is sufficient indeed. However, the fact that in-service training has been offered online in recent years brings to mind the question of whether these trainings are of high quality or not. It is because most of the trainings provided in the Teacher Information Network are conducted by teachers in a video stream. This decreases the quality of the training sessions. The number of face-to-face trainings should be increased by MoNE*."

The second category was related to classroom teachers' suggestions regarding the curriculum. Some teachers suggested widening the role of visual literacy in the curriculum by diversifying visual materials and increasing the number of interpretation activities. For instance, T6 asserted that "*By including more visual literacy content, the number of activities for visual interpretation can be increased.*" T13 also stated that "*We should increase the stimulus by diversifying visual materials.*"

Under the category of suggestions regarding the curriculum, one teacher suggested the preparation of assessment tools that can be used to trace students' development in terms of visual literacy. One teacher argued that student-centered instruction could also contribute to developing the visual literacy skills of students. Moreover, one teacher suggested an elective course for visual literacy skills. Opinions under the category of suggestions regarding the school indicated that some teachers suggested improving the physical conditions of the classroom, making libraries more effective, and organizing media literacy clubs. Additionally, T13 underlined the importance of graphic designers, arguing that "Individuals who are successful in graphic design can be employed in schools to support teachers". Under the category of suggestions regarding the students, students' motivation and vocabulary size were emphasized, as asserted by T9, who stated that "*In order to develop visual literacy, it is necessary to be a good observer and reader. It is necessary to increase students' sense of curiosity and enthusiasm for reading.*"

For the sixth sub-problem of the study, quantitative data were examined through descriptive statistics. The findings regarding classroom teachers' opinions on the extent to which the objectives of the curriculum support visual literacy development are presented in Table 9.

Table 9.
Descriptive Statistics Regarding Classroom Teachers' Opinions on the Objectives Component of the Curriculum

Skill	Process component		1	2	3	$\bar{X}$	*SD*
Understanding visuals	Perceiving visuals	f	1	3	10	4,07	1,01
		%	7,1	21,4	71,4		
	Recognizing visuals	f	1	3	10	3,86	0,86
		%	7,1	21,4	71,4		
Interpreting visuals	Analyzing visuals	f	-	3	11	4,14	0,77
		%	-	21,4	71,4		
	Transforming visuals without decontextualization	f	2	5	7	3,29	1,43
		%	14,3	35,7	50,0		
	Rephrasing visuals in their own words in an objective and accurate manner without altering their intended meaning	f	-	4	10	3,79	1,32
		%	-	28,6	71,4		
Critical thinking about visuals	Questioning visuals	f	5	1	8	3,43	1,36
		%	35,7	7,1	57,1		
	Reasoning about the event / subject / problem or situation questioned through visuals	f	6	-	8	3,29	1,22
		%	42,9	-	57,1		

	Reflecting the inferences reached by reasoning through visuals	f	3	4	7	3,43	1,63
		%	21,4	28,6	50,0		
Creating visual communication practices	Using visuals	f	3	2	9	3,86	1,23
		%	21,4	14,3	64,3		
	Creating original visuals	f	4	2	8	3,57	1,40
		%	28,6	14,3	57,1		

1: Number of participants whose responses were "not at all" and "slightly", 2: Number of participants whose response was "moderately", 3: Number of participants whose responses were "mostly" and "completely"

According to the views of classroom teachers presented in Table 9, the objectives of the curriculum contribute to students' visual literacy development mostly in terms of "analyzing visuals", which was followed by "perceiving visuals". On the other hand, the items where students' visual literacy development was least supported were "transforming visual without decontextualization" and "reasoning about the event / subject / problem or situation questioned through visuals".

The findings regarding classroom teachers' opinions on the extent to which the content of the curriculum supports visual literacy development are presented in Table 10.

Table 10.
Descriptive Statistics Regarding Classroom Teachers' Opinions on the Content Component of the Curriculum

Skill	Process component		1	2	3	$\bar{X}$	*SS*
Understanding visuals	Perceiving visuals	f	1	3	10	4,00	0,96
		%	7,1	21,4	71,4		
	Recognizing visuals	f	-	4	10	4,07	0,83
		%	-	28,6	71,4		
Interpreting visuals	Analyzing visuals	f	1	3	10	3,79	0,80
		%	7,1	21,4	71,4		
	Transforming visuals without decontextualization	f	3	3	8	3,50	1,02
		%	21,4	21,4	57,1		
	Rephrasing visuals in their own words in an objective and accurate manner without altering their intended meaning	f	2	3	9	3,71	1,20
		%	14,3	21,4	64,3		
Critical thinking about visuals	Questioning visuals	f	3	5	6	3,29	1,14
		%	21,4	35,7	42,9		
	Reasoning about the event / subject / problem or situation questioned through visuals	f	3	5	6	3,36	1,22
		%	21,4	35,7	42,9		
	Reflecting the inferences reached by reasoning through visuals	f	5	4	5	3,07	1,21
		%	35,7	28,6	35,7		
Creating visual communication practices	Using visuals	f	2	3	9	3,86	1,10
		%	14,3	21,4	64,3		
	Creating original visuals	f	5	4	5	3,21	1,19
		%	35,7	28,6	35,7		

1: Number of participants whose responses were "not at all" and "slightly", 2: Number of participants whose response was "moderately", 3: Number of participants whose responses were "mostly" and "completely"

Based on classroom teachers' views on the content of the curriculum, it was revealed that content mostly contributed to students' development in terms of "recognizing visuals" and "perceiving visuals", whereas it contributed least to "reflecting the inferences reached by reasoning through visuals".

The findings regarding classroom teachers' opinions on the extent to which the learning-teaching process of the curriculum supports visual literacy development are presented in Table 11.

Table 11.
Descriptive Statistics Regarding Classroom Teachers' Opinions on the Learning-Teaching Process

Skill	Process component		1	2	3	$\bar{X}$	*SS*
Understanding visuals	Perceiving visuals	f	1	3	10	3,79	0,80
		%	7,1	21,4	71,4		
	Recognizing visuals	f	2	3	9	3,71	1,01
		%	14,3	21,4	64,3		
Interpreting visuals	Analyzing visuals	f	2	5	7	3,50	0,94
		%	14,3	35,7	50,0		
	Transforming visuals without decontextualization	f	3	5	6	3,21	1,05
		%	21,4	35,7	42,9		
	Rephrasing visuals in their own words in an objective and accurate manner without altering their intended meaning	f	3	7	4	3,00	1,11
		%	21,4	50,0	28,6		
Critical thinking about visuals	Questioning visuals	f	3	5	6	3,29	0,91
		%	21,4	35,7	42,9		
	Reasoning about the event / subject / problem or situation questioned through visuals	f	5	4	5	3,14	1,10
		%	35,7	28,6	35,7		
	Reflecting the inferences reached by reasoning through visuals	f	5	3	6	3,21	1,12
		%	35,7	21,4	42,9		
Creating visual communication practices	Using visuals	f	3	5	6	3,50	1,35
		%	21,4	35,7	42,9		
	Creating original visuals	f	4	5	5	3,36	1,22
		%	28,6	35,7	35,7		

1: Number of participants whose responses were "not at all" and "slightly", 2: Number of participants whose response was "moderately", 3: Number of participants whose responses were "mostly" and "completely"

Classroom teachers' views on the learning-teaching process of the curriculum indicated that the highest level of support was found to be related to developing students in terms of "recognizing visuals" and "perceiving visuals" whereas the process enhances students' visual literacy skills least in terms of "rephrasing visuals in their own words in an objective and accurate manner without altering its intended meaning".

The findings regarding classroom teachers' opinions on the extent to which the evaluation component of the curriculum supports visual literacy development are presented in Table 12.

Table 12.
Descriptive Statistics Regarding Classroom Teachers' Opinions on the Evaluation Component of the Curriculum

Skill	Process component		1	2	3	$\bar{X}$	*SS*
Understanding visuals	Perceiving visuals	f	3	1	10	3,57	0,94
		%	21,4	7,1	71,4		
	Recognizing visuals	f	2	4	8	3,57	0,94
		%	14,3	28,6	57,1		
Interpreting visuals	Analyzing visuals	f	3	3	8	3,50	1,23
		%	21,4	21,4	57,1		
		f	5	3	6	3,07	1,14

	Transforming visuals without decontextualization	%	35,7	21,4	42,9		
	Rephrasing visuals in their own words in an objective and accurate manner without altering their intended meaning	f	4	4	6	3,07	1,21
		%	28,6	28,6	42,9		
Critical thinking about visuals	Questioning visuals	f	4	4	6	3,36	1,15
		%	28,6	28,6	42,9		
	Reasoning about the event / subject / problem or situation questioned through visuals	f	4	4	6	3,21	0,98
		%	28,6	28,6	42,9		
	Reflecting the inferences reached by reasoning through visuals	f	6	1	7	3,14	1,29
		%	42,9	7,1	50,0		
Creating visual communication practices	Using visuals	f	3	3	8	3,57	1,28
		%	21,4	21,4	57,1		
	Creating original visuals	f	6	1	7	3,21	1,19
		%	42,9	7,1	50,0		

1: Number of participants whose responses were “not at all” and “slightly”, 2: Number of participants whose response was “moderately”, 3: Number of participants whose responses were “mostly” and “completely”

Table 12 indicated that the evaluation component mostly contributed to students’ development in terms of “recognizing visuals”, “perceiving visuals” and “using visuals”. The items where students’ visual literacy development was least supported were “transforming the visual without decontextualization” and “rephrasing visuals in their own words in an objective and accurate manner without altering their intended meaning”.

Conclusion, Discussion and Suggestions

This study aimed to examine classroom teachers’ opinions and practices regarding the visual literacy skills in the primary school Turkish curriculum. Qualitative findings shed light on classroom teachers’ opinions on the contribution of developing visual literacy skills in primary school Turkish courses. According to classroom teachers, improving visual literacy skills supported students in terms of understanding, producing, analyzing and using visuals. Furthermore, teachers asserted that enhancing visual literacy also contributed to students’ thinking skills, including analytical thinking, imagination, creative and critical thinking and interpretation capacities. Following these, developing visual literacy in primary school was believed to enhance students’ lifelong learning skills, linguistic development and their learning process in a wider perspective. Based on these results, it can be asserted that classroom teachers regard visual literacy as a multidimensional skill, including both reception and production of visuals. It includes not only seeing, understanding and interpreting visuals but also communicating and producing visuals. This is an important result since the capacity to interpret and make meaning with images is an essential component of visual literacy, just as writing is essential to textual literacy (Felten, 2008). Furthermore, teachers’ emphasis on thinking skills might be interpreted as an indicator of their holistic pedagogical approach to visual literacy development. This suggests that teachers capture the complex and comprehensive nature of visual literacy skills, regarding thinking skills as a core ingredient. This result is remarkable since research also proves that building visual literacy competencies can contribute to the soft skills, such as critical thinking, creative thinking, and communicating (Malykhin, Aristova, Zahorulko & Lipchevska, 2024; Prameswari, Cahyono, Subiyantoro & Haryanto, 2023). According to Akyol (2008), the development of reading and visual literacy skills supports students’ higher-order thinking skills by fostering interpretation, imagination and reflective comprehension. Furthermore, visual literacy skills are regarded as crucial skills in contemporary education and the students’ learning process. Classroom teachers’ focus on lifelong learning and the learning process of students reflects their conceptualization of literacy is

based on the contemporary definition of literacy in 21st century since visual literacy is regarded as fundamental as reading and writing (Duchak, 2014) and deemed as an interdisciplinary skill that covers different fields (Sakarya, Sengun & Pekdogan, 2023).

Qualitative data yielded crucial results regarding the instructional tools and materials, methods and techniques, evaluation and assessment methods used frequently by classroom teachers in order to develop visual literacy skills. In this framework, firstly, results indicated the predominance of digital materials as the main source used by classroom teachers to support the visual literacy skills. Digital education platforms, EBA and derslig in particular, were the most frequently cited sources. These platforms provide accessible and curriculum-aligned content and materials that teachers can integrate into their lessons to enhance visual literacy. Classroom teachers also asserted that they made use of digital content, namely digital stories and videos, to develop visual literacy skills. The second main source used by teachers was found to be printed materials, including course books, reading materials, books, magazines, and stories. As a similar result, Eyüp and Karakaş (2022) found that Turkish language teachers most frequently used the textbook for visual reading. In this study, it was concluded that most teachers used textbooks as they already had them and there was no other material in their field. However, research shows that compared to learning with videos, cartoons, audio and digital books, students' interest and motivation while learning with documents were lower (Alpay & Okur, 2021). In MoNE's 2023 vision document, it was stated that innovative digital resources would be provided from national and international publishers to expand the content pool on the Education Informatics Network (EBA). Since digital education platforms were found to be the most frequently used sources, it can be asserted that enhancements in such platforms would contribute to students' holistic development.

Results indicated that the most frequently emphasized instructional methods were question-answer and demonstration performance. Brainstorming, demonstration and discussion were among other instructional methods used by classroom teachers. Debate and creative thinking, concept and mind maps and instructional games were also cited. A similar result was obtained by Uludağ Kırçıl and Uluçınar Sağır (2025), who found that teachers used collaboration, group work, travel-observation, conversation and examples, reading-comprehension, and drama for improving cross-curricular components. The results on instructional methods and techniques show that teachers aim to enhance active engagement of students, help them analyze and interpret visual stimuli in an effective manner. Adopting these instructional methods and techniques reflects teachers' effort to create a more student-centered learning environment, where students can generate ideas, visualize concepts, and articulate their interpretations collaboratively. This suggests that teachers recognize the importance of interactive and hands-on approaches in fostering visual literacy skills. It is also worth noting that these instructional methods also contribute to developing critical thinking, creativity, and collaboration, which are also regarded by teachers as closely linked to visual literacy.

The main strategy of classroom teachers for evaluating students' progress in terms of visual literacy was found to be the question-answer method. Portfolios, interpretation tasks, checklists, and acquisition evaluation forms were also mentioned. A few teachers also mentioned using presentations, written assessments, product-based evaluations and observation. It is necessary to note that only one teacher stated that s/he did not conduct any measurement and evaluation methods for visual literacy skills. Still, compared to teachers' opinions on how to develop visual literacy skills, their statements regarding measurement and evaluation were lower in frequency. It can be interpreted that the evaluation process needs further attention and examination. It is important to understand the factors that influence teachers' measurement and evaluation practices for visual literacy skills.

Findings indicated that most classroom teachers believed that they could develop students' visual literacy skills at a good or medium level. Still, four teachers believed that they could enhance their students' visual literacy skills at a low level, indicating the problem of limited time and some hindrances to developing higher-order cognitive skills. Similarly, Uludağ Kırçıl and Uluçınar Sağır (2025) investigating the views of teachers who taught first graders also found that some teachers had negative views regarding the cross-curricular components, with concerns about insufficient time. When the problems encountered while developing visual literacy skills were examined, it was found that the

main problem with developing visual literacy skills was related to students' readiness level, which included students' insufficiency in analyzing and synthesizing, making interpretations, vocabulary size, and reluctance. The second one was related to the curriculum. That is, the quality of instructional materials and insufficient support for higher-order thinking skills. Other problems include difficulty in accessing the internet and digital tools, teachers' insufficiency in measurement and evaluation, and graphic design, in addition to insufficient parental support. Irasuti, Ruminda, and Bachtiar (2024) also found that teachers had difficulties in choosing appropriate visuals that can attract attention and support the learning process, they needed continued practice for integrating principles of visual design, and they had time constraints while preparing or revising materials in line with those principles. Similarly, Eyüp and Karakaş (2022) found that most of the Turkish language teachers stated that students had difficulties in visual reading activities. The reasons for the problems were gathered under nine titles. Attention deficit, no reading habit, and academic failure were the most common problems faced, whereas other reasons were as follows: students' desire for non-thinking, difficulty in interpretation, insufficient vocabulary, inadequate primary education, insufficiency of the tools used, socio-economic status of students, and their ages.

Regarding classroom teachers' opinions for the effective development of visual literacy skills, the first suggestion was about teacher education. While all teachers suggested in-service training on visual literacy, training on artificial intelligence, graphic design, media literacy, and modern instructional strategies were the underlined issues for future training programs. Some teachers also mentioned the necessity of face-to-face training rather than online training. There are contradictory results regarding online in-service training. While there is research showing advantages of online training over face-to-face training, such as accessibility, flexibility, and being up-to-date (Mutlu & Özden, 2017), some studies revealed that online in-service training programs were criticized because of the insufficiency in practice (Tekin, 2020). For instance, Çetin Talan and Demir (2024), analyzing the opinions of classroom teachers on online in-service trainings, found that they were not as efficient as face-to-face trainings and suggested that, especially the trainings that require practice can be done face-to-face while theoretical subjects can be done in the form of distance education. In this sense, it could be concluded that classroom teachers suggested face-to-face training on instructional and evaluation practices for developing visual literacy skills since they needed practical skills rather than theoretical knowledge. Furthermore, regarding teacher education, an independent course on visual literacy was also suggested as a support to pre-service teacher education. This result was in line with previous research since Alpan (2015) also argued that visual literacy should not be left to the discretion of a few lecturers at teacher education institutions, and it should not be limited only to the instructional technologies and materials design course, but should become an independent course in the curriculum.

The second suggestion was related to the curriculum. An important suggestion was related to diversifying visual materials and increasing the number of interpretation activities. Other suggestions included the preparation of assessment tools, using student-centered instruction, and including an elective course for visual literacy skills. Hanci (2022) also asserted that visual literacy courses can be added to the curriculum to increase students' awareness of visual literacy.

Opinions under the category of suggestions regarding the school indicated that some teachers suggested improving the physical conditions of the classroom, making libraries more effective, organizing media literacy clubs, and recruiting graphic designers. Regarding the students, teachers underlined the importance of students' motivation and vocabulary size for visual literacy. Research also indicated that the depth of vocabulary knowledge contributed to visual word recognition as well (Ouellette, 2006). Both enabling facilities in the libraries and increasing student motivation might contribute to students' reading habits, which in turn would enhance vocabulary size and visual literacy skills.

Analysis of quantitative data presented classroom teachers' opinions on how well the components of the primary school Turkish curriculum support visual literacy development. Opinions on the extent to which the curriculum objectives support students' visual literacy development revealed that the curriculum objectives most effectively contributed to visual literacy through the

objective of “examining visuals”, followed by “perceiving visuals”. This shows that the curriculum emphasizes lower-order skills, such as observation, identification, and basic interpretation, which can be regarded as foundational to visual literacy. On the other hand, results also revealed some objectives that the curriculum provided limited support. Particularly, objectives related to “transforming visuals without breaking context” and “reasoning about the event, subject, or problem questioned with the visual” were seen as least supported. These can be regarded as the higher-order visual literacy skills that involve interpretation, synthesis, and critical thinking. In addition to objectives, teachers’ opinions also offered insight into how curriculum content supports visual literacy. According to the results, the curriculum content contributes most significantly to students’ development in “recognizing” and “perceiving” visuals. Based on these skills, like those supported by the curriculum objectives, it can be asserted that the curriculum prioritizes foundational rather than advanced visual literacy skills. The content was reported to contribute least to students’ ability to “reflect on inferences reached by reasoning through visuals”. This limited emphasis on this higher-order skill can be an indicator of insufficient effort for deeper inferential thinking. Results related to the learning-teaching process component of the curriculum revealed that, in line with the previous results, the highest level of support was perceived in students’ development of skills related to “recognizing” and “perceiving” visuals, while the minimal support was found for the objective of “rephrasing the visual in students’ own words objectively without altering its intended meaning”. These results underline the consistent trend across the curriculum, which is the emphasis on surface-level or basic visual skills that focus on identification and comprehension of visual stimuli. Similarly, the assessment component of the curriculum was found to primarily support students in recognizing, perceiving, and using visuals, whereas the least supported skills were “transforming visuals without creating context” and “objectively rephrasing visuals in students’ own words”. Results, overall, reveal a repeated pattern across all four curriculum components, suggesting that visual literacy skills are acknowledged in each component of the curriculum. However, it is worth noting that these skills are often approached from a foundational perspective, with limited support for a higher level of learning outcomes. This result was also parallel to those obtained from qualitative data since classroom teachers had already underlined the insufficiency in higher-order cognitive skills.

Although this study offered valuable results for both curriculum developers and researchers in the field of visual literacy pedagogy, it has some limitations. First of all, this study was limited to the opinions of classroom teachers. Further studies could also be conducted in different courses with teachers from different branches. Since the curriculum has been recently put into practice, results should be supported with a document analysis of the primary school Turkish curriculum. As the quantitative data was collected through a questionnaire, results were limited to analysis performed based on each item. Qualitative data, on the other hand, was collected through interviews. Observations and documents, including lesson plans and exams, could also offer insight into understanding how visual literacy skills are developed in the classroom.

Research and Publication Ethics

In this study, all ethical principles outlined in the Directive on Scientific Research and Publication Ethics of Higher Education Institutions have been strictly followed. None of the acts listed under the section titled Violations of Scientific Research and Publication Ethics in the second part of the directive have been committed. The research was conducted in accordance with the principles of scientific integrity and ethical standards.

Ethics Committee Permission

Committee Name = Gazi Üniversitesi Rektörlüğü Etik Komisyonu
Decision Date = 29.04.2025
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Author Contributions

All authors have made equal contributions to the conception, design, implementation, data analysis, and writing processes of this study. Each author has reviewed and approved the final version of the manuscript and accepts full responsibility for the integrity and accuracy of the work, in accordance with the principles of academic and research ethics.

Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this study.

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