

Perceptions of Secondary Education School Principals on Geography Teachers and Lessons¹

Mustafa Sagdic¹

¹*Yildiz Technical University, Education Faculty, 34210, Istanbul, Turkey,*

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ABSTRACT

The objective of this study is to determine the perceptions of secondary school principals' on geography teachers and geography lessons. For this purpose a semi structured interview form containing some open ended questions was given to the participants consisting of school principals working at various secondary schools in Istanbul. The answers to these questions were examined via text content analysis method and various results were obtained. Results revealed that school principals mostly define geography lessons using natural phenomenon. They emphasize the importance of geography lessons in secondary schools based on the fact that the necessity of the students to learn about the environment they live in. The principals also emphasize that the number of geography lessons at schools and the number of teachers are sufficient. In addition they think that geography teachers generally do not have a habit of collaborating. The importance of supporting geography lessons with visual and technological materials along with field applications is emphasized. School principals draw attention to the fact that geography teachers cannot meet the expected performance criteria and that this is due mostly to environmental reasons and sometimes due to individual reasons. It has been observed that even though school principals mostly think along similar lines to geography teachers regarding the solution of problems faced in geography lessons they sometimes think differently. More rational solutions to the problems faced in geography lessons can be provided by this study that aims to determine the perception of school principals on geography lessons and geography teachers in an attempt to determine the place of geography lessons and teachers in corporate culture.

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Keywords:

Geography lesson, geography teacher, school principal, secondary school.

Introduction

The science of geography is based on the interaction between human and nature. At the beginning nature was dominant in this relationship. Today, human controls the system and have more power on the nature than it was before. The interaction of humans with the artificial environment created by people has also gained importance in addition to the interaction of humans with their natural environments. Thereby, the scope and definitions of the science of geography have changed over time. This in turn deeply affects geography education.

Classical geography education and instruction methods have been abandoned especially in developed countries and programs that aim to help students gain a critical viewpoint, ask questions, use their knowledge, solve problems have come up to the forefront (Incekara, 2007; Tas, 2007). Alexander et al. (1992) have put forth that good geography teaching depends on the knowledge, skill and perceptions of the teacher

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² Corresponding author's address: Yildiz Technical University, Education Faculty, Davutpasa Campus, Istanbul / Turkey

Telephone: 0 (212) 3834864

Fax: 0 (212) 3834810

e-mail: msagdic@yildiz.edu.tr

regarding the subject while emphasizing that these information and skills have critical importance in every stage (planning, evaluation, explanation and responding) of the education process. It is also known that geography education is at a problematic spot where it cannot protect its respectability. Insufficiency of geography education in higher learning institutions, problems of well-educated instructors, problem of qualified publications, insufficiencies in the academic program along with the insufficiency of the environment where one can learn by doing and living (Ilhan, 2007). In spite of its negativities, it is also known that geography education has an indisputable role for solving many problems that we face right now. It can be seen that especially geography education plays an active and important role in ensuring that national states become a nation and that citizenship awareness develops in multi-cultural federal states (Bednarz, 2003; Morgan, 2006; Williams, 2006). The formal education schools are places where geography education can be given most efficiently. The role of school management cannot be overlooked when assessing the effectiveness of geography lessons and geography teachers in formal education schools.

School principals have a significant effect on teachers and lesson programs due to the constitution of job definitions and the career management stage. According to the 76th article of the Basic Law of Turkish National Education; *“the school principle is the education and instruction leader responsible from the effective and efficient use of all resources to accomplish the goals of the school or the institution along the lines of the general goals of national education as well as representation and management with a team spirit.”* Teaching leadership is an area of leadership that requires direct attention to students, teachers, education program and education-instruction processes (Murphy, 1998). Thus, school principals have an effective role that directly influences education and instruction process. Education-instruction leadership covers good student training, providing satisfactory teaching conditions for the teachers and transforming the school environment to a satisfactory, productive environment (Celik, 1999). Today’s school principals who have these qualifications need to be knowledgeable and multi-faceted” (Bursalioglu, 2000). As the leaders of instruction, school principals should manage the education program and the instruction process, support and help in the development of teachers, evaluate the teaching process and assess the students as well as creating a systematic learning climate (Sisman, 2004). Thus, the actions of school principals on geography lessons and teachers have a definitive role. Besides studies on geography lessons and geography teachers; the number of studies on the position of these lessons and teachers within corporate culture and especially on the perception of principals’ regarding these lessons and teachers is insufficient.

According to Corner (1998), school principals have stated that there is a significant relationship between the participation of geography lessons in their schools to the lessons and the learning of students and have in this regard also added that geography lessons should be taught based on questioning while also stating that geography teachers in their own schools have had to be content with a book based geography education approach. The objective of the study is to determine the perceptions of secondary school principals’ on geography teachers and lessons and to determine the position of geography lessons and teachers inside corporate culture. The determination of the perceptions of secondary school principals’ on geography teachers and lessons are expended to contribute to solution of current problems of geographical education, increase the respectability of geography lessons in schools.

Methods

In this study phenomenology pattern was used as the study method, whereas “interview form method” was used to acquire data. The phenomenology pattern focuses on cases which we are aware of but do not have a detailed understanding (Yildirim and Simsek, 2005). Whereas the interview form method is a method that is used to acquire similar data from different individuals on similar topics (Patton, 1990).

Semi-structured interview form prepared by the researcher was used during data acquisition in this study. In this regard, the interview form that was prepared in order to determine the opinions of school principals about geography lessons and teachers was applied face to face to individuals selected by random sampling method. In parallel to the general distribution of school principals, 93 % (51 people) of the participants were male and 7 % (4 people) were female. Text content analysis was carried out for the analysis of data acquired from the total of 55 participants after which the categories were digitized and expressed as frequency and percentage values.

When Table 1 is examined, it can be seen that in parallel with the general distribution of school principals in Turkey, 93 % of the participants are male whereas 7 % are female. It can also be observed that the teaching fields of 20 % of the participants is geography, whereas the remaining 80 % is from other disciplines. The number of school principals consisting of the geography teachers was set to be higher in order to carry out a comparison. When the school type distribution of the school principals is examined, it can be seen that 41,8 % are from vocational high schools, 30,9 % are from general high schools, 18,2 % are from Anatolian high schools, 7,3 % are from multi-program high schools and 1,3 % were from social sciences high school. This distribution enables us to examine the position of the geography lesson and teachers at various different school types within the corporate culture. About 30 % of the executives are school principals whereas the remaining 70 % are vice-principals. It is also seen that the experience of teachers is quite high. Those with an experience of 21 years and above comprised 31 % of the participants, those with an experience of 16-20 years comprised 18 %, those with an experience of 11-15 years comprised 31 %, those with an experience of 5-10 years comprised 20 %. Thereby, it can be seen that the participants have a high career experience. When the management experience of the participants is examined, it is seen that more than 50 % have a management experience of over 5 years while more than 25 % have a management experience of over 10 years.

Table 1. Information about participants

Variables		f	%
Gender	Man	51	92,7
	Woman	4	7,3
Teaching field	Geography	11	20,0
	History	6	10,9
	Biology	3	5,5
	Turkish language and literature	6	10,9
	Maths	5	9,1
	Sociology	1	1,8
	Theology	7	12,7
	Psychological counseling and guidance	1	1,8
	Physical education	1	1,8
	Foreign language	3	5,5
	Physics	2	3,6
	Chemistry	1	1,8
	Painting	1	1,8
	Vocational high school teacher	7	12,7
	Type of school	High School	17
Anatolia High School ³		10	18,2
Vocational High School		23	41,8
Multi-program High School		4	7,3
Social Sciences High School		1	1,8
Mission	School principal	16	29,1
	Deputy head of school	39	70,9
Work experience (year)	5 -10	11	20,0
	11-15	17	30,9
	16-20	10	18,2
	21+	17	30,9
Management experience (year)	0 -5	27	49,1
	5 -10	13	23,6
	11-15	5	9,1
	16-20	3	5,5
	21+	7	12,7

³Anatolian High School refers to public high schools in Turkey that admits their students according to high nation-wide standardized test scores.

Findings

The data acquired by way of face to face interviews carried out with the participants were evaluated by way of text content analysis and descriptive statistical methods. The results obtained at the end of the study have been given below.

Question 1: What is the perception that occurs in your mind when you think of the geography lesson? The answers of the school principals to this question were categorized, analyzed and the below table was prepared.

The school principals rather define the geography lesson with natural phenomena. "Land forms" is the concept that most frequently comes to the mind of school principals when they think of the geography lesson (25 %). For example; the replies "mountain, plain, river, lake..." are given in this order when principals are asked the question what is your perception of the geography lesson. It is seen that the mountain phenomenon is mentioned first. Again it has also been observed that most participants have a physical geography perception. They define geography mostly as "the effect of nature on people" and "the recognition of nature" (15 %). Another definition that comes up for geography lesson is "Turkish geography comes to mind" and those who gave this answer have stated their opinions as, "It is sufficient to teach the geographical potential of Turkey". Answers such as "The world comes to mind, "Maps come to mind", "the relationship between humans and their environment comes to mind" are striking. Replies of participants when asked about geography lesson such as "countries come to mind", "general knowledge comes to mind", "mathematics come to mind", "visuality comes to mind", "a lesson with a very wide scope comes to mind" put forth answers that can be given to the question "what kind of a geography lesson and teacher?" and one that can put forth the expectations from these lessons and their teachers.

Table 2. The perceptions that occur in mind of secondary school principals' on geography lessons

	<i>f</i>	%
Land forms	19	25,00
The effect of nature on people	9	11,84
Turkish geography	9	11,84
The world	9	11,84
Maps	6	7,89
Relationship between humans and their environment	6	7,89
Nature recognition	6	7,89
Countries	4	5,26
General knowledge	3	3,95
Mathematic	3	3,95
Visuality	2	2,63
Sphere	2	2,63
A lesson with a very wide scope	2	2,63
Geographical position	1	1,32
Spatial dispersion	1	1,32
Useless information	1	1,32
A lesson dependent on textbook	1	1,32
Geology	1	1,32
Settlements	1	1,32
Recognition of the place we live	1	1,32
The world's hidden mysteries	1	1,32
People and cultures	1	1,32

Nearly all of school principals (54 persons- % 98,2) have replied the question "Is geography lesson necessary in secondary education?" as "Yes, it is necessary". However, they base this necessity on different reasons. Those who state that, "Geography lesson helps us to get to know the country that we live in" also start discussions regarding method by stating the need to start geography lessons from the location that we live

in. In fact sometimes the opinion that *“it’s enough to learn about the country that we live in”* is mentioned. The necessity of geography lessons is seen as a tool for learning about the world, the environment and nature.

Table 3. The reasons of geography learning according to the secondary school principals.

	<i>f</i>	%
Geography lesson helps us to get to know the country that we live in	18	32,7
Geography lesson helps us to get to know the world	13	23,6
Geography lesson helps us to get to know the environment	12	21,8
Geography lesson helps us to get to know the nature	8	14,5
Geography lesson helps us to develop the general knowledge	2	3,6
Geography provide a basis for other disciplines	1	1,8
The questions have been asked in national exams	1	1,8

The question, *“Is the geography lesson at your school sufficient?”* was replied as *“Yes, it is sufficient”* by 41 out of the 55 school principals whereas 13 stated that *“It is not sufficient”* and 1 as *“I have no information about this issue”*. School principals have mostly stated that the geography lessons are sufficient. School principals mostly think that the geography lesson hours are enough.

Whereas the question, *“Is the number of geography teachers at your school sufficient?”* was replied as *“Yes, it is sufficient”* by 43 out of the 55 school principals and as *“No, it is not sufficient”* by 11 whereas 1 school principal replied as *“Partially sufficient”*. The schools which do not have sufficient number of geography teachers are mostly vocational high schools.

Some school principals replied the question *“What do you think about the collaborative work habits of geography teachers”* as *“Insufficient”* (30 persons- % 54,5). As an example; they have used statements such as *“Collaboration is not enough, I believe that in general they act individually”, “I believe that they mostly act individually and that they don’t have too many common points”*. In addition, school principals who have used such expressions also emphasize that this is the case for other discipline’s teachers as well. In addition, they have also stated that group teacher meetings remain on paper and the decisions taken during these meetings are not put into practice. Whereas 16 school principals emphasize that geography teachers are in harmony and that this is due mostly to the strength of the communication between teachers and common curriculum application. It is pointed out that collaboration is necessary especially in schools where common examination application is widely used. Those who replied as *“I have no idea”* have emphasized that they have not worked with geography teachers too much and hence cannot express an idea.

The answers to the question, *“What are your expectations from geography teachers?”* were using more visual materials during lessons, making field studies, carrying out activities to increase the motivation of the student towards the lesson, adding current subject matter to the lesson curriculum, ensuring that the students grasp the geographical potential of our country, using the map in every lesson and ensuring that a generation at peace with the world is raised.

Table 4. Expectations of secondary education school principals from geography teachers

	<i>f</i>	%
Using more visual materials during lessons	15	31,9
Making field studies	9	19,1
Increasing the motivation of the student	7	14,9
Adding current subject matter to the lesson	6	12,8
Ensuring that the students grasp the geographical potential of our country	5	10,6
Raising consciousness to the students about academic studies	5	10,6
Using information technology during lessons	3	6,4
Ensuring that a generation at peace with the world	3	6,4
Using the map in every lesson	1	2,1
Developing the general knowledge	1	2,1

The participants which make up 98% (54 persons) of the total have stated that field trips are necessary when faced with the question, "What do you think about the field trips that are made as part of the geography lessons?". However, 39 of the participants which make up 71 % of the total have stated that they do not carry out field trips as part of the geography lessons in their schools. For instance, striking statements such as, "I am yet to see a field trip in our school, I wish we had those" and "I believe that applied studies are good and necessary. However there was no such study in our school, it would be great if we had" were used. Whereas 14 people (25 %) have stated that the field trips arranged as part of the geography lessons in their schools is not sufficient. Insufficient economic status, the long times required for taking the necessary permits and time problems are the most commonly emphasized problems regarding the fact that field trips cannot be arranged or are insufficient. For example, a school principal has stated that "time and cross country vehicles are required in order to carry out such field trips at schools". However, school principals expect geography teachers to carry out field trips as stated above despite these problems. In addition, the tendency to relate field studies mostly with physical geography topics is a distinct feature of school principals. Some school principals whose teaching field is geography define field trips as nature trips by making statements such as; "field trips are indispensable for physical geography studies" and "making field trips in the middle of Istanbul is very difficult".

One of the primary expectations of school principals regarding geography lessons is that geography lessons should contain less theoretical and more application oriented for daily life. 35 school principals have stated similar opinions. The increase of application activities along with field and observation method is the primary demand of school principals. When asked about their expectations from geography lessons, school principals used expressions such as; "the student should at least know the names and definitions of things they see in nature", "the aim should be to raise individuals who are aware of what is going on around them", "the profitable use of natural and human resources should be taught". 10 school principals have demanded that our immediate surroundings should be prioritized in geography lessons. Whereas 7 participants demand that the geography curriculum be simplified. 2 participants have indicated the necessity that geography lessons should focus on the interaction between nature and humans. This emphasis was made by school principals whose teaching field was geography. However, the effects of old environmentalist determinist approach is distinct in school principals whose teaching field is geography and a nature focused perspective is dominant. Whereas 1 participant has put forth the necessity of teaching physical geography.

The question, "Do you think that geography lessons are taught the way they should?" was answered as "No, I do not think so" by 74,5 % of the participants, as "Yes, I think so" by 7,3 % of the participants and as "I have no idea" by 7,3 % of the participants. 36 % of those who gave "No" as an answer suggested the increased use of visual materials whereas 24,6 % suggested the inclusion of field applications.

Table 5. Suggestions about the teaching of geography lessons

	<i>f</i>	%
The increased use of visual materials	22	36,1
The inclusion of field applications	15	24,6
Increasing the use of technological tools and equipment	8	13,1
Increasing of school resources	7	11,5
Formation of geography courses	4	6,6
The Increased of student motivation	4	6,6
Reduction of curriculum oppression	2	3,3
Leaving of exam referenced education	1	1,6
The simplification of lesson subjects	1	1,6
Improving of teacher professional competence	1	1,6
The increase of the cooperation with universities	1	1,6
The implement of project based education	1	1,6
Building of a geography laboratory inside the school	1	1,6
The increased of collaboration between geography group teachers	1	1,6

The question "Do geography teachers show the expected performance?" was answered as "*they do not*" by 25 (45,4 %) participants, as "*they partially do*" by 14 (25,5 %) participants and as "*they do*" by 16 (29,1 %) participants. School principals base the lack of performance of geography teachers mostly to wrong teaching methods (11 people). Other important reasons for the lack of motivation of teachers are insufficient school resources, long procedures, wrong curriculum and the lack of motivation of students.

The question, "How should geography lessons be taught?" was mostly replied by emphasizing the necessity of supporting the lesson with visual and technological material. Other suggestions made by school principals were learning by doing and experience and field-observation method. School principals have also pointed out the use of maps. In addition, collaboration between group teachers and collaboration with universities along with formation of geography lessons are among other suggestions. The increase of student participation via active learning method, the effective usage of question and answer method along with increasing examples from daily life are other suggestions. In addition, teaching geography lessons via simulations are among other striking suggestions.

When the replies given to the question, "What are the problems of geography lessons?" are evaluated, it is seen that school principals have stated the most important problem of geography lessons as lack of material (f 33, 40 %). Especially the lack of visual and technological material has been stressed out. A second important problem stated was the insufficiency of application activities (f 27, 33 %). Most school principals perceive application activities as activities that will be performed outside the school and most importantly field studies. Again, the difficulties in carrying out trips to natural areas in especially metropolitan areas are emphasized. The most fundamental problem in relation with these aforementioned problems has been put forth as the lack of economic resources. Some of the school principals see problems that arise due to curriculum program as the most basic problem (f 7, 8 %). Other basic problems have been expressed as the lack of teacher motivation during lessons, the insufficient representation of geography lessons in higher education management, not giving the necessary importance to geography lessons, the decrease of student motivation due to the low effectiveness of geography lesson in national examinations along with current lesson books. The fact that geography lesson is obligatory has also been stated as a problem. 6 % of the participants have stated that they do not have sufficient knowledge regarding the problems of geography lesson (f 5, 6 %).

Increasing economic resources, increasing the use of technological tools and equipment along with increasing field studies are among the principal suggestions regarding the solution of the problems faced by geography lessons. The strengthening of the technological infrastructure for geography lessons is the suggestion that schools are most interested. Within this framework, "*setting up of a geography laboratory inside the school*" is one of the striking suggestions. One of the participants thinks that this problem can be solved by the Fatih Project. One participant has suggested, "*larger school gardens and the purchase of field vehicles*" as a solution whereas another participant suggested "*the preparation of a common application area for geography lessons especially in regions of dense urbanization*". Another suggestion stressed out the necessity of rearranging the lesson curriculum. The suggestions, "*reevaluation of lesson hours*", "*getting the participation of geography teachers in the preparation of curriculum and lesson books*" can be evaluated within this scope. Suggestions such as, "*in-service training for geography teachers*", "*sufficient representation of geography lessons in higher education executive circles and the increase of the reputation of the geography lessons*", "*the increase of the cooperation with universities and professional organizations*", "*the increase of student motivation*", "*the increase of the cooperation between geography teachers*" and "*making geography lesson non-obligatory*" have been made. 12 % of the participants have stated that they do not have sufficient information regarding the solution of the problems of geography lessons.

The question, "*Is there a difference between the communication that you establish with geography teachers and the communication that you establish with other discipline's teachers?*" was replied by the vast majority of the school principals (85 %) as "*no*". Half of those who replied to this question as "*yes*" have stated their reason for this answer as the fact that their teaching field is also geography. Whereas others have stated the reason for this communication difference as "*because they see their teaching field to be close to geography*", "*because they have a special interest in geography*" and "*because geography deals with current problems*".

Participants point out the obvious difference between the young generation teachers and the elderly teachers regarding technological proficiency of geography teachers. Even though they think that the teachers are 45 % proficient in this aspect, they still emphasize the lack of technological infrastructure at schools. Whereas they state that the remaining 55 % of the teachers are in general not proficient enough and that they should be subject to in service training. A participant whose teaching field was geography emphasized the insufficiency of teachers regarding technological material design and stressed out the importance of the preparation of the technological materials by the teachers themselves.

Discussion and Conclusion

Effective school principals create a positive organizational environment and this is their primary role. In order to create a positive organizational environment, the school principals play active part in the preparation of training programs, preparation of subject material for lessons along with the technological infrastructure and the organization of various activities aimed at teaching. Thus, the school principals should play an active role in education in order to create a school environment that enhances learning. This in turn requires the necessity to have sufficient information regarding the various problems in the application of lesson programs. However, when the study results are examined; it is observed that some of the school principals do not have sufficient information about the solution of these problems. Bureaucratic and legal obstacles, time constraints, lack of training, vision, decisiveness and courage along with insufficiency of resources stand out among the factors that limit the educational leadership of school principals (Gumuseli, 1996). Nonetheless, school principals seem willing to solve problems of lessons from different disciplines and to create a positive learning environment. This willingness is also verified by various other studies (Canbazoglu et al., 2010).

It is observed that school principals explain geography lesson more with natural phenomena and base their perceptions on this view when assessing geography lesson and teachers. This perception is primarily observed in school principals whose teaching field is geography. The tendency to define geography mostly as physical geography brings with it some fundamental problems. For example, school principals perceive field studies as nature trips. Whereas the primary goal should be to give geography education linked with the living space of students who live in intensely urbanized areas. People in this intense urbanization interact more with the artificial environment that they create in addition to their natural environment. Therefore, localization becomes a necessity in geography curriculum. It is also not possible to carry out field trips to natural areas during lesson hours especially in Istanbul where urbanization is high. Hence, more time should be allocated for such organizations and they should be included in annual plans.

School principals mostly think that geography lesson is necessary. This thought brings with it a significant advantage for the solution of problems that geography lessons face. The sufficient number of geography teachers will be a contributing factor in the solution of these problems. School principals sometimes disagree with the demands of teachers who state that theoretical lesson hours are not sufficient. Instead they suggest the simplification of the relevant curriculum of theoretical lessons.

It is observed that school principals are not used to working in cooperation with geography teachers. However, teachers should act in unison for the determination of teaching methods and their application, reflection of the developments in science and technology to the lesson, determination of the required books, tools and equipment, planning of field trips, measurement and evaluation of student success (M.E.B., 2012). It is known that in principle applied geography activities and field studies contribute to the cooperative working habits of geography teachers. However, participants state that in general field studies cannot be carried out. But field studies provide application opportunities and provide examples (Ozguc, 1994). Most frequently cited problems are the inability to carry out field trips or the insufficiency of the field trips, the long permit waiting periods and time problem. School principals emphasize the lack of motivation of geography teachers in application studies. In service training that will be given to geography teachers regarding the steps to be taken in order to plan, apply and finalize such activities may contribute to the solution of these problems. Giving more importance to application activities and field study arrangements are among important expectations of school principals from geography teachers.

The primary expectation of school principals regarding geography lessons is that the lessons should be less theoretical and should include information about daily life along with applications. Graves (1971) has stated that there is a significant relationship between teaching and learning for geography education. After this date, many geography handbooks were published that contain information as to how geography teachers should teach geography and how they should structure their classes for active learning (Boardman, 1987; Bailey and Fox, 1986; Kent, 2000).

Expectations arise regarding the increased use of visual materials in in geography lessons, organization of field trips, carrying out activities that will increase the motivation of students towards the lesson, including current events, ensuring that students grasp the geographical potential of our environment, using information technology during lessons, using maps in every lesson and raising a generation that is at peace with the world.

The new geography teaching program that was put into effect starting from the 2005-2006 education year (Kizilcaoglu, 2006) emphasizes the new geography teaching program along with application and skill based teaching of geography lessons. Geography research on geography education related with geography teachers has brought forward the importance of applied studies that teachers do not consider seriously (Roberts, 2000). This gains importance when teachers try to understand how they can adopt to the changes in the curriculum and when they want to work in accordance with the new program for their own career development (Esteves, 2006).

It is observed that the most important problems of geography lessons are the lack of material and lack of applied activities. Teaching material are fundamental elements of the learning process because they provide multiple learning environment, draw attention, ease remembering, provide time saving, ensure that compatible content can be presented at different times, can be reused and simplify the content thereby making it easier to understand (Yalin, 2002). In principal, problems such as lack of material and application are associated more with the insufficiency of economic resources. Even though the idea that geography lessons are not given enough importance or that they are not necessary should be evaluated separately even though they are not widespread. Whereas the political and economic developments of today's world have increased the importance of geography education.

Increasing the use of technological equipment and giving more importance to field studies by increasing budget allocation is the first suggestion that comes to mind when proposing solutions for the problems of geography lessons. Enhancement of the technological infrastructure of schools and building of a geography laboratory inside the school, widening the gardens of schools, having cross country vehicles at schools, providing a mutual application area especially in cities with intense urbanization are suggestions that can contribute to the solution of the problems of geography lessons. Again; the inter service training of geography teachers, proper representation of geography lessons at higher executive levels and the increasing of the reputation of geography, the increase of cooperation with universities and occupational organizations, increasing the habit of collaborative work among geography teachers should be evaluated within this framework. Balderstone (2000) has stated that geography teachers should not disregard vocational applications and has emphasized that they should continue to add upon the pedagogical knowledge they gained during their university education.

A significant portion of the geography teachers are seen to be insufficient in technological literacy. This insufficiency is principally valid not only for geography teachers but also for teachers of other disciplines as well (Kayaduman et al., 2011). Inter service training activities should be increased in order to solve this problem.

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