



EXAMINING THE USE OF AUXILIARY SOURCES IN LESSONS IN THE CONTEXT OF TEACHER, PARENT AND STUDENT OPINIONS

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Abstract:

The aim of this research is to evaluate the use of auxiliary resources in lessons in the context of teachers, parents and students' opinions. This research is a survey model research designed in accordance with quantitative and qualitative research techniques. The research group consists of 78 teachers, 132 students, and 22 parents. The criterion sampling method, one of the purposeful sampling methods, was used to determine the teacher and student study group, and the random sampling method, one of the probability-based sampling methods, was used to select the parents. Snowball sampling method, one of the purposeful sampling methods, was used to determine the 8 teachers, 4 parents and 20 students to be interviewed in the research. The quantitative data required for the research were collected through a survey titled "Opinions on Using Auxiliary Resources in Lessons," which was developed by the researchers. Semi-structured interviews were held with teachers, parents and students in order to obtain detailed information on the subject. In the study, frequency (f) and percentages (%) were used in the analysis of quantitative data; the descriptive analysis approach was preferred in analyzing qualitative data. As a result of the research, participants stated that auxiliary resources are necessary for central exams, that auxiliary resources are more liked by students, that auxiliary resources are more interesting, that the subjects are discussed more simply and concisely in auxiliary resources, that these resources provide the opportunity to do more activities, and that there is more in these resources. It was determined that they stated that there were questions, that auxiliary resources relieved the boringness of textbooks, and that auxiliary resources were of higher quality and useful.

Keywords: auxiliary source, textbook, teacher, parent, student

1. Introduction

Textbooks are environments that convey various information to students within the scope of the curriculum and direct students to research and analysis to acquire behavior in line with determined goals (Mazlum & Mazlum, 2016). Although they share their function in the teaching-learning process with other different environments developed in recent years (computer/internet, mobile phones, interactive whiteboards, etc.), textbooks continue to maintain their feature of being the basic tool in teaching (Keser, 2004). It can be said that no other educational material can replace the book, which has

been used in education for generations, and that it is not possible for any material to be considered at the same level as a textbook in terms of content and function (Alkan, 1992).

A textbook can be defined as a basic resource whose content has been prepared in accordance with the curriculum and examined by authorized bodies for teaching a certain course to students at a certain level (Oguzkan, 1994). Textbooks can be defined as teaching tools that are the concrete reflection of the abstract goals included in the curriculum and that greatly influence and direct classroom teaching (Yilmaz *et al.*, 1998). Textbooks, which have an important function in terms of providing communication and interaction opportunities between teachers and students, must be of appropriate quality (Katipoglu & Katipoglu, 2016). The textbook, which is among the different components of education, sometimes takes on the role of the teacher and plays an important role such as giving information to the student and directing their studies (Altun *et al.*, 2004). Rather than being a tool where information is brought together, textbooks can be described as cultural products that reflect social values, social perspectives, social changes and developments (Kucukahmet, 2016). While the textbook gives the student the opportunity to examine what the teacher has conveyed or will convey, regardless of place and time and at the pace he wishes, by being organized in a structure that will direct and diversify educational activities, it also has the function of directing the student to different resources for more diverse and detailed experiences (Alkan, 2011).

As a requirement of the constructivist learning approach, the practice of using the student workbook and the teacher's guidebook as a set has begun, in addition to the textbook, which has been used alone as the primary source for years. The triple book set is important for teachers to diversify their practices in their studies and to make the process interesting for students by providing a multi-stimulating environment (Bircan & Gokbulut, 2014). Due to its importance and impact on the learning-teaching process, qualified preparation of textbooks is an inevitable necessity. Because textbooks contribute greatly to students' in-class and out-of-class education activities. According to Demirel and Kiroglu (2008), the quality of textbooks in terms of both form and content is one of the most important problems of our education system. Qualified preparation of the textbook in terms of pictures, language, syntax, information pattern and page layout will increase students' reading acquisition and interaction with the book (Garofalo, 1988).

For an effective teaching activity, many sensory organs must be put to work. For this, teaching materials and different teaching resources are needed that will activate and keep the sensory organs active. For a more effective and higher quality education, both textbooks, students and teachers need to get rid of mediocrity and gain a versatile function (Tas & Minaz, 2024). Using different tools and equipment in the education and training process has more productive results, such as attracting attention, providing motivation, remembering, reinforcing, and ensuring participation (Gungor & Cavus, 2015). Therefore, it can be said that educational materials have an undeniable

importance at every stage of educational activities (Erdoğan, 2004). It can be said that supporting textbooks with auxiliary resources that have versatile expression features makes comprehension more effective (Gungor & Cavus, 2015). Auxiliary sources are resources that cover all or part of the subjects in the textbooks in more detail (Binbasıoğlu, 1974). It is known that primary school students often experience distraction and inability to concentrate on the lesson due to abstract concepts. This problem can be solved by using different resources that will engage students' different sensory organs and the embodied activities/examples found in these resources. It can be said that auxiliary resources are effective in better understanding the lessons and increasing the permanence of what is learned, due to their positive features.

In order for the teacher to carry out teaching activities successfully, he/she needs teaching tools prepared in accordance with the content specified in the education program. Teaching tools fulfill the most important function in helping students acquire the required behaviors. Although teaching tools are diverse, printed teaching tools are mostly used in the classroom environment. Especially in recent years, due to the increasing emphasis on competitive education in our country, the use of auxiliary teaching aids parallel to the textbook has increased rapidly, especially in primary and secondary education. It can be said that the fact that auxiliary resources are visually attractive, include current changes, provide teachers with various course materials, provide schools with various teaching tools, and provide additional workbooks and test supplements, causes both students, parents and teachers to favor the use of auxiliary resources. According to Taşdemir (1994), since the use of different tools and equipment is of great importance in education and training, it has become mandatory to use auxiliary resources in schools.

Auxiliary sources can be defined as resources that are used alongside textbooks, cover the subjects in more detail, and contain more examples and more questions in content. Teachers use different materials in addition to textbooks in the teaching process in order to increase the effectiveness of the textbook, facilitate learning and ensure the permanence of what has been learned (Gungor & Cavus, 2015). In Turkey, the rate of use of different teaching materials in addition to textbooks has been increasing in recent years, and the use of supplementary books by teachers has become widespread (Erdogan, 2004). Auxiliary sources are books that describe and explain topics in a simple and interesting narrative language (Aytuna, 1963). According to Binbasıoğlu (1995), the main purpose of using auxiliary sources is to create a discussion environment with different views or approaches of different authors and to direct the student to the act of thinking or finding the correct one. Teaching becomes more fun with the auxiliary sources, and the student acquires the ability to react differently to different views and approaches (Erdogan, 2004).

Teachers have important functions in ensuring that educational activities reach the determined goals and achieve success. Teachers who are in touch with the students and who play the role of the most important implementer of educational activities; teachers' opinions were consulted in this study with the idea that getting their opinions

on the resources they use in the classroom would be guiding in the preparation of qualified textbooks and auxiliary sources. In addition, another participant group of the study was formed from parents, with the idea that they should be effective in obtaining auxiliary sources and that they should have a say in their children's education, as they are the parents of children educated by teachers. Students were included in the research with the understanding that it is important for them to be individuals who are the focus of all educational studies at the school, to be informed about the decisions made about them and the practices aimed at them, and to participate in decision-making processes.

The issue of using auxiliary sources in lessons is discussed in society in two ways, and these discussed views are supported in different ways by different segments of society. The first view is that liberalization and liberation in education are increasing; it is the view that in an age when the approach to education is moving from a prohibitive, oppressive, rigid and rote-learning approach to a more flexible and democratic approach to education, it is undemocratic for the textbooks to be taught in schools to be determined by the center and the top. This view states that the Ministry of National Education, which has an education system that is exam-oriented, eliminates children based on exam scores and makes children compete, should give teachers, students and parents, who are the parties to the issue, the right to freely choose their books when determining the textbooks to be taught to students. According to this view, the Ministry of Education should determine principles, not prohibitions, regarding the use of auxiliary sources.

The second view is that the Ministry of National Education, instead of an exam-centred and competitive education approach, aims to develop students who reveal their interests and talents, are based on scientific data, are equipped with skills to compete with their contemporaries, can solve problems, think rationally and universally, produce, produce nationally and internationally. Emphasizing that it adopts the understanding of raising individuals who embrace and protect their spiritual values, it is the official opinion that in order to increase the quality of education, emphasis should be placed on teacher and student motivation, parent information, and improving the education-training environment and processes (MEB, 2022). This view states that, apart from the textbooks and educational materials distributed to teachers and students, other publications and materials under names such as "auxiliary sources", "test books", "holiday books", etc., which cause financial burden to parents, should not be kept in schools and institutions.

Today, there are different opinions among education experts, teachers and parents regarding the use of auxiliary sources, which have spread to primary schools in the smallest settlements and have dozens of types at every grade level and in every educational environment. According to some, the use of auxiliary sources is based on commercial purposes; according to some, the reason for using supplementary resources is that they provide more comprehensive and updated information than textbooks. While these discussions are continuing, the Ministry of National Education has stated that auxiliary materials other than the textbooks distributed by the Ministry to teachers

and students should not be promoted in schools/institutions, students should not be ignored, no coercive attitude should be taken regarding their use, and practices that would create a financial burden on parents should be avoided, and those who engage in contrary practices should be prosecuted. It continues to prohibit the use of auxiliary resources in schools by publishing articles about carrying out necessary administrative procedures (MEB, 2022). Among all these discussions, it is noteworthy that there are few satisfactory studies that clearly reveal the opinions of teachers, parents and especially students about why auxiliary sources are needed despite the existence of textbooks. This research is important in terms of clearly revealing the opinions of the participants, whose opinions were consulted on the basis of the principle of scientific impartiality regarding the quality of both government books and auxiliary sources and the reasons for their preference or non-preference.

The purpose of this research is to evaluate the use of auxiliary sources in lessons according to the opinions of teachers, parents and students. For this purpose, answers were sought to the following questions.

- 1) What are teachers' opinions about using auxiliary sources in lessons?
- 2) What are the opinions of parents regarding the use of auxiliary sources in lessons?
- 3) What are students' opinions about using auxiliary sources in lessons?

2. Method

2.1 Research Model

This research, which is a survey model, was designed in accordance with quantitative and qualitative research techniques. In the survey model, which aims to describe a past or present situation as it is, the event, individual or object that is the subject of the research is defined in its own conditions and as it is (Karasar, 2022).

In this research, in addition to quantitative research techniques where comparisons are made based on statistical data, qualitative research techniques are also used in order to get more detailed information from the participants, benefit from the participants' experiences, and understand their feelings, thoughts and ideas. Diversification was made in the methods (qualitative, quantitative, survey, and interview forms) and data analysis (frequency, percentage, descriptive analysis). According to Yildirim and Simsek (2021), triangulation is an effort to increase the credibility of the results by using different data sources and different data collection and analysis methods.

2.2 Study Group

The study group of the research consists of 78 teachers working in secondary school and teaching in the 8th grade, 132 students studying in the 8th grade of secondary school and 22 parents of these students. The criterion sampling method, one of the purposeful sampling methods, was used to determine the teacher and student study

group. Criterion sampling method, is defined as the study of all situations that meet a set of predetermined criteria (Yildirim & Simsek, 2021); The sample is formed from individuals, events, objects or situations that have characteristics related to the problem (Buyukozturk *et al.*, 2022). Taking classes in the 8th grade of secondary school is the criterion used in teacher selection, and studying in the 8th grade is the criterion used in student selection. In the selection of parents, the random sampling method, one of the probability-based sampling methods, was used. The random sampling method is a method of selecting a completely random sample that is large enough to represent the universe (Yildirim & Simsek, 2021). Snowball sampling method, one of the purposeful sampling methods, was used to determine the teachers, parents, and students to be interviewed in the research. Patton's (2014) "Who can know the most about this subject?" "Who would you recommend I talk to regarding this issue?" Based on the question, 12 teachers, 6 parents and 25 students were interviewed, with the participants directing the researchers to each other.

2.3 Data Collection

The quantitative data required for the research were collected with a survey titled "Opinions on Using Auxiliary Sources in Lessons" developed by Tas and Minaz (2018). Necessary permissions were obtained for the survey. The data collection tool (survey), which aims to determine opinions regarding the purpose of the research, was created through face-to-face interviews with teachers, parents and students. For this purpose, face-to-face interviews were held with 21 teachers, 10 parents and 48 students who were not in the study group and had similar qualifications. and regarding the draft survey consisting of 37 items, 2 faculty members who were experts in the field, 3 teachers who taught in the 8th grade of secondary school and 2 the opinions of the language and literature teacher were taken. The opinions of two faculty members who are experts in the field were received using a response form with two options: "appropriate" and "not suitable". It was decided that the items with which the experts agreed 100% would be valid, and as a result of the study, 14 items below this rate were removed from the survey. As a result of interviews with two language and literature teachers in order to ensure that the prepared expressions comply with the language rules and the target audience, 10 more items that were not understood, misunderstood, did not serve the purpose and were out of scope were removed from the survey. After the study on the draft, the final survey was created from 13 items.

2.4 Data Analysis

Frequency (f) and percentage (%) were used in the analysis of quantitative data, which consisted of teachers' responses to data collection tools (survey). As a result of statistical analysis, the participation rates and numbers of participants in the items in the data collection tools were determined. After interpreting the percentage rates of the answers given, the opinions of teachers, parents and students regarding the use of auxiliary resources in lessons were revealed, based on the findings of the research.

In the research, a descriptive analysis approach was preferred to analyze the qualitative data obtained through interviews. In the descriptive analysis approach, the data are summarized and interpreted according to the interview questions and direct quotes are made from the opinions of the individuals interviewed (Yildirim & Simsek, 2021). The reliability of the data obtained in the study was ensured through participant confirmation and peer expert review (Boyatzis, 1998; Cresswell, 2013; Miles *et al.*, 2014). Participant opinions were examined separately by both researchers and co-experts, and productive discussions were held regarding the participants' responses. Since taking the verbal conversations converted into written text back to their owners and studying them strengthens the reliability and validity of the data (Silverman, 2006), the voice recordings converted into written text by the researchers and the notes taken during the interviews were checked and confirmed by both teachers, parents and students.

3. Findings

3.1 Teachers' Opinions on Using Auxiliary Sources in Lessons

Teachers' opinions about auxiliary sources are given in Table 1.

Table 1: Teachers' Opinions on Auxiliary Sources

Opinions	f	%
Parents want auxiliary sources.	73	93,59
Auxiliary sources are essential for centralized exams.	69	88,46
Students like auxiliary sources more.	67	85,90
Auxiliary sources have been prepared according to the exam system.	63	80,77
Auxiliary sources are more interesting.	61	78,21
In auxiliary sources, the topics are discussed in a simpler and more understandable manner.	60	76,92
Auxiliary sources have richer content.	58	74,36
There is more activity in auxiliary sources.	57	73,08
There are different and more questions in auxiliary sources.	52	66,67
Textbooks are boring.	50	64,10
Auxiliary sources are printed in higher quality.	47	60,26
Auxiliary sources are more useful.	45	57,69
Teachers want auxiliary sources.	43	55,13

In Table 1, the majority of teachers stated that parents want to get auxiliary sources, and this is explained by the following: Auxiliary resources are necessary for central exams, students like auxiliary sources more, auxiliary sources are prepared according to the exam system, auxiliary sources are more interesting, the subjects are simpler in auxiliary sources and that it is handled in an understandable manner, the auxiliary sources have richer content, there are more activities in the auxiliary sources, there are more different and more questions in the auxiliary sources, the auxiliary sources eliminate the boringness of the textbooks, the auxiliary sources are printed in higher

quality, the auxiliary sources are more useful. It is seen that teachers want auxiliary sources.

3.2 Parents' Opinions on Using Auxiliary Sources in Lessons

Parents' opinions regarding auxiliary sources are given in Table 2.

Table 2: Parents' Opinions on Auxiliary Sources

Opinions	<i>f</i>	%
Teachers want auxiliary sources.	21	95,45
Auxiliary sources are essential for centralized exams.	20	90,91
Auxiliary sources have been prepared according to the exam system.	18	81,82
Students like auxiliary sources more.	17	77,27
Auxiliary sources are more interesting.	15	68,18
There are different and more questions in auxiliary sources.	14	63,64
In auxiliary sources, the topics are discussed in a simpler and more understandable manner.	12	54,55
There is more activity in auxiliary sources.	11	50,00
Auxiliary sources have richer content.	10	45,45
Textbooks are boring.	9	40,91
Parents want auxiliary sources.	8	36,36
Auxiliary sources are more useful.	7	31,82
Auxiliary sources are printed in higher quality.	6	27,27

According to Table 2, the majority of the parents stated that they want teachers to get auxiliary sources, and these are stated as follows: auxiliary sources are necessary for the exams, these sources are prepared according to the exam system, students like these sources more, auxiliary sources are more interesting, there are more questions in the auxiliary sources, the topics in the auxiliary sources are It is observed that it is explained more concisely, there are more activities in the auxiliary sources, the auxiliary sources have richer content, the textbooks are found boring by the students, the auxiliary sources are requested by the parents, the auxiliary sources are more useful and the auxiliary sources are printed with higher quality.

3.3 Student Opinions on Using Auxiliary Sources in Lessons

Students' opinions about auxiliary sources are given in Table 3.

According to Table 3, the majority of the students stated that they wanted teachers to buy auxiliary sources, their families expressed this opinion in turn that they wanted auxiliary sources, that auxiliary sources were necessary for exams, that auxiliary sources were prepared according to the exam system, that they liked auxiliary sources more than textbooks, that auxiliary sources were more interesting, and that auxiliary sources were more interesting than textbooks. They think that the subjects are explained in a shorter and more understandable way, there are different and more question types in the auxiliary sources, there are more activities in the auxiliary sources, they find the textbooks boring, the auxiliary sources have richer content, the auxiliary

sources are printed in higher quality, and the auxiliary sources are more useful. It seems that their views are being followed.

Table 3: Student Opinions on Auxiliary Sources

Opinions	<i>f</i>	%
Teachers want auxiliary sources.	126	95,45
Parents want auxiliary sources.	121	91,67
Auxiliary sources are required for central exams.	118	89,39
Auxiliary sources have been prepared according to the exam system.	115	87,12
I like auxiliary sources more than textbooks.	114	86,36
Auxiliary sources are more interesting.	112	84,85
In auxiliary sources, the topics are discussed in a simpler and more understandable manner.	110	83,33
There are different and more questions in auxiliary sources.	107	81,06
There is more activity in auxiliary sources.	104	78,79
Textbooks are boring.	100	75,76
Auxiliary sources have richer content.	94	71,21
Auxiliary sources are printed in higher quality.	90	68,18
Auxiliary sources are more useful.	84	63,64

4. Discussion, Conclusion and Recommendations

4.1 Discussion and Conclusion

When the findings regarding the use of auxiliary sources in lessons are evaluated, it is seen that both teachers, parents and students put forward similar opinions. All of the participants stated that auxiliary sources are necessary for central exams, that auxiliary sources are more liked by students, that auxiliary sources are more interesting, that the subjects are discussed more simply and concisely in auxiliary sources, that these sources provide the opportunity to do more activities, and that these sources provide more questions. They state that auxiliary sources eliminate the boredom of textbooks and that auxiliary sources are of higher quality and useful.

There are many studies that support the findings we reached in the study. According to Gun (2009), textbooks do not have the full qualifications they should have; Textbooks do not attract the attention of students sufficiently in terms of page layout, appearance, pictures, graphics and printing quality. However, in order to use the textbook actively and benefit fully from the textbooks, these books must have the necessary features in terms of form and content (Kucukahmet, 2016). Esirgemez (1995) stated in his study that primary school textbooks do not contribute sufficiently to learning; In the study conducted by Dayak (1998), it was stated that the functionality of textbooks was lacking. In his study, Isik (2003) found that the content of primary school textbooks was not up-to-date, that real-life situations that would improve problem-posing and solving were not included enough, that there were not enough interesting activities, and that textbooks had an effect on students' difficulties in the course.

In the study conducted by Mazlum and Mazlum (2016), teachers stated that they used supplementary books in addition to the textbook, and the reason for this was that the examples in the textbook were few and the activities were insufficient. A teacher (T2) said, *"Auxiliary sources offer plenty of activities and opportunities to solve many and various questions."* His words explain the reasons for turning to auxiliary sources. A parent (P6) said, *"As far as we learned from the teachers, there are more and different questions in the auxiliary sources."* The words are meaningful. One student (S1) said, *"There are more questions and activities in the auxiliary sources."* The sentence also confirms this situation. In their study, Altun, Arslan and Yazgan (2004) stated that the examples in the textbooks were monotonous. In the study conducted by Baser (2012), it was concluded that textbooks need improvement in many aspects; students cannot use textbooks effectively, and students do not prefer to study from textbooks. In the study conducted by Bircan and Gokbulut (2014), the activities in the Student Workbook and Teacher Guide Book often correspond to one or two criteria; it was determined that the activities in the Student Workbook and Teacher's Guide Book were not strong enough in terms of constructivist learning principles.

In his research, Alpan (2004) stated that visuals were added to textbooks just to add visual elements and that these visuals were insufficient in terms of quality and quantity. Keser (2004) stated that none of the 4th-grade primary school computer textbooks fully meet the visual design principles. In his study, Sahin (2012) concluded that text organizers, higher-level structures in the text, questions in the text, visual elements and page layout were not used effectively in Social Studies books. Textbooks have an important role in establishing the foundations of interest or disinterest in lessons in schools. Textbooks, in addition to conveying information with qualified visual designs, icons, and symbols that will enrich students' minds, should also provide artistic sensitivity. Because, while transferring information to the student, it should not be overlooked that the student should also be educated in aesthetic aspects (Mazlum & Mazlum, 2016). A teacher (T5), who stated that students liked auxiliary sources more, expressed this opinion: *"Since government books have a plain, dry and boring narrative and visuality, children like auxiliary resources that are more fun and better quality."* He expressed it with his words. A parent (P2) stated the same situation: *"Since the auxiliary sources are of higher quality, children like them more."* While expressing it as one student (S4) expressed his opinion on this subject: *"The auxiliary sources are more colorful and printed on beautiful paper. There are many beautiful things in it. That's why it's better than the book given by the state."*

In addition, studies have revealed that textbooks are inadequate in preparing for central exams. Therefore, textbooks are now replaced by test books in schools, and textbooks are used by students when necessary (Arseven, 2003). A teacher (T11) stated that auxiliary sources are necessary for central exams and said, *"We have an exam-centered education system and everyone is aware of this. To be successful in this race, it is necessary to benefit from many sources. We need to stop looking at the situation emotionally and be realistic."* A parent (P3) expressed the same opinion: *"We have no other choice for our*

children to be successful in the exams." One student (S21) said, *"These resources are necessary so that we can be successful in the exams and enroll in a good high school in the future."* The words are interesting. In the study conducted by Gungor and Cavus (2015), using auxiliary sources in lessons not only increases course success but also ensures the permanence of the knowledge gained. It has been concluded that the auxiliary sources used in this are effective because they are rich in effectiveness, have visual differences, explain the subjects in more detail, and are accessible to different question types. Tasdemir (1994) states that it is mandatory to consult auxiliary sources; Turan (1994) stated that auxiliary sources motivate students more in educational activities and increase student success.

In the study, the majority of teachers stated that parents forced them to obtain auxiliary sources, while the majority of participating parents stated that teachers wanted auxiliary sources to be obtained. A teacher (T7) explained this situation as follows: *"Parents force us to get auxiliary resources. Because everyone wants their children to grow up well because of the exams."* A parent (P5) also said that teachers want to buy auxiliary resources: *"Teachers force us to buy auxiliary sources. When there are only a few students in the class, you have to take it too so that your child doesn't get upset."* It can be said that the underlying reason for these opinions of teachers lies in the fact that purchasing and using auxiliary resources is prohibited. Considering it a crime for teachers to take auxiliary resources may have caused teachers to put forward the view that these resources were taken/wanted to be taken by parents. The majority of the students clarified the problem of who requests the purchase of reference books by stating that teachers and parents want to purchase auxiliary resources, and therefore, they revealed that both their teachers and their parents are not innocent in this regard.

A notable finding obtained as a result of the research is that students' opinions were not taken about purchasing and using auxiliary sources, and this decision was made by teachers and parents. In this regard, one student (T15) said, *"Teachers tell us about the helpful resources we will get at the beginning of the school. Then they talk to our families at the parent meeting and decide."* The words are meaningful. Students' participation in school decisions is of undeniable importance for a democratic school environment and democratic classroom management. Moreover, whether or not auxiliary sources will be purchased is an issue that closely concerns students. Disabling students in this regard is an important problem.

4.2 Recommendations

Based on the findings of the research, the following recommendations were developed:

- 1) It is known that there are individual differences among students. Each student's understanding and capacity is different. While one student's verbal perception level is high, another student's numerical, visual or spatial perception level may be higher. Despite this difference and diversity, forcing students to use a single source may cause many of the students' abilities to atrophy. Diversification of resources will enable students to approach their learning abilities from many

perspectives and will also provide the opportunity to easily access information. By using different teaching resources, students can learn faster and more permanently.

- 2) The Education Information Network, developed by the Ministry of National Education in order to benefit from different resources, cannot be used effectively because not every student has an internet connection and a computer. The Ministry of National Education's flexibility in using auxiliary sources can positively affect the academic development of students in terms of different topics and a variety of questions.
- 3) In order not to create a financial burden for the parents, providing auxiliary sources by the Ministry of National Education may be a suitable solution. In addition, by increasing the photocopying facilities (paper, toner, personnel, etc.) in schools, teachers can be offered the opportunity to more easily reproduce and print question and topic summaries.
- 4) Financial support may be provided to teachers by the Ministry of National Education so that they can benefit from different sources in lessons.
- 5) Textbooks can include more exercises, questions, activities that reinforce what students have learned, and testing situations to determine their learning status and level.
- 6) The problem of obtaining/requiring auxiliary sources can be eliminated by abandoning the exam-centered education approach and switching to a student-centered, questioning and interpretive education approach in accordance with the constructivist approach.
- 7) In textbooks, original, appropriate to the student level, fun and interesting pictures and photographs, as well as graphs, diagrams, plans, maps, and other visual elements, can be used; textbooks can be printed as fascicles on higher quality papers.
- 8) In terms of visual design, textbooks should be prepared in a colorful, simple and understandable page layout, in original and different size, and humorous and entertaining; care should be taken to ensure that the books are not too thick.
- 9) This study is limited to 8th-grade secondary school students. Conducting in-depth research on the use of auxiliary sources at other levels of education may contribute to the literature.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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