



## A Field of learning and living: Suitability of school gardens for children

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**Abstract.** The aim of this study is to reveal the opinions of primary school teachers and school managers about the evaluation of primary school gardens for children. This study was conducted with phenomenological method is one of qualitative research designs. The data of study was collected through semi-structured interviews; study group consisted of 30 teachers and 12 school managers. Photographs of school gardens and students' drawings are other data collection tools of the research. The data were analyzed by content analysis method. The findings obtained that playgrounds are thought to be important in terms of supporting development of child, providing socialization, supporting learning and having fun. The majority of participants think that their school gardens are not enough. The lack of playgrounds in school gardens, the lack of green area and use of garden as a car park are examples of these inadequacies.

**Keywords:** Playground, primary school gardens, primary school teachers, school managers

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### INTRODUCTION

The game is an activity that the child takes part in fun, provides physical, cognitive, language, emotional and social development, has real life examples and provides learning by interacting with the environment (Can and Çava, 2017, p.262). Thanks to the game, children's communication skills are strengthened, problem solving skills are increased, hand-eye coordination is strengthened and children are more motivated to learn. It contributes to the increase in academic success (Akın and Alici, 2015). Qualified playgrounds are needed to support the educational process of the game. Playgrounds contribute students directly and indirectly. Research reveals that the activities performed in these areas are important for the effective utilization of students from these areas, for the development of the game culture and the increase in student motivation (Vural and Yılmaz, 2016). Participation in movement and physical activity is very important for the development and active life of the child and it is also very important in terms of reducing the risks of future disease and preventing the child from gaining excess weight (Çelik and Şahin, 2013).

School-age children spend most of their time in school. For this reason, school gardens should meet the game needs of students in the best way (Önder and Akay, 2018). School gardens should be designed as areas that enable children to develop in cognitive, physical, social and emotional areas and offer a wide range of experience to the child (Pardee, Gillman and Larson, 2005). School gardens should positively affect students' psychology, contribute to their development and support them to have fun (Vural and Yılmaz, 2016). Most school gardens are devoid of arrangements that will allow children to play, and there are no playgrounds or playground equipment (Yılmaz and Bulut, 2002).

The standards of school gardens affiliated to the Ministry of National Education in our country are rather insufficient compared to other countries (Önder and Akay, 2018). Especially in schools where children study in Scandinavian countries such as Sweden and Finland, education takes place mostly outdoors (Ouvry, 2005). It is important that children engage in physical activities for one hour every day and participate in free activities in the green areas for at least one hour (Huz and Cevher Kalburan, 2017). But it is seen that a majority of school

gardens in Turkey consist asphalt surface, to be cold and monotonous and the studies done on behalf of green school gardens is to be quite inadequate (Özdemir, 2011).

The decline in the physical activity levels of school-age children over the past two decades has also affected children's development, motivation and learning processes (Dyment, Bell and Lucas, 2009). When all these situations are taken into account, in order to support the classroom performance of primary school students, the existing conditions of school gardens should be determined and arranged according to the developmental characteristics, interests and needs of the children. Therefore; in the research; it is aimed to examine the opinions of teachers and school managers for the evaluation of elementary school gardens in terms of suitability for children. It is thought that this study will contribute to the literature with its feature of being up-to-date, with respect to both teachers and school managers' views.

This study has been handled based on the qualitative research approach, considering the perspective of both the teachers and the school managers, considering the idea that the quality of the existing playgrounds in the school gardens will be better understood. The general aim of the study is to reveal the opinions of primary school teachers and school managers about the playgrounds in the school gardens.

In accordance with this purpose; The opinions of the teachers and managers about the necessity of playgrounds for the child, the suitability of the existing school gardens for the child and that they dreamed what kind of a school garden were be evaluated and these three subjects constituted the problems of the research. Therefore, in the study, answers were sought for the questions of the importance of playgrounds for the child, the suitability of the school garden for the child and the opinions of the teachers and school managers and the dreams the of student about the ideal school gardens.

## METHODS

### Model of the Research

In this study, phenomenological method, which is one of the qualitative research methods, was used. Phenomenology is one of many qualitative studies on the experiences of human beings. This type of research will enable researchers to understand the subjective nature of the researched case (Kennedy, Terrell and Lohle, 2015).

### Study Group of the Research

The study was carried out in Muş province in the spring term of 2018-2019 academic year. In determining the school managers and teachers in the study group, the maximum diversity sampling type was selected from the purposeful sampling types and the participants to be included in the sample were tried to be reached accordingly. In the maximum diversity sample type, the aim is to create a small sample that will reflect the diversity of the individuals who will be a party to the problem studied (Yıldırım and Şimşek, 2013, p.136). In Muş province, six primary schools affiliated to the Ministry of National Education are determined in this way and are willing to participate in the study; 30 classroom teachers and 12 school managers (2 managers from each school) formed 5 working groups from each school. At the same time, 3 students who were randomly selected from each primary school where the research was conducted were asked to draw the existing school gardens and the school gardens they dreamed of.

### Distribution of Participants According to Demographic Features

67% (20) of the teachers participating in the research are female and 33% (10) are male (Table 1).

**Table 1.** *Distribution of teachers according to their genders*

| Gender | f  | %   |
|--------|----|-----|
| Female | 20 | 67  |
| Male   | 10 | 33  |
| Total  | 30 | 100 |

75% (9) of the managers participating in the research are women and 25% (3) are men (Table 2).

**Table 2.** *Distribution of managers according to their genders*

| Gender | f  | %   |
|--------|----|-----|
| Male   | 9  | 75  |
| Female | 3  | 25  |
| Total  | 12 | 100 |

57% (17) of the teachers participating in the study are in the 24-30 age range, 30% (9) are in the 31-45 age range, 6.5% (2) are in the 46-50 age range and 6.5% (2) 51 -63 age range (Table 3).

**Table 3.** *Distribution of teachers according to their ages*

| Age       | f  | %   |
|-----------|----|-----|
| 24-30 age | 17 | 57  |
| 31-45 age | 9  | 30  |
| 46-50 age | 2  | 6.5 |
| 51-63 age | 2  | 6.5 |
| Total     | 30 | 100 |

67% (8) of the managers participating in the study are between the ages of 31-45, 17% (2) are between the ages of 51-63, 8% (1) are between the ages of 24-30 and 8% (1) are 46 It is in the age range of -50 (Table 4).

**Table 4.** *Distribution of managers according to their ages*

| Age       | f  | %   |
|-----------|----|-----|
| 31-45 age | 8  | 67  |
| 51-63 age | 2  | 17  |
| 24-30 age | 1  | 8   |
| 46-50 age | 1  | 8   |
| Total     | 12 | 100 |

### Data Collection Tool

The data were obtained through the individual interview technique with the participants in the study group. In this context, the interviews were asked to be recorded, and the participants did not volunteer for voice recording in this process. For this reason, the researcher took the interviews he made with the handwriting of the participants, and supported the oral interviews with the field notes. This situation can be considered as the participant-induced limitation of the research. Interviews took an average of 15 minutes with each teacher and school manager.

In line with the research problems, 3 semi-structured interview questions were asked to both teachers and school managers. At the same time, the pictures drawn by 3 students from each school for the school garden and the outdoor photographs of the schools in question also constituted the other data collection tools of the research.

### Data Analysis

Content analysis method was used in the analysis of the data. In the analysis process, main themes, categories and codes were created according to similar features of the data. In the study, frequencies, which are the frequency of seeing data, are included. The codes obtained were checked by a specialist. In these codings made by the researchers, consensus was reached. All data are handled in the context of research questions, and direct quotations, student pictures, and school photographs are included, where necessary, in order to reveal the views more clearly regarding the analyzed data. In line with the principle of confidentiality, teachers T1, T2,...T30; children C1, C2... C18 and school managers are expressed as M1, M2, .. M12. While sample pictures of schools' gardens are given; 6 schools are coded as A, B, C, D, E and F.

### **Validity and Reliability**

In order to ensure validity in the study, data were obtained through individual interviews with teachers and school managers with different characteristics that are directly related to the research topic. The data obtained in this regard are thought to serve the purpose of the research. At the same time, in order to ensure validity and reliability, it was explicitly revealed how the results obtained by the researchers were reached and the objective was made to be objective in the reality of the findings, in collecting data and in revealing the results. In addition, study questions and data obtained were analyzed simultaneously by each researcher. Expert opinions were consulted throughout the process.

For the reliability calculation of the study, the reliability calculation formula of Miles and Huberman (1994) was used and the results were digitized and the study was accepted as reliable with 87% compliance.

## **RESULTS**

In this section, the findings related to the research problems, in which answers are sought, are included.

### **Findings Regarding the Views of the School Managers and Teachers**

#### ***Findings related to the first problem: Opinions about the necessity of playgrounds for the child***

As a result of the analysis of the data obtained from the interviews, the distribution of the opinions of the participants regarding this problem is presented in the tables below. The tables are prepared separately in a way that includes the opinions of both the teacher and the school principal within the scope of the sub-problems of the problems.

#### **Teachers' opinions on the necessity of playgrounds for the child**

In this context, teachers' opinions about the necessity of playgrounds for children, playgrounds are required under the main theme; In terms of supporting development, supporting learning, and developing imagination, ensuring socialization, children having fun, expressing their energies, preparing for life and expressing themselves.

Regarding the importance of playgrounds for the child according to Table 5, teachers are more of the opinion that it supports the development of children and enables them to socialize.

#### **School managers' opinions on the necessity of playgrounds for child**

In this context, the opinions of school managers about the necessity of playgrounds for children, playgrounds are required under the main theme; In terms of supporting development, supporting learning, entertainment of children and preparing for life, it is examined under its categories.

**Table 5. Teachers' opinions on the importance of playgrounds for the child**

| Theme                    | Category                              | Participants                             | f | Sample Sentence   |
|--------------------------|---------------------------------------|--|---|---|
| Playgrounds are required | In terms of supporting development    | T1, T3, T5, T11, T12, T13, T14, T18, T25 | 9 | "If we think about the future of a child, we should not forget the importance of the playgrounds and playgrounds. Because it is very important to create playgrounds at this age, where the foundation of the personality and the character of how to become a person in the future is laid." (T18) |
|                          | In terms of ensuring socialization    | T1, T3, T5, T7, T12                      | 5 | "The child plays and socializes everywhere, everywhere with himself or his friends. Their relationship improves." (T5)  |
|                          | In terms of supporting learning       | T3, T6, T12, T16                         | 4 | "Playgrounds are the biggest learning area for children. The child learns through play, we can teach the child everything by playing." (T6)   |
|                          | In terms of children's entertainment  | T5, T6, T21, T30                         | 4 | "I think that having playgrounds in the school gardens of schools will make children happy and happy." (T30).   |
|                          | In terms of expressing their energies | T14, T23, T30                            | 3 | The places where children can fully transfer their energy are playgrounds. For this reason, playgrounds become indispensable for children in leisure and vacation times. " (T23)  |
|                          | In terms of self-expression           | T18, T27                                 | 2 | "Playgrounds are very important because children mean play. Playgrounds are required for the child to express himself." (T27)   |
|                          | In terms of preparing for life        | T5, T13                                  | 2 | "Since children mean play, playgrounds are very important. Playgrounds are required for the child to express himself." (T5)   |
|                          | In terms of developing imagination    | T4, T7                                   | 2 | "Children are blinded without games. I think their imagination has developed with its versatile playgrounds." (T4)  |

**Table 6. School managers' opinions on the importance of playgrounds for the child**

| Theme                       | Category                             | Participants   | f | Sample Sentence  |
|-----------------------------|--------------------------------------|----------------|---|--|
| Playground ds are required. | In terms of supporting learning      | M2, M3, M6, M7 | 4 | "The child can learn everything with play. As long as you put the achievement you want to teach in front of the game with the game." (M2)  |
|                             | In terms of preparing for life       | M1, M8, M12    | 3 | "The game is an important tool for children to adapt to life and the world. Play and playgrounds are one of the indispensable items for children." (M12)   |
|                             | In terms of supporting development   | M4, M9, M10    | 3 | "The game is one of the most important elements in the life of children for their physical, mental and all-round development." (M4)  |
|                             | In terms of children's entertainment | M5, M7         | 2 | "School should not be just learning lessons for children, therefore, an environment where the child can stress and have fun in the garden or school environment should be created and the child should come to school with love." (M5) |

Regarding the importance of playgrounds for the child, school managers; they think that the game supports the child's learning (Table 6).

### Findings related to the second problem: Opinions about the suitability of the schoolyard for the child

As a result of the analysis of the data obtained from the interviews, the distribution of the opinions of the participants regarding this problem is presented in the tables below. The tables are prepared separately in a way that includes the opinions of both the teacher and the school manager within the scope of the sub-problems of the problems.

#### Teachers' opinions on the suitability of the school garden for the child

In this context, the opinions of the teachers regarding the suitability of the school garden for the child are categorized under sufficient and not sufficient categories; If the category is sufficient, in terms of the adequacy of the area, in terms of its safety, and the category of not sufficient; In terms of lack of play area, in terms of insufficiency of green area, not suitable for different activities, not safe, not suitable for climatic conditions, inadequacy of the area and use of the garden as parking lot.

**Table 7.** Teachers' opinions on the suitability of the school garden for the child

| Category   | Code   | Participants  | f         | Sample Sentence   |
|------------|--|---|-----------|---|
| Adequate   | In terms of large area                                 | <b>T4, T8, T10, T19, T20, T21, T22, T23, T24, T29</b> | <b>10</b> | <i>"Our school garden is very wide so children have a good time in the garden." (T21)</i>   |
|            | In terms of safety                                     | <b>T8</b>   | <b>1</b>  | <i>"Our school garden is safe in terms of dangers. I think it is suitable for children." (T8)</i>   |
| Inadequate | In terms of lack of playground                         | <b>T1, T3, T10, T24, T27, T30</b>                     | <b>6</b>  | <i>"Our school garden is large enough, but it is not designed in such a way that children can easily enjoy and play." (T24)</i>   |
|            | In terms of green space shortage                       | <b>T7, T14, T23, T30</b>                              | <b>4</b>  | <i>"Especially school gardens arranged with natural elements are important in raising children as environmentally conscious and healthier individuals. In this respect, I think it is insufficient because there is no natural area." (T30)</i>   |
|            | In terms of not being suitable for different events    | <b>T6, T8, T10, T27</b>                               | <b>4</b>  | <i>"Our school garden is wide in terms of space, but there is only a ball field as a playground. Playgrounds have not been created for different games." (T8)</i>   |
|            | Not safe   | <b>T11, T26, T27</b>                                  | <b>3</b>  | <i>"Our school garden is not such that children feel free. Our floor is in a form that harms children. It is suitable for them to fall and break their arm and leg while playing games. All of our garden has not been poured concrete in the same way, and some of it is still in the form of soil." (T26)</i> |
|            | In terms of large area                                 | <b>T3, T4, T15</b>                                    | <b>3</b>  | <i>"The number of students in our school is very high and their physical facilities are not enough, they are very small." (T15)</i>   |
|            | In terms of not being suitable for climatic conditions | <b>T8, T10</b>  | <b>2</b>  | <i>"When we consider the climate conditions of our city, there must be a closed playground. The absence of a closed playground for our school is a shortcoming." (T8)</i>   |
|            | In terms of using the garden as a car park             | <b>T16</b>  | <b>1</b>  | <i>"Preventing the school manager from bringing the staff of the staff to the garden enables students to play and have fun in a wider and safer area. I think this was not paid attention in our school." (T16)</i>   |

According to Table 7, teachers think that school gardens are not enough for children and the reasons for this inadequacy are lack of playground, lack of green space, not suitable for different activities, not safe, not wide area, not suitable for climatic conditions and garden as parking lot. Explain as the use.

### School managers' opinions on the suitability of the school garden for the child

In this context, the opinions of school managers regarding the suitability of the school garden for the child are categorized under adequate and not sufficient categories; adequate category; the category is not sufficient with its codes in terms of the wide and safe area; It has been examined with its codes in terms of lack of play area, not safe, insufficient green area and not wide area.

**Table 8.** School managers' opinions on the suitability of the school garden for the child

| Category   | Code                             | Participants       | f | Sample Sentence  |
|------------|----------------------------------|--------------------|---|--|
| Adequate   | In terms of large area           | M2, M3, M4, M5, M6 | 5 | "Our school garden is very large so children have a good time in the garden." (M6)   |
|            | In terms of safety               | M8, M9, M11        | 3 | "Our school garden is safe in terms of dangers. I think it is suitable for children." (M8)   |
| Inadequate | In terms of lack of playground   | M1, M10            | 2 | "There is no playground in our school garden. For this reason, it is insufficient." (M1)   |
|            | Not safe                         | M7, M12            | 2 | "I think our school garden is inadequate. The fact that the floor is especially hard and cobblestone causes injuries to children." (M7)  |
|            | In terms of green space shortage | M10                | 1 | "Our school garden is an empty space, a pile of stones. Soil is almost non-existent. There is no garden where children meet the green area. That's why I think it's inadequate." (M10) |
|            | In terms of large area           | M10                | 1 | "I think our playground is made up of a narrow space that it should never be." (M10)   |

According to Table 8, it is seen that the high rate of school managers think the school garden is sufficient for children. Regarding their adequacy, they cited that the area was large and safe.

### Findings related to the third problem: Opinions about what kind of playground is imagined

As a result of the analysis of the data obtained from the interviews, the distribution of the opinions of the participants regarding this problem is presented in the tables below. The tables are prepared separately in a way that includes the opinions of both the teacher and the school principal within the scope of the sub-problems of the problems.

### Teachers' opinions on the school garden of their dreams

In this context, the opinions of the teachers about the school garden of their dreams are composed of green areas, physical conditions are appropriate, there are areas of various types of play, there are recreational areas, suitable for the child's developmental characteristics, educational areas, fun, clean, appealing to hobbies, it has been examined under categories that support imagination, are safe and have a reading area.

**Table 9.** Teachers' opinions on the school garden of their dreams

| Category   | Participants  | f  | Sample Sentence   |
|--|---|----|---|
| Where there are green fields                           | T2, T3, T5, T6, T7, T8, T12, T14, T16, T17, T19, T22, T23, T28, T30 | 15 | "I imagine a school garden intertwined with nature, with flowers and trees." (T3)<br><br>"I imagine a garden full of trees and flowers, where students take care of them, play their games on the lawn, not just concrete." (T22) |
| There are areas of various game types                  | T1, T3, T7, T8, T9, T12, T14, T17, T22, T25, T26, T29               | 12 | "A school garden full of games and activities, with different activities depending on the level of the children." (T3)<br><br>"I want the number of games drawn in the garden to be increased." (T29)                             |
| Physical conditions are favorable                      | T4, T7, T9, T11, T17, T20, T26, T28                                 | 8  | "Functional, game sections should be a garden with sufficient physical conditions." (T9)  |
| With resting areas                                     | T2, T5, T12, T16, T17, T23, T26                                     | 7  | "School gardens are places for rest, movement and living. Therefore, there should be sitting and resting areas for students and teachers." (T26)  |
| Reliable   | T5, T11, T13, T23, T30  | 5  | "There are safe, suitable toys for children; a field where they can play safely." (T13)   |
| Educational areas                                      | T5, T11, T15, T21, T30  | 5  | "There are educational areas that will develop the child, contribute to its education." (T30)   |
| Suitable for the child's developmental characteristics | T10, T14, T21, T24  | 4  | "There should be a school garden suitable for the interests and abilities of each student." (T24)   |
| The clean one  | T14, T17  | 2  | "Children should have healthy and clean playgrounds to play with." (T14)  |
| Appealing to hobbies                                   | T25, T28  | 2  | "The application is a school garden with hobby gardens." (T28)  |
| Supporting imagination                                 | T5, T17   | 2  | "There should be walls where students can develop their creativity and paint regularly so that they can develop their imagination." (T5)  |
| Fun area   | T16, T21  | 2  | "I'm I would like to have a garden where students can have fun and have a good time and play." (T16)  |
| Reading area   | T12   | 1  | "I imagine a beautiful garden with students' reading areas." (T12)  |

According to Table 9, teachers imagine a school garden with green areas, areas of various types of play, physical conditions and resting areas.

### Opinions of school managers about their dream school garden

In this context, the views of school managers about the school garden of their dreams have been examined under the categories of green areas that are safe and fun.



**Table 10.** *Opinions of school managers about their dream school garden*

| Category                     | Participants        | f | Sample Sentence  |
|------------------------------|---------------------|---|--|
| Where there are green fields | M1, M3, M7, M8, M10 | 5 | "There must be green areas where children can play." (M8)  |
| Reliable                     | M4, M7, M8          | 3 | "Safe garden with a soft floor that children can step on with their bare feet." (M7)               |
| Fun place                    | M4, M5              | 2 | "An environment in which the child will stress and have fun should be created in his garden." (M5) |

School managers stated that the school gardens they wanted to be made up of green areas, should be reliable and should be fun areas (Table 10).

### Findings Related to the Drawings of the Students

In this section, there are tables with frequencies and percentages that include the characteristics of the school gardens in the pictures drawn by the students and the school gardens they dream of.

### Characteristics of the school gardens in the pictures about the "existing school gardens" and "the school gardens they dream of" drawn by the students

**Table 11.** *Frequency and percentage table containing the features of school gardens in the pictures drawn by children*

| School characteristics stated by the primary school level children in their 'depiction of existing school gardens' themed paintings | f  | %   |
|---|----|-----|
| No green place  | 7  | 23  |
| Only the area where 'hopscotch' is played   | 7  | 23  |
| An area consisting only of buildings  | 5  | 18  |
| Considered only as a gathering area for ceremonies  | 4  | 13  |
| Colorless and fun display of the school building and schoolyard   | 4  | 13  |
| Considering the school garden as a limited and freedom restrictive place  | 3  | 10  |
| Total   | 30 | 100 |

As it can be seen in Table 11, in the depictions of the school gardens of children, there is no green area (23%), the garden consists of only 'hopscotch' area (23%), the school garden is seen as an area consisting only of the school building (18%), only the celebration of the ceremonies. It is seen that it is seen as a 'gathering area' (13%), the garden is seen as colorless, unfounded (13%), and it is depicted as restricting freedom (10%).

**Table 12.** *Frequency and percentage table containing the features of the school garden they dreamed of in the pictures drawn by children*

| School characteristics stated by the primary school level children in their "dream garden gardens" themed paintings | f  | %   |
|---|----|-----|
| A garden where the school building and its surroundings are colorful  | 7  | 23  |
| A garden with a green floor   | 6  | 20  |
| A garden with various plant types such as flowers and fruit trees   | 5  | 18  |
| A garden of various playgrounds and activity areas  | 4  | 13  |
| A garden where its surroundings are not limited but they can play freely  | 3  | 10  |
| A garden with animals in the garden   | 3  | 10  |
| A garden with a reading area  | 2  | 6   |
| Total   | 30 | 100 |

When the descriptions of the school gardens that children dreamed of are examined, a garden imagination consisting of various playgrounds and activity areas, where they want the school building and its surroundings to be colorful (23%), the ground to be lush (20%), they want to include various plant species (18%), It is seen that they want a garden where they can play (13%), their environment is not limited but they can play freely (10%), they want animals to be in the garden (10%) and they dream of a garden consisting of an area to read books (6%).

### Samples of Students' Drawings

Since the study was carried out on the basis of confidentiality, the pictures of the children were expressed as C1, C2, C18. The left part of the painting paper is devoted to depicting the current school gardens, while the right part is devoted to depicting the school garden they dream of. The photograph taken from the school garden under each student drawing; it is a sample photo showing the student's own school.



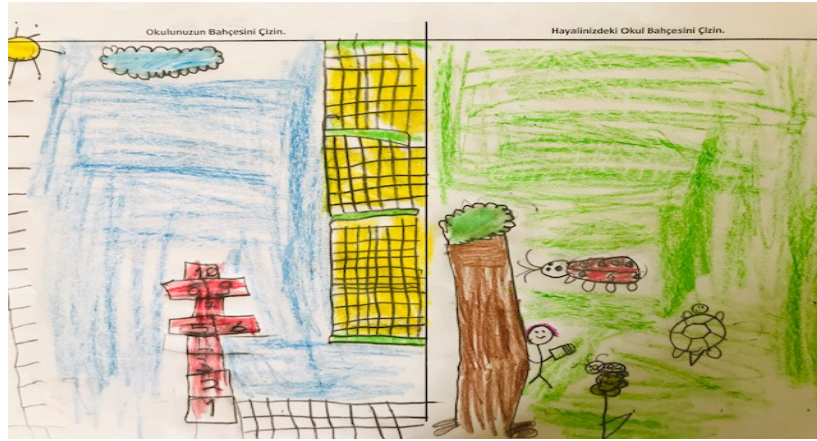
**PICTURE 1.** Drawing of the school garden that C4 exists and imagines

As shown in Picture 1, C4 depicted the existing school garden as a place consisting of asphalt ground, where there are no students in the garden, where there is no playground and green area (tree, flower, fruit). The school garden that C4 dreams of is an area consisting of a fruit tree, where the ground is green, where the student is present and reading a book, and where there are various game sections and animals.



**PICTURE 2.** Garden of school A

In school A in Picture 2, there are no play lines, playgrounds, and the garden lacks a green area. It is observed that it is a colorless garden that does not appeal to children's interests.



**PICTURE 3.** Drawing of the school garden existing and imagined by C16

In Picture 3, C16 has drawn the existing school garden as a place surrounded by fences and only where there is a play area, where no students are outside, where there is no green space and animals and no reading space. In the school garden he dreams of; it is seen that even the school building is not seen, there is a large green area without borders, animals are located and the student is reading a book next to them.



**PICTURE 4.** Garden of B school

It is seen that the school garden in Picture 4 is empty and there are lines where children will only play 'hopscotch'. The garden is colorless and green.



**PICTURE 5.** Drawing of the school garden existing and dreaming of C17

When the picture drawn by C17 is examined, it is seen that the existing school garden consists of colorless, even the sun it draws is a sad face, only the area played hopscotch and the school building is not remarkable. In the school garden he dreams of, the building is different

and more vibrant, there are different playgrounds around, as well as fruit tree and animals. It is also noteworthy that there is a student when he dreams of not being a student in the existing school yard.



**PICTURE 6.** Garden of C school

When Figure 6 is examined, it is seen that the C school lacks a green area, and the playgrounds are not colored but have a colorless area.



**PICTURE 7.** Drawing of the school garden existing and dreaming of C18

When Figure 7 is examined, it is seen that C18 draws a vehicle road line right next to the garden in the existing school garden depiction. The garden consists only of the field played hopscotch, and again, it is seen that the borders are defined and the student is depicted in a way that does not take place. It is noteworthy that the school building, which is in the school garden dreamed by C18, is invisible and consists of green and large areas, and that students look happy hand in hand at the edge of the tree.



**PICTURE 8.** Garden of D school

When the school garden in Figure 8 is examined, it is seen that there is no green space in the garden, there is an area where children can only play 'hopscotch', and the garden is not colorful and remarkable.

### **DISCUSSION and CONCLUSIONS**

As a result of the findings obtained in the research, it was determined that the teachers consider the game necessary for supporting the development of the child, ensuring socialization, supporting learning and having fun. School managers are; They think that play is important in terms of supporting children's learning, getting ready for life and supporting children's development. Both teachers and school managers see the game as an activity that contributes to the child's learning and supports their development. In the studies conducted on the subject, it has been concluded that the game is the most important occupation for the child, positively affects the physical development of the child, provides mental development, contributes to social, emotional development and supports personality and moral development (Pehlivan, 2016).

Another sub-problem of the research is that school gardens are evaluated according to the opinions of teachers and school managers in terms of suitability for the child. The study concluded that school gardens are not sufficient. These deficiencies are made by teachers; the school garden was determined as not having a playground, insufficient green space, not suitable for different activities, not safe, not suitable for climatic conditions, insufficient size and using the garden as a car park. School managers, on the other hand, expressed that there was to be insufficient green areas, insufficient size of areas and unsafe areas. It is observed that teachers and school managers complain that there is no playground in school gardens, the garden is small and not safe. The children stated that the school gardens are to be the absence of green areas, the garden consists only of the field played 'hopscotch' and does not include different types of games, it is a colorless school building, it is used only as a 'gathering area' for the celebration of ceremonies of school gardens, it is limited to restrict freedom and freedom. It is seen that they depict the area as having it. In the studies carried out, it was emphasized that school gardens are more comprehensive, education and training are not limited in the classroom, and that children should be able to communicate with nature and examine plants, use their senses and experience the real world in this way, and should be safe areas, making school gardens an important part of the education process (Ünal, Duymuş & Sirel, 2018; Delice & Arslan, 2018).

School gardens should be designed as areas that enable for children to develop in cognitive, physical, social and emotional areas, and offer a wide range of experience to the child (Pardee et al., 2005). It has been emphasized that the school garden has been an indispensable part of education, especially in the USA since the mid-1990s, and it is seen that these areas are covered with soil or grass, that children both have a good time in these areas and contribute to the educational processes (Ünal et al., 2018). The majority of the school yard in Turkey, consisting of concrete and asphalt surface, it is cold and monotonous environment, and the work done on behalf of green space seems to be quite inadequate (Smith, 2011). It is important

that children engage in physical activities for one hour every day and participate in free activities for at least one hour in green areas (Huz and Cevher Kalburan, 2017). For this reason, it is important to arrange the school gardens in accordance with the child's development and to give the necessary importance to this issue.

Another sub-problem of the research is determined what kind of school garden that teachers and school managers want. The school garden, which the teachers dream of, consists of green areas, where physical conditions are suitable, there are areas of various game types, there are recreation areas, suitable for the child's developmental characteristics, educational areas, fun, clean, appealing to hobbies, supporting imagination, while explaining that it is safe and has reading areas; school managers stated that these areas should consist of green areas, be safe and entertaining. School managers and teachers want a green school garden, think that this garden should be safe and believe that students should have a pleasant time in these areas.

Children, on the other hand, want these gardens to be colorful, the ground is green and they want to include various types of plants, they dream of a garden consisting of different playgrounds and activity areas, they want to have a space in the garden that allows them to play freely and read books. It is determined that they dream of consisting of fields.

Green areas must be found in the school gardens. It is recommended to carry out afforestation studies with the students on this subject, to ensure that students spend time in these areas, to ensure that the school garden is not used as a car park and that students can play safely in these areas. At the same time, considering the different interests, abilities and individual differences of the students, it is necessary to make various playgrounds to the school gardens, arrange them to appeal to them, to create areas for the students to rest, to create reading areas where they can read books whenever they want. In addition, it is thought that improving the physical conditions of the garden, such as being clean, should be made interesting for students and these gardens should be the areas where they will feel free. It can be suggested to actively use school gardens in order to support learning in the learning-teaching process.

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