Education Viruses That Agonizing Education Systems Components

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Abstract
The purpose of the research is to define the factors that negatively affect education and learning process. Descriptive content analysis, one of the non-interactive qualitative research designs, was used to analyze the data. The analyses were conducted in six stages. First, aim, subject, and research questions were determined. Literature review was done according to the inclusion and exclusion criteria, the literature was read, the literature tags were created in the form of a table, the codes, categories, themes were created inductively according to the descriptive content analysis, and finally, analysis, association, interpretation, signification, and reporting were made. To this aim, 238 research conducted between 2014 and 2018 were jointly investigated within the framework of determined criteria. Correlation between raters was determined as rp= 0.94.

According to the obtained results, variables that negatively affect learning related to technology and media may be indicated as phone, tablet, computer, game, internet, cartoons, social media, television, and TV series. Private teaching institutions and central examinations that negatively affect teaching are among the variables related to exams. Negative and disruptive factors arising from the school, education system, and educational practices; assignments, disconnection from real life, discipline problems, legislation and procedures, teaching practices that do not change or be updated, and a low possibility for failing a class are educational fashions. Addiction related viruses such as drugs, technology addiction, smoking habits affect education negatively. Obesity and excessive consumption culture and unhealthy nutrition problems that are health-related problems are also observed. Violence, swearing, using slang words, peer bullying, moral collapse, noise pollution, and problems stemming from ignoring others are the problems arising from all kinds of school environments.

Keywords: education, problem, learning, education systems, student

1. Introduction
1.1 Problem Statements

Education is a process that includes acquisition of the behaviors such as talent, skill, attitude, and aesthetic sensitivity, especially the national, spiritual, and cultural values into which the individual is born. Education is like a balance with a hundred scales; changing something changes everything, and therefore everything is affected by each other. Education is a process that includes acquisition of the behaviors such as talent, skill, attitude, and aesthetic sensitivity along with the national, spiritual, and cultural values into which the individual is born. (MoNE, 2017, 4). The main purpose of the Turkish education system is to raise individuals with knowledge, skills, and behaviors integrated with our values and competencies (MoNE, 2017, 6). Education policies and priorities of the Ministry of National Education are to raise students who have national, moral and universal values; are able to be successful both academically and socially, and respect themselves, their society and different cultures with a high level of awareness; adapt to technological developments, and grow up as happy and healthy individuals who are able and ready to live, happy and healthy individuals (MoNE, 2017, 5).

If we turn to basic values of justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, benevolence (MoNE, 2017, 6) that are available in the curriculum are taught as common compulsory values in all programs in order to reach the affective dimensions of this basic purpose. Moreover, eight key competency frameworks have been identified in the curriculum. These competencies are communication in the mother tongue and foreign languages, mathematical competence and basic competencies in science/technology,
digital competence, learning to learn, social and citizenship competencies, entrepreneurship as well as taking initiative, cultural awareness and expression (http://mufredat.meb.gov.tr, 29-05-2018).

In the first place, the factors that prevent the achievement of the competencies specified in the curriculum and basic root values should be determined, and their impact should be minimized with the aim of achieving these general goals in education. Again, education policies and priorities developed to achieve the main goals in the Turkish Education System, and the root values and competencies determined accordingly need to identify the problems that hinder, slow down, disrupt education and to minimize its impacts.

In general, virus is defined as the microbe (biological) causing infectious diseases and a factor (electronic) causing the deterioration in computer programs (TLA, 2008, 2349). Based on this definition, in the present research, factors that cause difficulties in learning-teaching process, hinder learning, deteriorate and fail to function properly, and become ill (educational) are called "educational viruses" in the current research.

It is an unavoidable fact that Covid-19 virus, which is the last of the infectious diseases that emerged in the history of the world such as plague, smallpox, cholera, Spanish flu, Hong Kong flu, Hiv-Aids, SARS, swine influenza, Ebola, Mers, has appeared in China in 2019 continues to profoundly affect education, health, economy, management, communication, defense, technology, law, etc. and the life of the entire world from different perspectives throughout 2020. In fact, the factors cause much more difficulties in the learning-teaching process, hinder learning, deteriorate and incline the fulfillment of its functions sufficiently (educational) for centuries in a perpetually increasing and changing way than the effects of Covid-19. To this end, educational problems that have been constantly on the agenda with literature, environmental observations and media are the starting point of this research along with the studies on educational environments (school and/or class) of the 21st century, “key concepts” that will shape the education of 21st century, learner and teacher competencies of the 21st century, possible problems in education in the 21st century and undesired situations in education in the 21st century (Gelen 2017a-b, Gelen 2018).

1.2 Purpose and Questions of the Study

The primary purpose of the research is to determine what factors decrease and restrict the learning quality, hinder, negatively affect, disrupt, slow down learning, education and especially learners and make meaningful inferences. To this aim, the main question of the research is; What are the factors that hinder, negatively affect, disrupt, slow down, decrease the quality and restrict learning, education and students? In the study, answers to the following sub-questions were searched under this big question:

- Under the theme of technology and media: How do variables such as phone, tablet, computer, game, internet, cartoons, social media, television, and TV series affect learning, education and students negatively?
- Under the theme of exams: How do central exams and private teaching institutions affect learning, education and students negatively?
- Under the theme of school, education system and educational practices: How do homework, disconnection from real life, discipline problems, legislation and procedures, outdated teaching practices, failing a class, and educational fashion variables affect education and students negatively?
- Under the theme of addiction: How do technology addiction, cigarette-drink-drug addiction variables negatively affect learning, education and students?
- Under the theme of health: How do obesity, over-consumption, unhealthy nutrition variables affect education and students negatively?
- Under the theme of the environment: How do violence, swearing and using slang language, peer bullying, moral collapse, noise pollution, urbanization, ignoring others, and empty talk variables affect education and students negatively?

2. Method

Through big data, it is possible to create smart systems to bring together and make sense of disconnected and meaningless data in order to make decisions, plan the future better, and save many things such as time-energy, money, labor. Big data has become a necessity in all areas. Similarly, it has been treasure worthy data hunt, raw material of the information economy, fuel, and the biggest power that can be extracted from the passive data in every area used by insurance companies, economists, weather forecasters, people in healthcare, education planners, etc. Thus, smart software and deep learning programs become more and more critical for mathematical modeling and algorithms of many educational relations. It is an inevitable necessity to make sense of educational studies about
education and to create valid inferences about the future in order to make the right decisions and forecasts in the world of the future.

2.1 Model and Procedures of the Research

In this study, it is aimed to identify and interpret the factors that cause difficulties, spoil learning and cause disruption in the learning-teaching processes developed to reach the basic objectives, root values, and competencies in general education system.

While determining the research method, the subject of the research, the research process, obtaining the data, and the data analysis process was evaluated together. Accordingly, since the research aims to reveal the existing situation under its conditions, it adopts the descriptive scanning model, which is included in the types of survey type research. Within the frame of this model, it is started with the literature review. The keywords and the variables of the research (Table 2) were obtained during the literature review. During the literature review, the time interval, the inclusion and exclusion criteria, and the frames of the databases for the literature review were determined. Following the findings of the research grouped according to these criteria are evaluated, six themes were determined as "technology and media", "exams", "school, education system and educational practices", "addiction", "health" and "environment". Considering the data studied and the process followed; descriptive content analysis, one of the non-interacting qualitative research designs, was used. (Dinçer 2018, Karataş 2015). Thus, objective reality, literature trends, and research results obtained in line with the research questions were evaluated descriptively and systematically.

Content analysis is a scientific method that is generally compiled by systematically examining written materials, grouping them with certain criteria, and compiling them to spread knowledge and guide future research. (Dinçer 2018). Qualitative data are analyzed via content analysis or descriptive content analysis. (Karataş 2015). The main purpose of the descriptive content analysis is to determine the trends, it is done by systematically coding the quantitative or qualitative data within the framework of certain themes and classifications. (Cohen et al. 2007, Fraenkel, et al. 2007). In this research, the systematic definition and evaluation of the research results obtained with the help of the criteria (Table 2) determined by the researcher were carried out by descriptive content analysis (Çalık & Sözbilir 2014). Descriptive content analysis is a type of qualitative data analysis that includes summarizing and interpreting the data obtained with various data collection techniques according to predetermined themes (Berg and Lune 2015, Özdemir 2010, Glesne 2014). Qualitative analysis is a technique that enables researchers to understand how social events and phenomena occur. To this end, in qualitative research, the goal is to search and make sense of variables rather than evaluation of these variables. Therefore, descriptive content analysis was used in the current study to analyze and make sense of both qualitative and quantitative research findings. Thus, generality, objectivity, systematicity, reliability, and controllability features were provided in the study. In this study, 238 qualitative and quantitative research conducted between 2014-2018 were investigated within the framework of determined criteria, and descriptive content analysis was used as a method (Çalık, Sözbilir, 2014).

The descriptive content analysis was carried out in six steps:

**In the first step:** purpose, subject and research questions were determined, and a framework (Table 1) was formed by the researcher for descriptive analysis.

| Table 1. Framework Structure Used in Descriptive Content Analysis |
| --- | --- | --- | --- |
| Type of Publication | Description of the Literature | The Results of the Publication | The Codes Obtained from the Publication |
| Name of The Category |                      |                      |                      |

**In the second step:** literature was reviewed. The keywords used in the literature review, databases, and the time period (Table 2) were determined.

**In the third step:** title - abstract and results of the chosen (candidate) literature were reviewed firstly. Then, literature, which was compatible with the aims and questions of the research, was included in the research, and all...
these studies were examined.

**In the fourth step:** content of this selected literature was created in a table form. (Appendix II)

**In the fifth step:** codes and categories, and findings were defined according to the previously determined thematic framework through descriptive content analysis. Finally, inductive inferences were made by synthesizing the themes obtained from the studies investigated.

**In the sixth step:** findings were correlated, made sense of, interpreted and reported in the analysis process.

### 2.1.1 Reliability and Validity

The purpose and questions of the research were clearly stated to ensure validity and reliability in this study. The data collection method, inclusion and exclusion criteria (Table 2) were determined for the validity of the findings. Accordingly, 25 sub-item analyzes of the studies under 6 items included in the analysis according to the template in Table 1 were analyzed individually (on 25 tables), and then descriptive content analysis was conducted from these tables. The process of analysis of data and preparation of the findings under common themes were explained. The analysis was done by two academic staff. Correlation between raters was determined as rp = 0.94. Inter-rater reliability = Consensus / (Agreement + Disagreement) (Miles and Huberman 1994) reliability formula was used in determining the agreement between raters, and a high degree of correlation was found. Descriptive content analysis process lasted about one year.

### 2.2 Sampling and Limitations

The literature used in the current research is limited to research between 2014 and 2018 (5 years). The literature review was carried out by the researcher in various time periods between 2014 and 2018. The analysis was done by two academic staff. Since the research primarily dealt with educational problems in Turkey, academic publications that belong to Turkey, theses and articles whose issues, problem state, data, and analysis were included in the analysis in the process of literature review. In the present research, "inclusion" and "exclusion criteria" are given in Table 2.

### 2.3 Keywords, Databases, Calendar, Period of Time, Inclusion and Exclusion Criteria

The criteria used in obtaining research data are given below.

| Themes | Number of Publication Reviewed | Keywords and Variables | Databases | Timeframe |
|--------|--------------------------------|------------------------|-----------|-----------|
| 1 Technology and Media | 1a-21 | 1a-mobile telephone, tablet, 1b- gaming, computer, 1c- internet using, 1d-cartoon, animated cartoon movie 1e-social media, 1f-television, soap opera, series film | -ULAKBİM, -EBSCOHOST, -Education Source, -Emerald Management Xira, -Emerald Social Sciences eBook Series, -JSTOR, -ProQuest Dissertations and Theses Global, -SOBIAD | Between 2014 and 2018 (five-year interval) |
| 2 Exams | 2a-9 | 2a-central exams, 2b-specialized school, schoolroom | -Taylor & Francis Online Journals, -Google Scholar, -Web of Science, -Wiley Online |
| 3 School, Educational System and Educational Applications | 3a-4 | 3a-homework, 3b- disconnection from real life, disengagement, 3e-indiscipline, 3d-legislation and procedures, 3e-out-of-date teaching practices, 3f- (not) stay in class 3g-educational fashions | |
| 4 Addiction | 4a-5 | 4a-technology addiction, | | |
3. Findings

In the present study, the factors that hinder, negatively affect, disrupt, slow down, reduce and restrict the learning quality, and how these factors affect education learning, education and especially learners were aimed to describe. For this purpose, the meta-synthesis findings related to the research questions are given below.

3.1 Under the Theme of Technology and Media; Findings Related to Mobile Phones, Tablets, Computers, Games, Internet, Cartoons, Social Media, Television, TV Series, and How These Variables Affect Learning, Education and Learners

3.1.1 Under the Theme of Technology and Media; Descriptive Content Analysis on How “Phone and Tablet” Variables Affect Learning, Education and Learners

Inferences and synthesis were made from the sources and codes regarding the variables in the "phone and tablet" category that affect learning, education and students under the theme of technology and media. In this light, it is safe to claim that excessive, uncontrolled and misuse of tablets and mobile phones may deprive learners of outdoor games, cause behavioral problems, affect their sleep time negatively, and have negative effects on children regardless of gender. Nomophobia is a major problem among university students, and as smartphone usage time increases, addiction (nomophobia) increases (Abuaah, Schilder, Sherman, Martin 2018; Aljomaa, Qudah, Albursan, Bakhiet, Abduljabbar, 2016; Altun, Gülay 2018; Andreassen, Billieux, Griffiths, Kuss, Cha, Seo 2018; Demetrovics, Mazzoni & Pallesen 2016; Erdem, Kalkın, Tunç, Deniz 2016; Hawi, Samaha 2016; Hosokawa, Katsura 2018; Johansson, Gustafsson 2016; Gökçearslan, Kus, Mumcu, Haşlaman, Çevik 2016; Gökmen, Duman, Akgün 2018; Korkmaz vd. 2015; Kutlu & Pamuk 2017; Lian, You, Yuan, Yang 2016; Lopez Fernandez, Männikö, Kääriäinen, Griffithsand Kuss 2018; Nathanson, Beyens 2018; Neumann, Neumann 2014; O Connor 2017; Peker 2014; Van Deursen, Bolle, Hegner, Kommers, Piet 2015; Yiğit 2015; Zhitomirsky-Geffet, Blau 2016).

3.1.2 Under the Theme of Technology and Media; Descriptive Content Analysis on How “Game (Computer)” Variable Affects Learning, Education and Students

Under the theme of technology and media, inferences and syntheses were made from the sources and codes regarding the variables in the “Game (Computer)” category and how it affected learning, education and students. Accordingly, it can be argued that games cause social loneliness, negative family relationships, virtual bullying and offer negative role models to children. They also cause negative psychological effects, sleep disorders, and failure in academic success. Further, it is noted that as the aggression increases in computer games, the feeling of empathy decreases; playing digital games causes early adolescence and limits the duration of communication with parents (Bülbül, Tunç, Aydil 2018; Çankaya, Ergin 2015; Çavuş, Ayhan, Tuncer 2016; Fiona, Kayleigh, Nigel, Neil 2016; Fryling, Cotler, Rivituso, Mathews, Pratico 2015; Hawi, Samaha, Griffiths 2018; Kardefelt-Winther 2017; Laffan, Greaney, Barton, Kaye 2016; Lopez-Fernandez, Männikö, Kääriäinen, Griffiths, Kuss 2018; Niko, Heidi, Zsolt, Olatz, Laura, Jouko, Maria 2017; Quan, Qi 2015; Saglam, Kayaduman, Deliaioglu 2016; Savannah 2018; Say, Bağ 2017; Shi, Boak, Mann, Turner 2018; Torun, Akçay, Çoklar, Karaelmas 2015; Tutkun, Demirtaş, Açıkgöz, Tekşal 2017).
3.1.3 Under the Technology and Media Theme, Descriptive Content Analysis on How “Use of Internet” Variable Affects Learning, Education and Students

Under the theme of technology and media, inference and synthesis were made from the sources and codes regarding the variables in the “Use of Internet” category that affect learning, education and students. Correspondingly, the individuals between the ages of 1-24 use the internet about 5-6 hours a day, and they usually use it for communication purposes. It is also stated that the media literacy lesson in the school program is inadequate, and media of internet is used as an exploitative material for children and has a shaping effect on structure and order of the society and quality of the relationships (Açıkalan 2017; Akdağ 2016; Altun 2014; Altun 2009; Arslan, 2016; Aslan, 2004; Aydın 2013; Aydın 2016; Barkan, Erdoğan 2014; Durak, Seferoğlu 2016; İsmail, Hasan 2017; Khiṭir 2011; Oktik 2013; Özarslan, Şener 2015; Şimşek 1996; Tosun, Geçer,Kaşıkçı 2016; Ulusoy 2017; Tomczyk, Wąsinski 2017).

3.1.4 Under the Theme of Technology and Media, Descriptive Content Analysis on How “Cartoon / Comics” Variable Affects Learning, Education and Students

Under the theme of technology and media, inference and synthesis were made from the sources and codes about the variables in the category of "cartoons/comics" affecting learning, education and students. On the relevant question, it is found that especially preschool children perceive cartoons characters as real, and their behaviors are affected by them; archetypes (template icons) are often used in cartoon channels in the majority of cartoons, in which children take heroes in cartoons as models; and the stimuli is given to the subconscious form cultural codes and archetypes. Also, it is stated that mostly negative old image is used in comics, and some cartoons contain subliminal messages: negative images and many types of violence, especially physical violence are placed in the subconscious of children with the cartoon mask of violence. On the other hand, it has been revealed that the level of consciousness of the parents is low in these issues (Akkuş, Yılmazer, Şahinöz, Sucaklı 2014; Altınkılıç 2014; Beldağ, Kaptan 2017; Curga 2014; Çakmak, Koç 2015; Çipan 2014; Darıcı 2015; Intusomaa, Mo-Suwana, Ruangdaraganob, Panayayonge, Chongsuvivatwongda 2013; Karakuş 2015; Kırtepe 2014; Kostyrka-Allchorne, Cooper, Simpson 2017; Okuma, Tanimura 2009; Özdemir, Ramazan 2012; Savaş, Dörük (2018); Temel, Kostak, Çelikkağaç 2014; Temizyürek, Acar 2014; Tuncaal, Yücel, Bal Tepe, Alići Hoşgören, Kırıcı, Baştığ, Özel Kızıl 2017; Yetim, Şançam 2016).

3.1.5 Under the Theme of Technology and Media, Descriptive Content Analysis on How “(Social) Media” Variable Affects Learning, Education and Students

Under the theme of technology and media, inference and synthesis were made from the sources and codes regarding the variables in the “(social) media” category and how this variable affects learning, education and students. Obviously, it is revealed that the most preferred social network is Facebook, and emotional and behavioral problems (loss of time, shyness, self-esteem, change of mood and dissatisfaction), and emotional and behavioral disorders such as anxiety, stress, depression, loneliness, fear of missing out, feeling worthless, hopelessness, helplessness, distress and avoiding social environments may occur in young people (Akgündüz, Akınoglu 2017; Aydın 2016; Ayik 2017; Cesur, Memiş, Gökkaya 2016; Durak, Seferoğlu 2016; Göçoğlu, Aydın 2015 Göri Dogan 2015; Gündoğdu 2016; Kartal, Yazgan, Kncal 2017; Kılıç, Koç, Okumuş, Parlar 2018; Koçyiğit 2017).

3.1.6 Under the Theme of Technology and Media, Descriptive Content Analysis on the Subject of “Television and (TV Series)” and How this Variable Affects Learning, Education and Students

Under the theme of technology and media, inferences and synthesis were made from the sources and codes regarding the variables in the “Tv and (series) movies” category and how this variable affects learning, education and students. Considering the findings, it has been noted that children watch television over the recommended time period, and they have some health problems, especially in their eyes and sleep in case of long-term television watching. Along with all these, socio-economic structure of the family is an important determinant of children's television habits and some hidden advertising implementation in the series (Açıkalan 2017; Çiçek 2017; Kapucu, Seçkin 2014).

3.2 Under the Theme of Exams: Findings of Descriptive Content Analysis on Central Exams, Lecturers on Learning Variables, Education and How They Affect Students Negatively

3.2.1 Under the Theme of Exams, Descriptive Content Analysis on How “Central Exams” Variable Affects Learning, Education and Students

Under the theme of technology and media, inference and synthesis were made from the sources and codes regarding the variables in the "central exams" category and how it affected learning, education and students. In this way, it is found out that examination system in Turkey distracts schools from focusing their purposes and push school
education into background, and exams become the main purpose of education in all grades. Besides, teachers prepare courses and exams that are central exams oriented, and they prepare questions that may be asked questions in the central exams students, and this situation ignores the development of the learners as a whole, and the education system is exam-oriented and is far from evaluation of knowledge, skills and abilities, and students perceive lessons and subjects that do not have questions in central exams as a waste of time, and they have conflict with the teachers of these lessons, and the students who will take the exam have anxiety and this affects sleep quality negatively, and successful learners may have communication problems between the their friends and the environment, the content and philosophy of the curriculum and the central exams are not compatible, and the constantly changing exam system, types of questions and contents affect the success of the students negatively, and the demand for private schools has increased due to the fact that unrealistic (inflated) grades have been given to the top student of high school and the average of high school grades play an important role in the entrance to the university, and in addition, central exams cause problems that are difficult to repair economically, socially, culturally and psychologically in a large part of the society (Can 2017; Çetin, Ünsal 2018; Gürbüz, Erdem, Temurtaş, Koç 2015; Kumandaş, Kutlu 2014, Kumandaş, Kutlu 2015; Selmin Köse, Kurucu Yılmaz, Göktaş 2018; Özcan 2016; Yılmaz 2017; Yılmaz, Bülbül 2017).

3.2.2 Under the Theme of Exams, Descriptive Content Analysis on the Theme of “Private Courses”, How They Affect Learning, Education and Students

Under the theme of technology and media, inference and synthesis were made from the sources and codes regarding the variable in the “private courses” category and how they affect learning, education and students. In accordance with the research question, it is determined that families spend the highest education expenditure for private lessons and private teaching institutions before the entrance to high schools and universities. In spite of the fact that the teachers in the Ministry of National Education (MoNE) have high perceptions of competence, they believe that the private teaching institutions are a requirement for education system, and most of the students think that they should go to private education. At the same time, according to Turkey Statistical Institute (TSI, 2015), while the highest part of the 20% share of the total revenue 45.9% in Turkey, the same rate is only 6.2% for the lowest twenty percent cut. This means that the wealthiest section of society has 7.4 times more income than the poorest section. It is also worth noting that the emergence of private teaching institutions is due to the inadequacy of equal opportunities, and the higher the socio-economic levels of families bring, the higher the rate of sending to the private teaching institutions (Aksoy 2018; Alkan, Acarlı, Altundağ 2017; Arı, Yılmaz 2015; Aslan 2017; Ataç 2017; Ekinci 2011; Karabay 2014; Memduhoğlu, Kayan 2017; Özgen, Köşker, Yalçın 2014; Özgen, Köşker, Yalçın 2015; Şimşek, Şimşek 2015; www.tuik.gov.tr 2019).

3.3 Under the Theme of School, Education System and Education Practices; Descriptive Content Analysis findings on Homework, Disconnection from Real Life, Discipline, Legislation and Procedures, Outdated Teaching Practices, Failure in Classroom, Learning about Educational Fashion Variables, and How They Affect Students Negatively

3.3.1 Under the Theme of School, Education System and Education Practices; Descriptive Content Analysis on How “Homework” Variable Affects Learning, Education and Students

Under the theme of school, education system and education practices, inferences and codes were inferred from the sources and codes regarding the variable in the “assignment” category and how it affected learning, education and students. Accordingly, it is uncovered that the students do not understand the homework clearly, which is the most common problem about homework, and most students do their homework due to necessity, fear and anxiety of the results, and some students think doing homework as a time-wasting activity, and they do not like doing homework such as writing and reading, and when they do not do their homework, they are punished by the teacher or given them more difficult and additional homework, and this situation causes frustration in students (Duru Çögümen 2017; Güns 2014; Özdemir, Erdemci 2014; Şeref, Arrivaloğlu 2015).

3.3.2 Under the theme of school, Education System and Education Practices; Descriptive Content Analysis on “disconnection from real life” Variable and How It Affects Learning, Education and Students:

Under the theme of school, education system and education applications, the inference and synthesis were made from the sources and codes about how the variable in the “real-life disconnection” category affected learning, education and students. In the long run, although the goal of the education was to prepare the student for life and a higher education, it was understood that the schools were far from preparing students for life, and those who had been taught in schools for years in compulsory and formal education could not be used in real life (Arseven 2015, Ben-Shahar 2015, Du, Zhang 2014, Haug 2017, Gelen 2018, Griswold, 2016, Hidayah 2016, Korkealehto, Siklander 2018, Kyriaki 2017, Lebedev 2017, Maharaj 2017, Matt, Cathie, Nerida, Austin & David 2014).
3.3.3 Under the Theme of School, Education System and Educational Practices, Descriptive Content Analysis on How the "discipline" Variable Affects Learning, Education and Students

Inference and synthesis were made from sources and codes regarding the variable in the “discipline” category on how it affected learning affects education and students under the theme of school, education system and education practices. Taken together, it is noted that academic failure, dishevelment in school uniform, fighting, smoking, verbal insults, theft, disrespectful behavior towards the teacher, and disciplinary problems related to cheating, violation of classroom and school rules, attitude, developmental period, responsibility and substance use disorders and undisciplined behaviors in the classroom are among the most common problems of the learners in high schools. In addition, standing around the classroom during the course, getting the items from others without permission, damaging the school belongings, ignoring the teacher, disrespecting the teacher, hostile competition, inappropriate behaviors that occur between girls and boys, modeling the negative characters in the TV series, unpreparedness for the lesson, not doing the homework and bringing the necessary course material also caused discipline problems. What is more, indecent dressing, chewing gum in the lesson and using a phone tablet, being absent, leaving the lesson without permission, coming to class late, trying to leave the teacher in a difficult situation, categorizing the lessons as important and unimportant, reflecting the negative attitude of the family to the school and using harmful substances, making unnecessary noise, verbal abuse to other students, using a mobile phone during the lesson, physical aggression towards other students, speaking without taking a word in the lesson, irresponsibility, disrupting the course flow, playing with a mobile phone in the lesson and chewing gum, swearing, using nicknames for friends, ignoring other people while talking, being disrespectful towards their teachers, not obeying the rules of dressing, being absent or late for class, smoking, behaving like characters in movies and giving damage to school objects, negative examples on TV and internet, students' developmental characteristics, family problems, grouping among students were the behaviors that disrupted discipline in the classroom. The inadequate and unfair behaviors of teachers also caused discipline problems (Can, Ermeydan 2017; Durak, Seferoğlu 2017; Kilç 2015; Öztürk 2016; Polat, Arslan, Sattci 2016; Sadik, Aslan 2015; Sadik, Öztürk 2018; Tunç, Yıldız, Doğan 2015; Uysal 2016; Vatansever Bayraktar, Kaya 2017).

3.4 Under the Theme of School, Education System and Educational Practices; Descriptive Content Analysis on How the "Legislation and Procedures" Variable Affects Learning, Education and Students

Under the theme of school, education system and educational practices, inferences and syntheses were made from sources and codes regarding the variable in the “legislation and procedures” category on how it affected learning education and students. In this sense, frequent changes in legislation, problems in appointments of the staff, excessive workload, undesired increase in working hours, legislation and bureaucratic issues affected managers negatively. Excessive workload, paperwork, documents to be replied urgently and tension caused after that works were identified as the most important source of stress in managers. Necessary- unnecessary paperwork and official correspondence cause waste of energy, time and effort; and conflicts in legislation and lack of unity in practice increase the degree of complexity of the work, low motivation and job satisfaction (Aksoy 2017; Balkçe 2016; Büyükoğlu 2015; Çelebi, Övür, Eravcı 2017; Erol 2015; Met 2016).

3.5 Under the Theme of School, Education System and Education Practices; Descriptive Content Analysis on “Out-of-Time Teaching” Variable and How it Affects Learning, Education and Students

Under the theme of school, education system and education applications, inference and synthesis were made from the sources and codes about how the variable in the “out of time teaching practices” category and how they affected learning, education and students. Based on the research question, it is revealed that teachers use traditional teaching approaches and methods, and they tend to practice the same lesson every year without making any change. They cannot keep up with new methods and techniques and have difficulty in keeping up with the changes in the programs, and therefore, use the same approach in classroom management. They do not know using educational technology adequately and actively, and their knowledge about multiple and alternative assessment and evaluation techniques are insufficient or inadequate (Aliakbari & Hemmatiza 2015; Cai 2017; Demircioğlu & Demircioğlu 2016; Gelen 2018, Kuksina & Sokолова 2014; Salama 2014; Wirussawa, Tesaputa, Duangpaeng 2016).

3.6 Under the Theme of School, Education System and Education Practices: Descriptive Content Analysis on “Failure in the Classroom or Not”

Under the theme of school, education system, and education practices, inference and synthesis were made from the sources and codes about the variable in the “failure in the classroom or not” category and how it affected learning, education and students. All things considered, it is noted that low possibility of failing in the classroom in compulsory education restricts the efforts of the students, and causes drowsiness and irresponsibility. Therefore it
causes discipline problems and irresponsibility. It is also stated that high probability of passing classroom for each student may lead to greater problems both individually and socially in the future because of the notion that failure in class may cause an economic burden. Further, it is revealed that there is a relationship between traditional evaluation system and failure in class (Arslan, Polat 2016; Bektas, Akdeniz Kudube 2014; Berkant, Efendioğlu, Sürmeli 2014; Cerit, Akgün, Yildiz, Soysal 2014; Gezgin 2016; Kücüker 2017; Polat, Arslan, Seller 2016; Yorgun 2014).

3.3.7 Under the Theme of School, Education System and Education Practices; Descriptive Content Analysis about How the “Education Fashions” Variable Affects Learning, Education and Students

Under the theme of school, education system and educational practices, inference and synthesis were made from sources and codes about the variable in the “educational fashions” category and how it affected learning education and students. Accordingly, mental arithmetic, NLP, structuralism, multiple intelligence practices, STEM, learning styles, robotic, Education 4.0-5.0, cloud computing, xyz-β-α generation fashion, project fashion, education of moral values fashion, course materials / supplementary books fashion, private school fashion, Bologna Fashion, flipped learning fashion, TQM (total quality management) Fashion, distance education, home school, etc. many new research and application issues, especially unknown in private schools are being applied and thought as a solution for everything. This means a waste of generation, time, labor, and money. (Biesta 2015, Hangaru 2015, Lamanauksas 2017, Launer 2015, Nugent 2015, Plessis 2015, Reno 2014, Vansover 2017).

3.4 Under the Theme of Addiction; Descriptive Content Analysis and Findings Regarding Technology Addiction, Smoking-Alcohol-Drug Addiction Variables, and How They Affect Learning, and Students Negatively

3.4.1 Under the Addiction Theme “Technology Addiction”, Descriptive Content Analysis Variable and How It Affects Learning, Education and Students

Under the theme of addiction, inference and synthesis were made from the sources and codes regarding the variable in the “technology addiction” category, how it affected learning, education and students. Considering the findings, Turkey ranks fifth in the world with 7.8 hours in a week in terms of the time spent per visitor on Facebook. Internet addiction causes occupancy problems for information systems constantly and increases misuse instead of using it productively, and loss of work/time and energy. It causes psycho-social behavioral disorders and makes real-life complicated. This situation causes harm for people in many areas such as health, social, education, and interpersonal relations. It is stated that internet addiction will increase gradually and have a negative impact on human health. More than half of university students and nearly half of public officers are nomophobic (fear of mobile phone deprivation). University students spend their free time using a smartphone, which is associated with nomophobic behaviours. It has been found that the average smoking duration of students with internet addiction was higher than the group without internet addiction (Alaca, Çulha, Ateşçi, Şengül, Tümekaya 2015; Koç, Albayrak 2017; Savci, Aysan 2017; Ulusoy 2017; Yılmazsoy, Kahraman 2017).

3.4.2 Under the Addiction Theme, Descriptive Content Analysis on How “Substance Abuse (smoking-alcohol-drug)” Variable Affects Learning, Education and Students

Under the theme of addiction, inference and synthesis were made from the sources and codes regarding the variable in the category of “substance addiction (cigarette, alcohol, drug addiction)”, and how they affected learning, education and students. It may not be wrong to state that the most important factors for students' addiction are the circle of friends, easy accessibility, enthusiasm and curiosity, increasing number of adolescents who smoke and take alcohol around, together with the fact that students start smoking with the most curiosity and friend effect, loneliness, wannabe, family problems, school problems and behaviors of learners to prove they have grown up, and the period in which students start using harmful substances most often is high school, and learners can easily access addictive substances, and that parents' attitudes about this issue are not so strict, and media and internet are mostly the sources for obtaining information about substance addiction have been reported. However, it was stated that among the students who had discipline problem and low academic performance, smoked, took alcohol or used substance or received psychological treatment academic success and the ones who were in trouble with the police, absent from the school mostly, the rate for smoking and alcohol were statistically significantly higher (Akkus, Karaca, Konuk Şener, Ankaral 2017; Retired, Çtül Onder, Bulut, Yaşayancan, Kazancı, Sönmezgöz, Eğri 2017; Erdamar, Kurupinar 2014; Erdem, Türen, Get Up 2017; Özay Köse, Gül, Keskin 2017; Ulusoy 2017).
3.5 Under the Theme of Health; Descriptive Content Analysis Findings on Obesity, Excessive Consumption Culture, Unhealthy Nutrition Variables, Learning and How They Affect Students Negatively

3.5.1 Under the Theme of Health, Descriptive Content Analysis on “Obesity” Variable and How It Affects Learning, Education and Students

Under the theme of health, inferences and synthesis were made from the sources and codes about the variable in the “obesity” category and how it affected learning, education and students. Accordingly, as the body mass index values of the parents increase, the frequency of obesity in children increases, and the frequency of obesity is higher in children who spend more than 4 hours a day in front of TV and computer. Sales of unhealthy products in school canteens is considered to be among the reasons for obesity, and obesity increases as eating healthy food decreases. Three of the individuals in four young adults do not have healthy eating habits, and high-socioeconomy of the families affects eating habits. Obesity is not only a health but also a psychological problem, and junk foods are low in fiber and vitamin, and animal source food, potato-corn chips, fast food, sugary drinks, cause unhealthy nutrition and obesity. More than 1/3 of Turkish people find themselves overweight, and canteens change students' eating habits, and they do not care about breakfast at home in the morning, and when they come from school and snack at school, they do not eat home (Aksoy 2017; Ayyıldız, Demirli 2015; Balçi Çelik, Vural Batık, Özcan, Aksoy 2015; Doğan, Uğurlu, Çetinkaya 2015; Emlekt Sert, Bayık Temel 2017; Hilal Yayan, Çelbioğlu 2018; İskender, Tura, Akgül, Turtulla 2014; Özilbey, Ergör 2015; Savaşhan, Sarı, Aydoğan, Erdal 2015; Tözün, Sözmen, Babaolu 2017; Yıldırım Aksakal, Öğüzözüllü 2017; Yüksel, Adıyaman, Çelebi, Doruk, Yavuz Kasdemir 2014).

3.5.2 Under the Theme of Health, Descriptive Content Analysis on “Overconsumption Culture” Variable That Affects Learning, Education and Students

Under the theme of health, it was inferred and synthesized from the sources and codes regarding the variable in the category of “overconsumption culture” affecting learning, education and students. Fairly, it was tried to impose an overconsumption culture to children through media tools, and parents were encouraged to buy something for their children in ads. It was also stated that as the income of the parents increased, conspicuous consumption of individuals increased. The rate of people who never consume red meat constitutes one of the five persons in Turkey. Children are tried to be today’s consumers and tomorrow’s loyal customers through marketing strategies, and consumption is an identity building and has an expressive aspect. Also, consumption tendencies of young individuals are largely influenced by the symbolic (brand etc.) meanings offered by the objects, and family is the most crucial factor in determining the consumption behavior of the individual or socialize as a consumer (Ahraz 2017; Baştürk 2016; Bağış, Başçi 2016; Dal ve Dal 2015; Ezmeci, Çoban Söylemez, Akgül, Akman 2017; Gönül 2018; Kartal 2017; Mammadova 2015; Taşdelen 2016).

3.5.3 Under the Theme of “Unhealthy Nutrition” Variable; Descriptive Content Analysis on Learning, Education and Its Effects on Students

Under the theme of health, we inferred and synthesized the sources and codes about the variable in the category of "unhealthy nutrition" that affected learning, education and students. Accordingly; education by families is essential for developing healthy eating habits; university students have nutritional disorders such as skipping breakfast, eating large portions of food, low-quality food consumption; popular culture, TV ads and desire for spending money individually negatively affect natural eating habits; students mostly give importance to the taste of the food, and then its healthiness; they pay attention to the preparation time and price lastly; 92,5% of students in Turkey eat fast, and 79.4% of them skipping meals (mostly breakfast; nutritional imbalance affect mental performance, desire to work, academic success, attention and perception negatively and causes health problems; some of the students never consume eggs, vegetables, milk and dairy products and meat and meat products but they mostly eat candy, honey, jam, chocolate sweet, and it has been found that there is a relationship between unhealthy consumption of foods and beverages and obesity (Aktaş, Özdoğan 2016; Altunç, Keskin, Türksoy, Güzendi, Doğan 2016; Arkan, Yavuz, Yiğit, Ece 2017; Bebiş, Akpınar, Özdemir, Kılıç 2015; Dil, Gonen Şentürk, Akyanat Girgin 2015; Erdoğan 2016; İkikat Tümer 2015; İkikat Tümer 2018; Kahraman 2018; Karakaş, Törnük 2016; Meltem Kürtünçü, Uzun, Aydoğan 2015; Ocağ, Kılıçaslan, Yıldırım, Urgancı 2017; Onurlubaş, Doğan, Demirkaran 2015; Öz 2015; Soylu 2017; Toktaş, Erman, Yetik 2018; Uzdil 2017; Yıldırım, Uşkıı, Kurnaz 2017; Zembat, Kılıç, Ünlüer, Çobanoğlu, Uşbaş, Bardak 2015).
3.6 Under the Theme of the Environment; Findings of Descriptive Content Analysis Regarding Violence, Swearing and Using Slang, Bullying, Moral Collapse, Noise Pollution, Ignoring Others, Chitchatting Variables, and How They Negatively Affect Education and Students

3.6.1 Under the Theme of Environment, Descriptive Content Analysis on How the Variable of “Violence” Affects Learning, Education and Students Negatively

Under the theme of environment, inference and synthesis were made from the sources and codes regarding the variable in the category of “violence” that affects learning, education and students. In this regard, it has been found that films and programs that contain violence and visual media increase the tendency of violence in young people; negative emotion in students causes cyberbullying; there are security problems stem from the relationships among students or accidents in schools, and there is a shortage of personnel related to these security problems (Emin, Melike 2017; Nevin 2006; Ömer 2017; Özlem, Bertan 2016).

3.6.2 Under the Theme of Environment, “Descriptive Content Analysis on How “Swearing and Using Slang” Variable Negatively Affects Learning, Education and Students

Under the theme of environment, inference and synthesis were made from sources and codes about the variable in the category of “swearing and slang” that affect learning, education and students. Accordingly, it has been reported that social media is a field where swearing and symbolic violence is frequently used, and individuals are manipulated and humiliated through symbolic violence; they are passivated through movements such as offending pride and preventing freedom of expression (Levent 2017; Nagehan 2015).

3.6.3 Under the Theme of Environment, Descriptive Content Analysis on How the Peer “Bullying” Variable Affects Learning, Education and Students Negatively

Under the theme of the environment, inference and synthesis were made from the sources and codes regarding the variable in the category of “peer bullying” affecting learning, education and students. Considering the relevant aspects, it has been found that virtual bullies send electronic messages such as messages, photos, shameful words or slander, which may harm other people through computers and mobile phones; students who use digital media (such as Facebook, Twitter, Instagram) are highly likely to be virtual bullies; as the time of using smartphone increases, the probability of being a virtual bully also increases, and those who use virtual Facebook and Twitter are more likely to be a virtual bully than those who do not use it (Can, Ermeydan 2017; Ünver, Koç 2017).

3.6.4 Under the Theme of Environment; Descriptive Content Analysis on How “Moral Collapse” Variable Negatively Affects Learning, Education and Students

Under the theme of environment, inference and synthesis were made from the sources and codes regarding the variable of “moral collapse” in the category and its effects on education and students. Accordingly, TV broadcasts, newsletters, films, and media have made violence and immorality a part of daily life and make violence and immorality perceived as an ordinary event. In addition, the behaviors that cause discipline problems such as standing around in the class, getting things that do not belong to themselves, damaging school belongings, ignoring the teacher, disrespecting the teacher, behaving like negative characters in the series at school, not preparing for the lesson, not performing the allocated task, not bringing the necessary material, disturbing students and other physically and psychologically and using slang, dressing improperly, chewing gum in the lesson, using a phone or tablet in the lesson, being absent frequently, leaving the lesson without permission, coming to class late, trying to leave the teacher in a difficult situation, attributing the lessons as important and unimportant, reflecting negative behaviors in the family to school and using harmful substances (smoking, drugs) have also been referred to be a result of moral collapse (Ersin, Birgülü 2017; Güçlü 2015; Kasap, Mirçık, Dolunay 2018; Kodadaş 2005).

3.6.5 Under the Theme of Environment, Descriptive Content Analysis on How the Variable “Voice Pollution / Chitchatting and Ignoring Others” Affect Learning, Education and Students Negatively

Under the theme of the environment, inference and synthesis were made from the sources and codes about how “noise pollution / chitchatting and ignoring others” affect learning, education and students. In this respect; teachers and administrators state that the biggest activity that creates disciplinary problems is extracurricular noises. It was found that the value of “respect for differences” and the ability to empathize within the scope of education of moral values was effective. At the same time; standing around in the lesson, getting the others’ objects, not obeying the rules teacher, behaving the teacher disrespectfully, behaving like negative characters in the series at school, not preparing for the lesson, not performing the task given, not bringing the necessary material, disturbing other students physically and psychologically and using slang language are among the behaviors cause noise (Can, Ermeydan 2017; Dağtaş 2011; Tellan 2011; Yiğit 2017).
4. Results and Suggestions

4.1 Results

4.1.1 Technology / Media Related Results

Frequent, uncensored and misuse of tablets and mobile phones can negatively affect children and their sleeping habits; deprive them of outdoor games; cause behavioral problems, and increases nomophobia. In the same way, some games, played electronically in particular, cause loneliness, negative family relationships, virtual bullying, sleep disorders, poor academic success, aggression, communication disorders, early adolescence to say nothing of offering them negative role models. It has been stated that the duration of internet use by children and young people is increasing day by day; some internet media use children for abuse material; media literacy competencies of children and lesson hours of media literacy are insufficient, and the internet has a shaping effect on the structure, order and quality of social relations. It has been found that children model the heroes in cartoons in their lives; archetypes (template icons) that affect children in cartoon channels are frequently used, and stimuli given to the subconscious create cultural codes and archetypes; some cartoons contain subliminal messages; children especially the ones in preschool period perceive cartoons as real and their behavior is affected by cartoons, and parents' level of awareness about this issue is low. It has been revealed that excessive use of social media causes emotional and behavioral problems such as loss of time, shyness, decreased self-esteem, change of emotional state and dissatisfaction in young people; when they cannot access social media anxiety, stress, depression, loneliness, fear of missing out, feeling worthless, hopelessness, desperation, distress and avoiding social environments. It has been figured out that watching for a long time creates some health problems in children (especially eyes and sleeping); hidden advertising is used in the series and the socio-economic structure of the family is determinant on children's television habits.

4.1.2 Results about Exams and Private Teaching Institutions

It has been found out that the system of examination distracted schools from their purposes in Turkey, education system was exam-oriented along with being far from assessing skills and abilities and information; exam administration became the main purpose of teachers at all teaching levels, and they organized the lessons and exams for central examination, the lessons were restricted to the topics from which questions could be asked in the central exams, so development of the student as a whole was ignored, the content and philosophy of the curriculum and the central exams were incompatible, constantly changing exam system affected the success of the students; the inflated grades were given in private schools, and the central exams had negative effects economic, social, cultural on the psychological sense on the society. Parents spend the highest education expenses for private lessons and private courses/ teaching institutions; despite the high perception of competence of teachers in the Ministry of National Education (MoNE), they believe that the private teaching institutions are necessary, and most of the students think that they should go to the private education institutions for entrance to university. The emergence of private teaching institutions is due to the inadequacy of equal opportunities.

4.1.3 Results from the School, Education System and Educational Practices

The most common problems about homework are that the homework is not understood by the students clearly; most of the students do homework due to necessity, fear and anxiety caused by the results; when the homework is not done, the teacher either punishes students or gives them additional homework and this situation tiredness for the students. It has been found that traditional schools are generally not enough to prepare students for real life, and the information learned in the school is mostly forgotten, and it is not used in real life frequently. It has been determined that there are many different discipline problems in schools. Some of these are related to personal behavioral disorders, while others stem from social disharmony and not obeying rules. On the other hand, it has been stated that teachers should improve themselves on behavioral management strategies. Frequent changes in legislation, official correspondence, and unnecessary paperwork cause the loss of energy, time, and efficiency. It has been revealed that teachers use traditional teaching approaches and methods, and they can not keep up with the latest educational issues professionally; they always use the same approach in classroom management; they do not use the educational technology and multiple and alternative assessments and evaluation techniques adequately and actively. However, it is too easy to pass a grade level in compulsory education, and this causes drowsiness and irresponsibility for students. So, there exists a relationship between traditional assessment and evaluation systems and failure in class. To this end, new applications and approaches regarding education (especially in private schools) are shown as a solution for everything and this causes unprecedented hopes, waste of time, effort and money.
4.1.4 Results Related to Addiction

Social media and internet addiction increase the misuse of technology instead of real needs, causes loss of work/time and energy, and psycho-social behavioral disorders; makes real life more complicated; harm to individuals in many areas such as health, social, education, interpersonal relationships. It has been determined that the most serious factors for substance addiction are friend circle, easy access to the substance, enthusiasm, and curiosity; smoking and taking alcohol among adolescents increase gradually; they can access addictive substances easily; parents' awareness about this issue is insufficient; media and internet information are two of the most common sources that students can learn about addiction and academic success of dependent students is low.

4.1.5 Health Related Results

It has been pointed out that frequency of obesity, lack of physical activity and unhealthy eating habits increase in children who spend a long time in front of TV and computer. It has been also stated that obesity is not only a health problem but also a psychological matter, and canteens affect students ‘eating habits. It has been determined that through media, excessive consumption culture is tried to be imposed to children; as the income level of individuals increases, conspicuous consumption also increases; children are targeted in marketing strategies as today’s consumers and loyal customers of future; family is the most important institution that determines the consumption behaviors or enables the socialization of the individual as a consumer. It has been uncovered that families are important in the acquisition of healthy eating habits; popular culture, advertisements, and the desire to spend money individual negatively affect children’s natural eating habits; students mostly care about the tasty foods and then they pay attention to the healthiness, preparation time and price, respectively; students mostly skip meals( mostly breakfasts), this affects mental performance, desire to work, academic success, attention, and perception negatively and cause health problems.

4.1.6 Conclusions about the Environment

It has been established that visual media and films, and programs that contain violence increase violent behaviors in young people and cause cyberbullying and security problems, together with the statement that students frequently use swearing and symbolic violence, especially in social media, so individuals are manipulated and passivized. It has been determined that students perform virtual bullying to their peers with computers and mobile phones. All kinds of negative media broadcasts make violent incidents and immorality a part of daily life and make it perceived as an ordinary event by students. It has been found that moral collapse was the basis of the harmful behaviors of the students about themselves and their environment. Educators stated that standing around in the class, taking things that did not belong to themselves, damage to school belongings, ignoring the teacher, behaving to teacher disrespectfully, imitating negative characters in the series at school, not preparing for the lesson, not doing the allocated tasks, not bringing the necessary material, disturbing other students physically and psychologically and using slang were among the activities that created disciplinary problems and these extracurricular noises were effective.

4.2 Suggestions

As in the defense ministries of the countries, an education defense system that can detect every factor that causes difficulties in the learning-teaching process, and deterioration and illness in learning and affect society negatively (especially children and young people), and required to establish necessary measures. This system should deal with all aspects of the education and training process and assume an inter-institutional mission because technology, media, exams, school culture, educational practices, addiction, health, and learning environments that affect education should be monitored multidimensionally and continuously. When disease-causing harmful viruses enter a person's body, the immune (defense) system immediately detects that danger and develops a defense mechanism. As in this analogy, all kinds of damaging threats that negatively affect the education and teaching processes should be determined continuously, and the functioning of the education system should be controlled constantly. For this purpose, it is necessary to develop accredited and independent evaluation systems for the continuous monitoring and control mechanism.

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Appendix

Referenced Literature according to Themas

1.-Under the Theme of Technology and Media; Reviewed Literature’ Identification related to Mobile Phones, Tablet, Computer, Game, Internet, Cartoons, Social Media, Television, Tv Series, And How These Variables Affect Learning, Education and Learners.

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