

The Effect of Problem-Based Learning on Students' Success: The Child's Rights to Health and the Protection in Working Life

Probleme Dayalı Öğrenmenin Öğrenci Başarısına Etkisi: Çocuğun Sağlık ve Çalışma Hayatında Korunma Hakları

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ABSTRACT

The purpose of this research was to examine the effect of problem-based learning (PBL) on the academic success of students concerning the subjects of the child's right to health and right to the protection in working life. The study was a single-group pre- and post-test research design and the study group consisted of students studying in the Child Development Program of a state university in Turkey (n=37). In the research, two scenarios entitled 'Two Friends' and 'Metem and His Family' were developed regarding the relevant topics. 'Success Test' and 'Structured Interview Form' were used as data collection tools. The content analysis was conducted on the answers given by the students to the questions in the relevant test and structured interview forms. The data obtained from the test were transferred to the SPSS program, and the related group t-test was used. As a result of this study, it was found that the scenarios developed according to the PBL on the relevant rights increased the sound understanding and success of the students. In addition, the students expressed positive views about the developed scenarios in general.

Keywords: Child's right to health, Child's right to the protection in working life, Problem-based learning, Success

ÖZ

Bu araştırmanın amacı, çocuğun sağlık hakkı ve çalışma hayatında korunma hakkı konularında probleme dayalı öğrenmenin (PDÖ) öğrencilerin akademik başarısına etkisini incelemektir. Araştırma tek gruplu ön - son test araştırma deseninde olup, çalışma grubunu Türkiye'de bir devlet üniversitesinin Çocuk Gelişimi Programı'nda öğrenim gören öğrenciler (n=37) oluşturmuştur. Araştırmada ilgili konularla ilgili olarak "İki Arkadaş" ve "Metem ve Ailesi" başlıklı iki senaryo geliştirilmiştir. Veri toplama aracı olarak "Başarı Testi" ve

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“Yapılandırılmış Görüşme Formu” kullanılmıştır. Öğrencilerin ilgili test ve yapılandırılmış görüşme formundaki sorulara verdikleri cevaplar üzerinden içerik analizi yapılmıştır. Testten elde edilen veriler SPSS programına aktararak ilgili grup t-testi kullanılmıştır. Bu çalışma sonucunda ilgili haklara ilişkin probleme dayalı öğrenemeye göre geliştirilen senaryoların öğrencilerin sağlıklı anlamalarını ve başarılarını artırdığı tespit edilmiştir. Ayrıca öğrenciler genel olarak geliştirilen senaryolar hakkında olumlu görüşler ifade etmişlerdir.

Anahtar Sözcükler: Çocuğun sağlık hakkı, Çocuğun çalışma hayatında korunması hakkı, Probleme dayalı öğrenme, Başarı

INTRODUCTION

The concept of child is defined in different ways in the literature. This concept differs according to fields of science, society and culture. Article 1 of the United Nations Convention on the Rights of the Child (CRC) states that “a child is any human being below the age of eighteen, except the earlier age of majority under the law applicable to the child under this Convention.” statement is included (TBMM, 1994). In the first paragraph of Article 3 of the Child Protection Law No. 5395, “a child is defined as a person who has not completed the age of eighteen, even if he/she is an adult at an earlier age” (TBMM, 2005). The law emphasizes the age of eighteen. There are international and national regulations to protect children against all kinds of neglect and abuse in their environment and in the situations they are involved. The literature of this study consists of the subject and legal regulations related to the child’s right to health and right to the protection in working life.

The concept of health is defined by the World Health Organization (WHO) as “a state of complete physical, mental and social well-being” (WHO Interim Commission, 1948). The right to health, which is one of the basic human rights, has provided assurance regarding the right to life, which is the basis of the right to health, by stating that “everyone has the right to life” in Article 17 of the Constitution. Furthermore, according to Article 56 of the Constitution, “everyone has the right to live in a healthy and balanced environment” (Turkish Constitution, 1982). There are articles related to the right to health in various international regulations. The United Nations (UN) Universal Declaration of Human Rights (1948) Article 15 and the Covenant on Economic, Social and Cultural Rights (1966) emphasize the right to health in Article 12. In addition, the United Nations CRC (1989) includes statements regarding the highest attainable health standard for children (art. 24) and the right of children to benefit from care, treatment and social security (art. 25 and 26). Children’s right to health is protected by national and international regulations.

The other dimension of the study is the literature aimed at protecting the child from working life. Children and young people are involved in working life for various reasons. We can see child and young workers in the sectors of agriculture, service and industry. Many regulations have been made from past to present to protect children and young workers in working life. Today, studies are continuing to improve the conditions of children in working life and to prevent violations of rights. Although the International Labor Organization (ILO) Convention No. 138 on the Minimum Age for Admission to Employment states that

the working age shall not be less than the compulsory school age and under all circumstances, it shall not be less than 15 years old, it has been reported in the 2nd article of the convention that the minimum age of working age can be determined as 14 if the economies and educational opportunities of the countries are not developed (TBMM, 1998). Working age and working hours are regulated in Article 71 of the Labor Law No. 4857 (TBMM, 2003). In article 7/1 of the Law on Approval of the European Social Condition, the minimum working age is stated as 15 (TBMM, 2006). Article 50 of the Constitution and Article 71 of the Labor Law states that no one can be employed in jobs that do not match their age and gender. In addition, it is emphasized in Article 71 of the labor law that the developmental characteristics and personal predispositions of child and young workers should be taken into account in the placement of children and young workers in a way that does not disrupt their education (TBMM, 2003). Similar statements are included in Article 32 of the United Nations CRC (1989). In these articles, it is emphasized that children should be protected in working life and that they should continue their education life. In addition, the Worst Forms of Child Labor Convention (ILO, 1999; TBMM, 2001) includes articles that protect the child against all kinds of neglect, abuse, and illegal use of the child.

Children are directly or indirectly exposed to many negativities of working life. These include poor working conditions, falling behind in education, being exposed to various pressures from the employer, not being able to socialize, catching diseases, and problems related to occupational health and safety. In the study conducted by Erbaş et al. (2020), the loneliness and depression levels of a total of 651 children working on the street were examined according to various variables. As one of the findings obtained in the study, it was found that loneliness is a significant predictor of depression in children working on the street. A study was conducted by Karadeniz et al. (2021) on working processes with children employed as agricultural workers during the hazelnut harvest period in Giresun province. The average age of the 66 children included in the study was found to be 15.89 years and the minimum working age was determined to be 11. In the study, it was determined that 68.2% of the children were enrolled in school, while 32.8% did not continue their education life. As a result of the findings, it has been determined that working as an agricultural worker as a child and participating in seasonal agricultural migration expose children to many negativities such as education, health and psychological aspects and negatively affect their development. Dursun & Aksakal (2018) conducted a research on the current situation of children working in different business areas and the problems they experience. 157 children work-

ing in different jobs such as peddlers, scrap-waste collectors and apprentices in the province of Istanbul participated in the research. According to the results obtained from the research, it has been determined that most of the children enter the working life for economic reasons. On the other hand, the problems experienced by child workers include not attending/not being able to attend school, long working hours, low income, use of addictive substances and exposure to violence.

Purpose and Importance of Research

The most important factor in addressing the right to health and child protection at work in this research was the impact of the COVID-19 pandemic. These effects include the fact that the importance of health has become more visible in the world, having problems in accessing health and treatment, the conditions of children in working life worsening in this process and the measures to be taken become more important, and increasing the procedures and responsibilities that employers must fulfill.

Social support and raising awareness of the society are also needed for the implementation of the right to health and the right to the protection of the child in working life, which is guaranteed by legal regulations.

The situations such as individuals acting consciously, providing a healthy environment to the child, repaying the child's labor, taking health measures in working life are important in terms of protecting the child. The reasons such as the fact that these issues are current at both national and international levels, the interconnectedness of various rights, and the limited number of educational researches on the subject in the literature have been effective in the inclusion of this subject in the scope of this study.

Various methods can be preferred to raise awareness about these issues. Kaymak Özmen et al. (2014) examined the effects of activities (games, pictures, role-plays) developed for children's rights education on students' use of children's rights and their level of knowledge. The findings of the study showed that students made statements showing that they learned their rights to defend their own rights, to play, to be educated, to be protected from violence, not to be forced to go to a different country, and to have an identity. In their study, Torun & Duran (2014) concluded that the games developed in the teaching of children's rights increased the academic success the students and affected their attitudes positively. As a result of the study conducted by Uçuş Güldalı (2014), it was determined that the children's rights education program helped students make progress in learning children's rights, developing them as skills, and benefiting from rights and freedoms. In the research, techniques such as six thinking hats, educational games, creative drama and debate were used within the scope of the program.

In this research, scenarios developed according to the problem-based learning (PBL) were used to improve the knowledge of vocational school students on children's rights. PBL is a learner-centered instructional approach that empowers students to conduct research, combine theory and practice, and apply

knowledge and skills to develop a viable solution to a defined problem (Savery, 2015). Students encounter a problem based on scenario-based situations in this approach. Scenarios play an important role in the learning process. Scenarios should be simple, clear and well-structured in a way that students can encounter in daily life (Hmelo-Silver, 2004). When dealing with these scenarios, students are asked to organize and reflect their thoughts to make sense of the situation, and then identify problems for further investigation. Next, they have to look for the information they need, which may come from many sources, need to think about the information they find and apply it to the problem situation. Finally, they will have to compare and evaluate various ideas and solutions. Higher cognitive processes that require defending an idea or building on the hypotheses of others will help encourage critical thinking at a significant level (Williams, 2001). In studies conducted in different fields, it has been seen that PBL increased the academic success of students (Aslan & Duruhan, 2021; Hughes et al., 2007; Hursen, 2021; Hwang et al., 2014; Wilder, 2015). PBL also aims to develop students' higher-order thinking, inquiry, reflective thinking, communication and collaboration skills (Ertmer & Simons, 2006; Goodnough & Cashion, 2006; Herron & Major, 2004; Hmelo-Silver, 2004; Hmelo-Silver & Barrows, 2006; Hursen, 2021; Sutarto et al., 2022; Weshah, 2012).

This active learning method has been preferred in this study because scenarios related to daily life are used in PBL, these scenarios are related to the problems they may encounter in professional life, and they can produce solutions for these problems. In the literature review, there are a limited number of studies in which PBL is used in the context of citizenship rights. The PBL was used by Khanitcharongkul et al. (2020) to increase students' citizenship skills. As a result of the research, it was found that PBL improved citizenship skills, analytical thinking and student achievement. In the study conducted by Pratiwi & Wuryandani (2020), it was determined that citizenship education given with the PBL significantly affected students' motivation and learning outcomes.

In this context, the aim of the study is to examine the effect of problem-based learning applied on the child's right to health and right to the protection in working life on the academic success of students. For this purpose, answers to the following research questions were sought:

- (1) Is there a significant difference between the academic success pre-test and post-test scores of the students?
- (2) What are the students' views on the scenarios, suitable for the scope of the subject, related to daily life, sufficient, the name of the scenarios?
- (3) What are the different scenario titles, scenarios and method suggestions regarding the students' right to health and the right to protection of the child in working life?

METHODOLOGY

Model of the Research

In the research, in order to investigate the effect of teaching the

children's rights with PBL on academic success; single group pretest-posttest research design was used. In this research design, the effect of the experimental procedure is tested with a study on a single group. The measurements of the subjects regarding the dependent variable are obtained by using the same subjects and the same measurement tools as the pretest and posttest before the application. There is no randomness or matching (Büyükoztürk et al., 2016). In the implementation process, structured interview technique was used to determine the students' views on the scenarios (Yin, 2009).

Study Group

The study group of the research consists of 37 students studying in the Child Development Program of a state university in Turkey. Purposive sampling method was used to determine the study group. The aim here is to select the students who have taken the child rights and protection course. The study group consisted of 37 students, as some of the 60 students who took this course did not want to participate in the study voluntarily. At the beginning of the study, the students were randomly divided into heterogeneous groups (5 groups of 5 students, 2 groups of 6 students) considering the grade point averages of the students after having completed 3 semesters. Before the implementation process, the students were informed about the PBL approach and application processes. Written volunteering form was filled out by the students and ethics committee approval was obtained from the local ethics committee with the protocol number: 127 for the study. In the

study, identity codes (such as S1, S2, S3, S4) were used instead of students' names.

Data Collection Tools

The data of the study were collected through "success test" and "structured interview form" (Appendix-1 and Appendix-2). The success test consisting of 5 open-ended questions was developed by the researchers. During the development of this test, opinions were received from three experts in the field of educational sciences. The questions of the developed test were chosen from the questions asked to the students in the midterm and final exams in previous years. As shown in Table 1, the answers given by the students during the analysis of the 5 open-ended questions in the success test were classified as sound understanding (SU), partial understanding (PU), misunderstanding (MU), incomprehension (IC) and unanswered (UA) categories and scored accordingly (Nakiboglu, 2001). The minimum score that students will get from the success test is 0, and the maximum score is 15. While scoring for all questions, at least 3 correct answers were sought for sound understanding. Correct answers which were fewer than 3 were evaluated as partial understanding.

The pilot study of the success test was administered to the students who had taken the subject of child's rights in previous years (N=102). At the end of the application, the average item difficulty index (p), the average item discrimination power index (r) and Kuder-Richardson-20 (KR-20) were calculated as

Table 1: Scoring Examples for Child's Right to Health and Right to Protection of Children in Working Life

Category	Details	Points	Right to health	Protecting children in working life
Sound understanding	Completely correct answers	3	Opportunities to treat all kinds of diseases of children should be provided by the state. In addition, regardless of the health insurance status of the children's parents, every child should have access to all treatment opportunities free of charge. Necessary laws should be issued and enforced by the state and parents should be informed about these rights of children (S25- Pre-test-Q4)	The right of child workers to participate in education is violated, and children working on the streets in difficult conditions are adversely affected by this situation in terms of health. Since the child who needs to be educated at school to play games with his peers is working during that period, his personal development is also affected badly (S2-Pre-test-*Q1)
Partial understanding	Answers with correct points and partial understanding	2	The state can provide support for the treatment of children whose families do not have the means (S33- Pre-test-Q4)	They might work under pressure. Maybe their rights can be neglected because they are young (S20- Pre-test-*Q1)
Misunderstanding	Answers involving misunderstanding	1	Right to benefit from health support (S31- Pre-test-Q4)	Feeling physically inadequate in that field (S20- Pre-test-*Q1)
Incomprehension	Answers irrelevant to the questions	0	I do not know (S4- Pre-test-Q1)	I do not know (S12- Pre-test-*Q1)
Unanswered	Unanswered questions	0		

0.40, 0.57 and 0.80, respectively. According to these findings, it was concluded that the test was at medium difficulty level, with high distinctiveness and reliability. Therefore, it was decided to apply the success test without removing any of the items.

In the structured interview form, 7 open-ended questions were developed by the researchers for each scenario. During the development of the structured interview form, three experts in the field of educational sciences were consulted. With these questions, it was aimed to get the positive and negative opinions of the students about the scenarios developed, the suitability of the scenarios to the scope of the subject, their relationship with daily life, and the adequacy of the scenarios.

Data Collection Process

The research was carried out in April and May of the 2020-2021 spring semester. The implementation took a total of 18 lesson hours for 6 weeks. Success test and structured interview form were applied to 37 students. A video connection was established via zoom in order to answer both the pre- and post- success test. The answers were written by the students in a word file and they were asked to upload the files to the homework activity created in the perculus system within 1 hour. During this time, the researchers controlled the participants. Thus, the researchers took measures to increase reliability.

At the end of the PBL application process, a structured interview form was applied to get the opinions of the students about the scenarios. Structured interview forms were uploaded by the students to the homework activity created through the perculus system. The forms were requested to be uploaded to the perculus system within 2 days. The relevant homework files were downloaded to the computer by the researcher and made ready for analysis.

Due to the continuation of distance education due to the COVID 19 pandemic, the implementation and data collection processes were done online. At the beginning of the study, the success test was applied as a pre-test. The raw data obtained were stored in the computer environment by the researchers and made available for analysis.

Virtual classroom environments (Perculus, Zoom, Telegram) were used in the implementation process of teaching children's rights with the PBL (Figure 1, 2). In the PBL process, a discussion environment was created in which group members produced hypotheses for the solution of the problem and were able to evaluate the hypotheses they produced with the guidance of the educational facilitator.

In the study, two scenarios, titled "Two Friends" and "Mete and His Family", were developed regarding the "child's right to health" and the "child's right to the protection in working

	Mete had sleep problems because of the reasons that Mete's father felt ill, they did not have a close relative around, there was nobody to support them, Mete endured in silence of this psychological incident.	
BÇ	[Redacted]	11:17
	Hypothesis 1: Mete's father's illness and the absence of anyone around to support them made Mete feel lonely and helpless.	
	Hypothesis 2: The responsibilities are up to Mete due to the illness of Mete's father and being an older child. Grocery shopping and school have exhausted Mete. This situation made Mete sleep in the lesson and unable to focus on the lesson.	11:19
	[Redacted]	11:19
	Hypothesis 2: Mete has a hard time adapting to his lessons due to the illness of Mete's father.	
	We said almost the same thing.	11:19
E	[Redacted]	11:20
	[Redacted] Is it your turn today?	
BÇ	[Redacted]	11:20
	In the reply this message	
	Exactly	

Figure 1: Image of the telegraphic correspondence on the child's right to protection in working life.

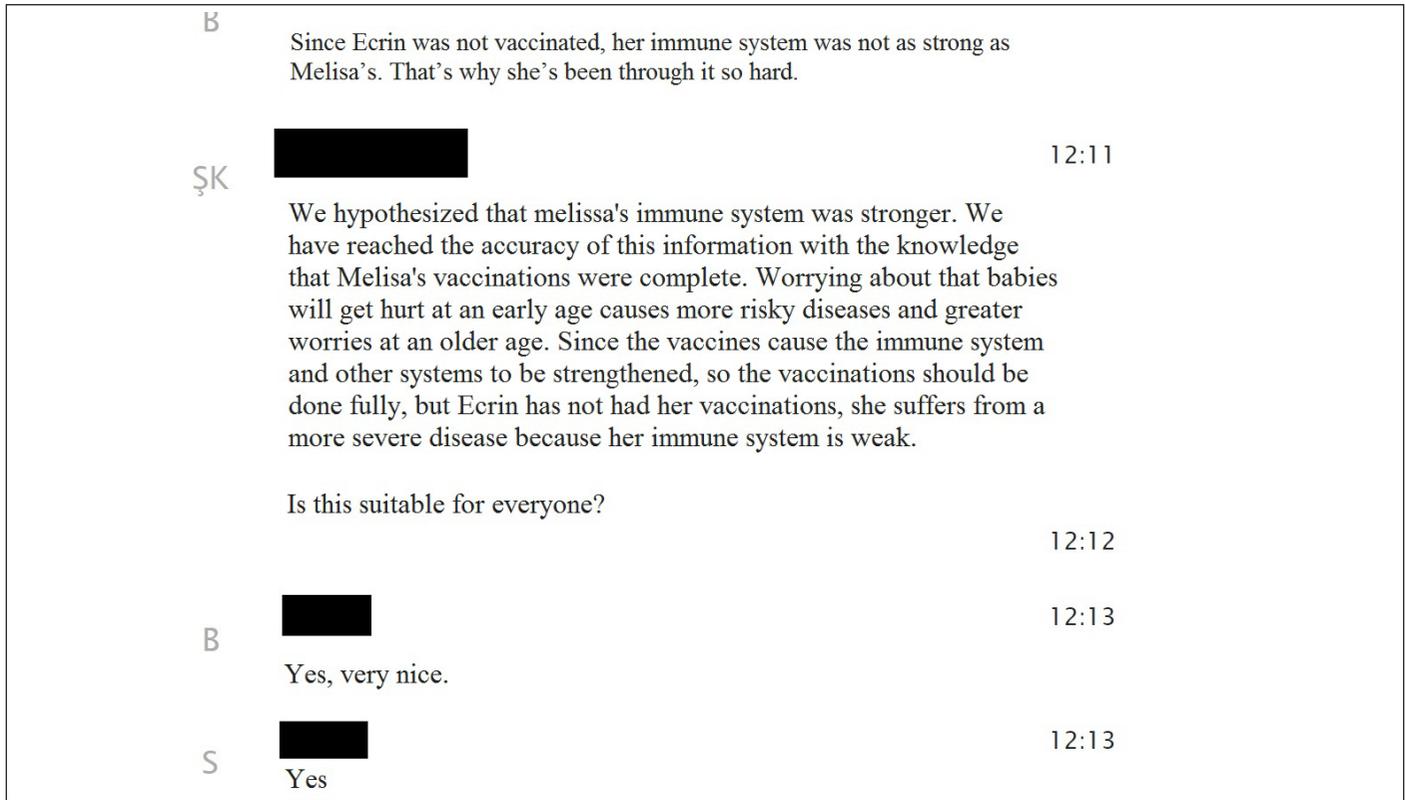


Figure 2: Image of the right to health telegram correspondence.

life” and the legal basis of these rights. Each scenario consists of two sessions. In both training sessions, there are education guide questions (EGQ) that allow students to research on topics. At the end of the scenarios, each group was asked to draw a flow chart for the scenarios.

The scenario of “Two Friends” is about the illness of the children of two women, Yeliz and Nevin, who are friends of the same age, and what they experience in this process. Both children were infected with rotavirus disease. The reason why Yeliz's daughter suffers from more serious symptoms is that she is worried about getting her daughter vaccinated and does not prefer to have her vaccinated. On the other hand, Nevin had her daughter completely vaccinated and her daughter survived the disease mildly. With this scenario, it is aimed that students learn what the rights related to health are and the legal bases regarding the right to health.

The scenario of “Mete and His Family” is about 14-year-old Mete, whose father fell ill and then Mete had to work in their grocery store. After his father got sick, Mete spends all his time from school working in the market. This situation is reflected in school life and he sometimes naps in lessons. Noticing the difference in Mete, a teacher goes to Mete's house and tries to understand the situation and informs the family that it is wrong to employ children. With this scenario, it is aimed for students to learn the concept of child labor, the problems of child workers in working life and the legal bases. An example of the developed scenarios is presented in Appendix-3.

At the end of the application process, the success test was applied as a post-test. Then, a structured interview form was used to get the students' views on the scenarios.

Data Analysis

Content analysis was conducted on the answers given by the students to the questions in the success test and the structured interview form. Content analysis is to bring together similar data within the framework of certain concepts and themes and to interpret them in a way that the reader can understand (Drisko & Maschi, 2016). As a result of the content analysis on the success test, each student was given a success score. After that, the data obtained from the test were transferred to the SPSS program and analyzed on it. It was tested whether the data obtained from the success test showed normal distribution, and it was determined that the Skewness and Kurtosis values were between (+1.5)-(-1.5) (Tabachnick & Fidell, 2013). These values show that the data are normally distributed. Due to the normal distribution of the data, the related group t-Test, which is one of the parametric tests, was used. The significance level of “.05” was taken as a criterion in interpreting whether the findings were meaningful or not.

In order to increase the coding accuracy and reliability, content analysis was performed by two researchers separately. After the analyzes were completed, the three researchers came together and made the final decision about the coding. In addition, the students' four pre-success tests, four post-success tests and four structured interview samples were randomly

selected and presented to the expert opinion (lecturer in the field of primary education). As a result of expert opinion, the percentages of consistency were calculated as 85% for the pre-success test, 90% for the post-success test and 91.6% for the structured interview. In the light of these data, it was determined that the consensus among the encoders was at a valid level. It is stated that the consensus among the coders is expected to be at least 80% (Miles & Huberman, 1994).

FINDINGS

Findings regarding the first research question

The answers given by the participants to the success test are given in Table 2. As can be seen, while SU was 30.81% in the pre-test, this rate was 61.08% in the post-test, and the percentage of 55.14 in PU in pre-test decreased to 35.14% in the post-test. While MU was 4.86% in the pre-test, no answers in this category were found in the post-test. It was observed that the frequencies in IC were lower in the post-test compared to the pre-test, and only one student left one of the questions unanswered in both pre-test and post-test.

When the answers in the post-test are examined on a question-based basis, in questions 1, 2, 3 and 4, it was found that the response frequencies in the SU category of the students were higher than the response frequencies in the other categories. Especially in these questions, the reason for the increase in the SU category is thought to be due to the fact that the answers given to the other categories in the pre-test turned into sound understanding after the PBL implementation process. In the 5th question, which is about the rights of children with spe-

cial needs, it was seen that most of the students gave answers which fit into the PU category as in the pre-test.

The examples of students' answers to the questions in the post-test in SU and PU categories were given in Table 3. While the students had a total of nine wrong answers in the pre-test, it was seen that the students did not give any wrong answers in the content analysis of the post-test. Some of the students' answers that involve misunderstanding are given below:

S36: Feeling physically inadequate in that field (Q1).

S17: Psychological, physical, cognitive development, social development, emotional and moral development, holistic development (Q2).

S17: If the parents are divorced, keeping the child away from one of the parents (Q3).

S31: Right to benefit from health support (Q4).

In line with these findings, it can be said that the scenarios developed according to PBL positively affect students' sound understanding and eliminate misunderstandings.

In the study, the effect of teaching children's rights with the PBL on the success scores of individuals was examined. Whether there is a significant difference between the pre-test and post-test mean scores was analyzed with the t-test, and the results are shown in Table 4. When Table 4 is examined, it is seen that the success test pre-test mean score of the participants is $\bar{x}=10.38$, and the post-test mean score is $\bar{x}=12.68$. This score difference between the pre-test and post-test reveals a statistically significant difference ($t = -5.933$; $p < .05$):

Table 2: Distribution of Participants' Responses to the Success Test

Questions	Pre-Test										Total
	SU		PU		MU		IC		UA		
	f	%	f	%	f	%	f	%	f	%	
Q1	17	45.94	13	35.14	2	5.41	5	13.51	0	0	37
Q2	9	24.32	27	72.97	1	2.71	0	0	0	0	37
Q3	11	29.73	19	51.35	5	13.51	2	5.41	0	0	37
Q4	16	43.24	17	45.94	1	2.71	3	8.11	0	0	37
Q5	4	10.81	26	70.27	0	0	6	16.21	1	2.71	37
Total	57	30.81	102	55.14	9	4.86	16	8.65	1	0.54	185
Questions	Post-Test										Total
	SU		PU		MU		IC		UA		
	f	%	f	%	f	%	f	%	f	%	
Q1	33	89.19	4	10.81	0	0	0	0	0	0	37
Q2	19	51.35	17	45.94	0	0	1	2.71	0	0	37
Q3	25	67.57	12	32.43	0	0	0	0	0	0	37
Q4	30	81.08	7	18.92	0	0	0	0	0	0	37
Q5	6	16.21	25	67.57	0	0	5	13.51	1	2.71	37
Total	113	61.08	65	35.14	0	0	6	3.24	1	0.54	185

SU: Sound Understanding, **PU:** Partial Understanding, **MU:** Misunderstanding, **IC:** incomprehension, **UA:** Unanswered.

Table 3: Examples of Students' Answers to the Questions in the Post-Test in SU and PU Categories

Questions	Sound Understanding (SU)	Partial Understanding (PU)
Q1: What problems do children encounter in their working life?	S4: Exposure to violence, addiction of harmful substances such as drugs, cigarettes, etc., being employed in heavy work, not being paid for the labor, the length of the working hours, and also the interruption in the case of continuing education and even dropping out of school completely are encountered. S13: They may face exclusion, neglect and abuse, and health issues.	S7: It may be thought that they would not know a job because they are young. They may be deprived of their right to participate in a working environment or an event. S22: They may encounter polluted work environments and foreign substances in their working life.
Q2: How do the negativities of working life affect the developmental areas of children?	S24: The negativities of working life can affect the physical, social and emotional development of the child. If the child works for a long time and under heavy conditions, he may be physically harmed and have problems in his developmental stages. If the child is working when he needs to receive education and play games with his friends, he may display emotionally withdrawn, unhappy or irritable behaviors. He will be away from friends, play and education. S34: The negativities that children encounter in their working life leads to poor performance in their self-care skills, affect their language development, which will affect their communication with people, and it also affects their development in psycho-social areas due to being emotionally-harmed.	S20: Their physical and mental development is affected. Working children may be weak and unhealthy compared to their peers. S23: Since the child has not completed his/her mental and physical development, such an environment can tire him out.
Q3: What measures should be taken to protect children from the negative effects of working life?	S9: Continuous supervision is required. Laws can be made more stringent and cautious. Large amounts of fines may be imposed on parents who employ their children. Unemployed families can be given a job or paid a salary. S27: By law, children should be protected in this regard and children should not be employed. Families and children should be informed. Teamwork should be done in educational institutions. People should be informed on social media, posters and brochures should be prepared. It is important to include guiding policies as well as protective-preventive policies.	S36: Employers who ignore these rights are identified and reported. S32: In order to protect children from this life, children who are exposed to working life can be encouraged by the state to pursue their education. In order to reduce child workers, an age limit may be imposed on the employer sector.
Q4: What activities can be done to ensure that children benefit from all kinds of medical care opportunities?	S16: In order for children to benefit from all kinds of medical care, all kinds of health services, treatment, drugs, surgery, physiotherapy, psychotherapy or rehabilitation services must be free of charge. In article 24 of the Convention on the Rights of the Child, they recognize the right of the child to attain the best possible level of health and to benefit from institutions and organizations that provide medical care and rehabilitation services. States shall endeavor to ensure that no child is deprived of such medical care. S20: Developing primary health care services, providing appropriate prenatal and postnatal care to the mother. We can ensure these rights by having children go to the hospital when they are sick or by having a baby get their vaccinations regularly.	S8: State support is important for all kinds of medical opportunities for children. S9: General health insurance and health benefits should be provided to the family.
Q5: How should the right of children with special needs to benefit from all kinds of medical care opportunities be ensured?	S14: The right to benefit from guidance and research centers, the right to benefit from all medical care facilities offered by the state, and the right to benefit from medical supplies such as beds and wheelchairs in hospitals can be granted. S27: In the Declaration of the Rights of the Child, States Parties recognize the right of the child to attain the best possible level of health and to benefit from institutions providing medical care and rehabilitation services. States Parties shall endeavor to ensure that no child is deprived of such medical care. They provide necessary medical assistance and medical care for all children with an emphasis on the development of basic health services.	S4: Just as individuals without special needs, individuals with special needs have the right to benefit from all kinds of health services. S5: There are certain discounts for children with special needs for special education from RAM centers (Center of Psychological Counseling and Guidance) and for their medicine.

Table 4: T-Test Findings Regarding Pre and Post Academic Success Test Scores of the Participants

	\bar{x}	n	SS	SHX	T-test		
					t	Sd	p
Pre-test	10.38	37	2.41	.39	-5.933	36	.000
Post-test	12.68	37	1.56	.26			

Table 5: Findings of Semi-Structured Interviews

	Positive Views		Negative Views	
	n	%	n	%
Child's Right to Health				
Scenario	48	85.71	8	14.29
Relevance of the script to the topic	35	97.22	1	2.78
Relevance to real life	34	94.44	2	5.56
Adequacy of the script	29	93.55	2	6.45
Total	146	91.82	13	8.18
Child's Right to the Protection in Working Life				
Scenario	37	74	13	26
Relevance of the script to the topic	36	97.30	1	2.70
Relevance to real life	38	100	0	0
Adequacy of the script	30	96.77	1	3.23
Total	141	90.38	15	9.62
	Same title / scenario / method		Title / scenario / method suggestions	
Child's Right to Health				
Title of the Scenario	17	36.17	30	63.83
Scenario suggestions	5	16.13	26	83.87
Method suggestions	3	6.12	46	93.88
Total	25	19.69	102	80.31
Child's Right to the Protection in Working Life				
Title of the Scenario	25	46.30	29	53.70
Scenario suggestions	5	14.70	29	85.30
Method suggestions	3	5.88	48	94.12
Total	33	23.74	106	76.26

Findings regarding the second and third research questions

In this section, the findings of semi-structured interviews were shown in Table 5.

As seen in Table 5, the majority of the students expressed positive views that the scenarios prepared about the right to health and the right to the protection of the child in working life were appropriate, relevant and sufficient for daily life. In addition, some of the students' views are given below:

S1: The scenarios developed describe the topics in our course in a versatile way. We learned the subject to be taught by providing many different perspectives through a scenario.

S6: The case of the sample scenario overlaps with daily life. The sample scenario gives a sense of real experience as you read it.

S19: The script was very clear and easy to understand.

S29: But for me, there was too much confusing detail in this scenario. For this reason, I had trouble focusing on the script while I was in class.

In the Table 5, the students expressed their views that they found the scenario names, scenario and the method of the scenario developed for both children's rights appropriate. Various scenario names such as "conscious health, two different views, conscious mother, child workers, Mete's difficult struggle, young grocery worker Mete" were suggested by students regarding both scenarios about children's rights. Regarding the right to health, students suggested scenarios about the rights of children in the hospital, the experiences of individuals who cannot reach health services in rural areas, and the treatment process for different diseases. Regarding the right to protection of the child in working life, they suggested scenarios about children working on the street, the situation of working chil-

dren around the world, and children who are forced to work by their families. There are participants who said that they would use a different method other than the scenario method. Here, methods such as video-assisted teaching, teaching with games, question-answer, research paper, lectures, slides, teaching with stories, etc. come to the fore.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

In the study, it was concluded that the scenarios developed in accordance with the PBL on the child's right to health and the right to the protection in working life increased the students' sound understanding and success. These findings are supported with some studies in the literature (Khanitcharongkul et al., 2020; Pratiwi & Wuryandani, 2020). In the study conducted by Darmawati et al. (2017), they concluded that the application of PBL on the citizenship topic increased the students' motivation and learning outcomes. Thapalad & Intasena (2022) implemented PBL to promote citizenship topic for the students in their research. The scenario based on the citizen's democratic way of life was prepared. The results of the study showed that PBL promoted efficient citizenship for the students, increased learning achievement and high citizenship behavior. Angelina et al. (2022) investigated the effect of PBL on improving students' anti-corruption attitudes in the citizenship education course at the health college. It was concluded that PBL improved the students' anti-corruption attitudes. Rowland (2022) implemented PBL on the topic of citizenship in a middle school. The purpose of this study was that enabling the students make meaningful connections to the practice of citizenship. It was found that PBL motivated the students to think more critically, excited them to solve problems in their community and increased their sensitivities to the social inequalities.

As seen in the literature, although there are limited studies in the literature on the effective application of PBL in the teaching of child's rights, there are many studies in which PBL has increased students' success and understanding in different disciplines and various subjects. For example Ermawati et al. (2022) examined the effect of PBL on the students' learning outcomes in a mathematics course in their study. The results of the study showed that PBL increased the students learning outcomes and their motivation. The results of the study conducted by Günter (2020) showed that PBL increased students' sound and partial understanding and success in the topic of energy metabolism within the biochemistry course. In the study of Mundilarto & Ismoyo (2017), they concluded that the PBL increased students' achievement on the topics of Ohm's Law, Kirchoff's Law, the voltmeter and the amperemeter in the physics course.

In addition, the majority of the students expressed positive views that the scenarios developed were suitable for the scope of the subject, understandable, interesting, relevant to daily life, sufficient, comprehensive and memorable. Among the negative views of the students is that the scenarios are complex and difficult to understand. In the result of the study carried out by Yuan et al. (2011), the students expressed positive

views concerning that the PBL encouraged them to analyze situations in different ways and work cooperatively. In the study, the students also expressed negative views regarding that the method was time-consuming and stressful process involving an increased workload.

When the findings of the study are examined, it is thought that the PBL approach and the scenarios developed can be used effectively in the teaching of children's rights. It is recommended that the PBL method be used in teaching of other children's rights in future studies.

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APPENDICES

Appendix-1. Success test questions

- Q1: What problems do children encounter in their working life?
- Q2: How do the negativities of working life affect the developmental areas of children?
- Q3: What measures should be taken to protect children from the negative effects of working life?
- Q4: What activities can be done to ensure that children benefit from all kinds of medical care opportunities?
- Q5: How should the right of children with special needs to benefit from all kinds of medical care opportunities be ensured?

Appendix-2. Structured Interview Form

A. Scenarios Titled "Two friends" – Regarding child's right to health

- (1) What are your positive and negative comments on the scenarios developed?
- (2) Are these scenarios suitable for the scope of the subject?
- (3) Are these scenarios related to daily life?
- (4) Are these scenarios sufficient? How do you think they could be improved?
- (5) What do you think about the name of the scenarios? If it were you, what would you name them?
- (6) What kind of scenario would you prepare about "children's Right to health"?
- (7) What kind of method would you prepare about "children's Right to health"?

B. Scenarios Titled "Metem and His Family" – Regarding child's right to the protection in working life

- (1) What are your positive and negative comments on the scenarios developed?
- (1) Are these scenarios suitable for the scope of the subject?
- (2) Are these scenarios related to daily life?

- (3) Are these scenarios sufficient? How do you think they could be improved?
- (4) What do you think about the name of the scenarios? If it were you, what would you name them?
- (5) What kind of scenario would you prepare about “Child’s Right to the Protection in Working Life”?
- (6) What kind of method would you prepare about “Child’s Right to the Protection in Working Life”?

Appendix 3. Scenarios and Education Sessions

Mete and His Family

Education Session I. Mete’s family ran a small grocery store, and their earnings were plentiful. He had a younger sister. He wasn’t really that big either. She was only 14 years old. One day, his father had a heart attack and was urgently hospitalized. Mete was very upset. His father needed a bypass, so he was hospitalized. There were no close relatives in the family. They were alone and trying to support each other. A few days later, the math teacher noticed that Mete was sleeping in his class all the time. However, Mete was a child who loved mathematics and participated actively in the lesson. However, Mete had become an introverted student who fell asleep in class.

- (1) What do you think is the problem?
- (1) Discuss by hypothesizing what the problem is.
- (2) What new information do you think is needed to solve the problem?

Education Session II. The mathematics teacher decided to talk about this situation with Mete’s family. He learned from school where his family lived. Maybe there was a problem in the family and therefore he wanted to see where he lived. When he knocked on the door of the house, no one answered at first, but clicking could be heard from inside. The teacher heard a low voice behind him saying, “Here, who were you looking at?” Teacher; “I took care of Mete and his family. I am Mete’s mathematics teacher. Who are you?” he said. Mete’s mother was surprised, did Mete cause a problem at school? Actually, he wasn’t that kind of kid. His mother said, “Here you go, let’s talk inside.” said. As soon as the teacher entered, he met a cute little girl. Her mother said, “Our market is right next to our house, my daughter was alone for a few minutes,” and smiled. The little girl laughed too. His teacher said that Mete especially slept in classes and became an introverted student. His mother was very upset. He mentioned that his wife will be bypassed, his hospitalization is prolonged and that he has difficulties in caring for his little daughter, running a market and taking care of Mete because he has no close relatives. She even stated that Mete helped her at the market after school and usually worked until nine in the evening. The teacher was also upset, and he thought of a few situations he had seen on the way. Bagels, water, napkins etc. on the street, children selling shoes, children shining shoes, children serving tea... The voice he heard was “I’m coming right away, my teacher.” says the boy who works next to an auto mechanic. Then he thought of his student Fatma and Mehmet. Students who have been able to attend classes one month after the schools opened for about three years. They, too, were working in agricultural activities in the Mediterranean, Aegean and Black Sea Regions with their families one month before the school holidays. Unfortunately, for various reasons, the children work long hours and in unsuitable conditions, the teacher thought. Then, he told Mete’s mother, “You are violating his legal rights by Mete’s being underage and staying up late at the market. There has to be another solution to this.”

- (1) What do you think is the problem?
- (1) Review your hypotheses in the light of new information.
- (2) How do you think this problem can be solved?
- (3) What do you think is the right of children mentioned by the mathematics teacher?

EGQ-1: What could be the main causes of child labor?

EGQ-2: Sharing scientific data on child labor and working children (The Situation in the World and Turkey)

EGQ-3: What are the international and national legal bases for the protection of children in working life?

EGQ-4: Create the flow chart and present it as a report. (Explanation: “Write down the hypotheses you created in the first and second education sessions, and the answers you gave to the questions, respectively. In the last section, write what you learned about the subject.”)