DEVELOPING SCHOOL ORIENTATION OF THE FIRST-GRADE STUDENTS IN PRIMARY SCHOOL THROUGH CREATIVE DRAMA

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Abstract

In this study, the orientation of the first-grade primary school students to school was ensured by creative drama activities. Activities that lasted 21 hours were applied to ensure that the students adapted to the school, their friends, their teachers, school staff, and places in the school. Parents, classroom teacher, 19 students and two prospective teachers as observers participated in this study. Quantitative data were collected before and after the drama workshop by the "Objectives Attainment Evaluation Form" and this data were compared with the non-parametric tests. Qualitative data were obtained using written and individual interviews. This study contributed positively to students' communication and cooperation, recognizing the school and the class and realizing the school and classroom rules. The findings showed that school orientation studies improved social skills, such as empathy by increasing interaction between the school, the parents, and the students. The families participating in these activities stated that they understood their children better, felt like children, and they implied they remembered their childhood years. The current study displayed that creative drama activities significantly facilitated the orientation of the students to their schools.

Keywords: Primary school orientation, orientation skills, orientation program, creative drama.

INTRODUCTION

One of the most crucial steps in a person's life journey is school. Children spend most of their days in this social environment, away from their families (Altıntaş, 2015). Like everyone who has just experienced a place, job, situation or event, first-grade children who have just started primary school are expected to adapt to school, their friends, teachers and other school-related issues (Ateş, 2016; Bascoe et al., 2009; Borbélyová, 2017; Chi et al., 2018; Jindal-Snape 2018; Lifshin et al., 2019; Taşçı & Dikici Sığırtmaç, 2014).

To start a new school causes various challenges experienced by children and families. However, it represents a critical period for children. When entering a new educational institution, children may face educational processes, expectations, and requirements that are very different from those they experienced in their early education and home environments (Cook et al., 2019). Many factors, such as preschool experiences, preschool teachers and primary school teachers, individual characteristics of the child, family, school and teacher, and the relationships between them, have a critical place in contributing to the child's orientation to the new school (Correia & Marques-Pinto, 2016; Urbina-García, 2019).

A child who is mature enough to start school is asked to fulfill basic skills, such as completing the job he started, taking care of himself, taking responsibility, and expressing himself without help. In addition, it is significant that the age, health, gender, all sense organs, and intelligence of children beginning

primary school work in harmony with each other, and it is included in the learning activity. At the same time, physiological factors, such as being able to hold a pen, sitting properly at a desk, and being able to place one's feet entirely on the ground while writing may also be effective during this period. Cognitively, the child must have mental structures, such as writing, reading, thinking and problem-solving when they start primary school (Göktaş & Gülay Ogelman, 2019; Güler, 2016; National School Readiness Indicators Initiative, 2005; Tuğluk & Ayhan, 2019; Türker & Tunç, 2021; Yalçın, 2017). Despite the expectations of schools from children, it is normal for children to experience various orientation problems and exhibit undesirable behaviors in the face of these new situations they encounter (Cokuk & Kozikoğlu, 2020; Kurtuluş Çalışkan & Canbulat, 2023).

Orientation

Orientation for a student can be defined as having sufficient learning to fulfill the duties and responsibilities required by the school and class and being able to establish positive social relationships (Ladd, Birch, & Buhs, 1999; Önder & Gülay, 2010). It is not the child's duty to adapt to the school, which is considerably affected by events, situations and people outside the child, and it is also unthinkable for the child to adapt to the school alone. Adapting to a place, society, program and innovation is not a superficial and concrete variable that can only be explained by the student's characteristics. A child's adjustment to school is a product of the relationships that develop between parents, school, teachers, administrators, and other children (Carida, 2011; Dockett & Perry, 2007; Wildenger & McIntyre, 2011).

In recent years, the school readiness perspective has been expanded to include different areas, such as motor development and physical health. The social and emotional development of children, their approach to learning, language, cognition and motor development, the school's individual characteristics of the children and responding to the cultural diversity and needs of their families are crucial elements in this perspective (National School Readiness Indicators Initiative, 2005; Urbina-Garcia, 2020; Yoo & Lee, 2013).

Orientation, which is associated with variables, such as the student's school success, social interaction, interest and comfort, has been determined as a significant predictor of characteristics, such as teacher-student relationships, students' school anxiety and academic success (Cook & Coley, 2017; de Moura Pereira & Figueira, 2011; Lee & Bierman, 2015; Legkauskas & Magelisnkate-Legkauskiene, 2021; Özer et al., 2021; Ryan, Shim, & Makara, 2013).

Orientation is a situation that occurs and develops spontaneously over time. Many factors, such as the school environment, classroom teachers, peers, parents, developmental characteristics and implementation of the orientation program, affect the school orientation process of school-age children (Akis, 2018; Bay & Şimşek Çetin, 2014; Borbélyová et al., 2018; Demir et al., 2020; O'Farrelly et al., 2020; Roorda et al., 2020; Üstündağ, 2014; Zupancic & Kavcic, 2011). For a child to be prepared for school, "School conditions," "Teacher," "Education program" and "School transition practices" must be ready (Emig, Moore, & Scarupa, 2001; Güner & Kartal, 2019). The orientation program is initially an abstract plan. Within the framework of this plan, the school, orientation and course programs, course materials, place, family and students must be ready before the schools open. The current understanding of education agrees that the orientation process should be carried out within the framework of a program. In this regard, many countries organize orientation programs for first-grade students, as well as activities, such as school and classroom visits and parent orientations, to introduce children and families to the new school and its features to facilitate the orientation of children (Cook et al., 2019).

In Türkiye, the Ministry of National Education (MEB) prepared an orientation program for 1st graders in primary schools, 5th grades in secondary schools and 9th grades in high schools. Necessary explanations have been made in these programs, which include program achievements and sample activities (MEB, 2014; 2019a; 2019b). In its circular numbered 2019/9, MEB planned the orientation program to be held on Thursdays and Fridays before the first week of school. In the published study program, eight lessons of 40 minutes each in the Primary School Orientation Program are given as

examples. These activities include "Meeting, Getting to Know the Place, Getting to Know the Rules" on the first day and "Getting to Know the School, Learning the Rules and Play" on the second day. A total of six hours were allocated to these activities in the orientation program (MEB, 2019a).

The orientation program includes activities, such as games, meeting teachers and students, guessing the places and units in the school with pictures, and visiting the school. In addition, activities, such as students painting, teachers giving information, and telling stories with visuals were also included. Other studies on orientation activities have also determined that orientation activities are beneficial for students to adapt to school but are not at a sufficient level (Ateş, 2016; Göktaş & Gülay Ogelman, 2019; Işıkoğlu Erdoğan & Şimşek, 2014; Özgür İnam, 2013; Urbina-Garcia, 2020; Üstündağ, 2014).

Implementation of orientation programs and creative drama orientation

The skills that are aimed to be acquired by students and are at the basis of orientation programs are directly related to the teaching ways (teaching model, strategy, method, technique, equipment, test cases, and place) that the teacher will utilize. Creative drama is one of the teaching methods and enables game-based learning for the orientation program (Akhan & Demir, 2020; Demir, 2019; Freeman & Ray-Fulton, 2003; Köksal Akyol, 2019; Jindal-Snape et al., 2011). Creative drama differs from other teaching methods because participants use all their sense organs effectively in learning. Creative drama is a discipline and teaching method that helps individual's all-round development by enabling him to experience and condition himself voluntarily and effectively. Creative drama is a teaching method that includes techniques, such as improvisation, role playing, dramatization and pantomime, making it easier for the individual to get to know himself and others. In addition, creative drama is a powerful teaching method that provides a safe space for students to develop skills, such as creativity, imagination, decision-making, communication, interaction, respecting people with different characteristics, understanding themselves and others, and gaining self-confidence (Adıgüzel, 2019; Baldwin & Galazka,2022; Brown, 2017; Ladd & Price, 1987; MEB, 2014; Önder, 2012; Jindal-Snape et al., 2011). Characteristics, such as knowledge, skills and emotions, which are aimed to be imparted to students through orientation program activities, overlap with the achievements and features of the creative drama method. In addition, it has been determined in many studies that creative drama activities are useful and effective in developing social skills and experience that support the orientation process (Ceylan et al., 2019; Chi et al., 2018; Demir, 2019; Usakli, 2018).

In various European countries, as in Türkiye, various programs have been planned to be implemented to facilitate the transition of children from kindergarten to primary school and their orientation to new schools, and Innovative Educational Programs have been developed within this framework. International institutions, such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Organization for Economic Co-operation and Development (OECD), have also provided significant support to these programs (Carida, 2011).

In Portugal, within the scope of the reorganization of the school network in 2008, a sequential and detailed program was prepared to promote a positive transition between different school levels, facilitate the transition from one level to another and orientation to the new program (Correia & Marques-Pinto, 2016; Legkauskas & Magelisnkate-Legkauskiene, 2021).

Urbina-Garcia (2020) prepared and implemented a program covering cognitive, social and fine motor skills that facilitates and adapts the transition to first grade in Mexico City. The study determined that the preschool transition program had a positive effect on children's cognitive, social and fine motor skills. In addition, it was concluded that ensuring the active participation of students and giving in-class tasks contributed to students' acceptance of the school. Another study on orientation in Korea found that the school-based Maum Meditation program made significant contributions to the development of students' self-esteem and orientation to school (Yoo & Lee, 2013). A school orientation program was implemented in Northern Italian schools, considering the Reggio-Emilia approach, to improve school liking-school avoidance, internalization-externalization problems, cooperation and academic success. At the end of the study, it was determined that all variables related to better orientation after the transition

from preschool education to primary school were positively affected (Schneider, Manetti, Frattini, Rania, Santo, Coplan, & Cwinn, 2014).

A game-integrated preparation program was implemented in the transition from kindergarten to primary school in Hong Kong. At the end of the study, it was concluded that transition to school practices through game were effective in reducing children's anxiety, being happier and adapting (Li & et al., 2013). In Scotland, orientation program activities with creative drama were implemented in the transition from primary school to secondary school. At the end of the study, it was revealed that creative drama developed students emotionally, helped them find solutions to problems, experienced realistic scenarios and provided a safe space to rehearse real life. It has been concluded that creative drama activities can be used effectively in students' transition to a new school (Jindal-Snape, Vettraino, Lowson & McDuff, 2011). In another study conducted in Scotland, orientation studies were carried out with drama during the transition from primary school to secondary school. At the end of the study, it was determined that the students developed their feelings of empathy, meta-awareness, solidarity and citizenship; It has been concluded that it supports their social and emotional development (Barlow, 2019).

As a discipline and teaching method, creative drama positively affects many characteristics of the participants, such as their social, emotional development and competencies, and communication skills (Batdi & Elaldi, 2020; Folostina et al., 2015; Gao, Hall, Linder, Leonard & Quina, 2022; Usakli, 2018). In a study conducted with completely fictional improvisation exercises, it was determined that these exercises caused real emotional reactions. These findings provided new biological evidence for the impact of drama elements (Seppänen et al., 2021).

Brown (2017) stated that creative drama used in early childhood classes may include elements, such as improvisation, role playing, storytelling or animation, puppet play, music and dance. He states that the creative drama process allows children to use their creativity, so that children often use objects, decor, space and the interactions that occur in the process to discover and learn about themselves and the world around them.

It has been revealed in many studies that orientation programs developed and implemented based on mutual communication, trust and respect between teachers, administrators, children and parents help solve orientation problems (Coelho, Marchante, & Jimerson, 2017; Cook, Coley, & Zimmermann, 2019; Correia & Marques-Pinto, 2016; Dockett & Perry, 2003; Loukas, Ripperger-Suhler & Herrera, 2012; MEB, 2014; 2019a).

In this study, the teaching process was planned and implemented by considering the stages of the creative drama method, including warm-up-preparation, animation and evaluation. In the creative drama process, simple drama techniques, such as improvisation, role playing and dramatization were used. In addition, activities are included, especially educational games, and also at a simple level, where children can use their multiple intelligences. It was determined whether the orientation study designed and implemented with creative drama activities provided a significant improvement in students' orientation to school. In this context, the effectiveness of the research was revealed by including the opinions of all stakeholders (student, parent, teacher, school administrator, teacher candidates and researcher) who participated directly or indirectly in this study.

Problem Statement of this Research

In this study, "What are the opinions and observations of students, classroom teachers, school administrators, researchers, parents and prospective teachers regarding the contribution of creative drama activities to first-grade students' adaptation to school?" question was determined as the main question of this research.

This research consisted of the first-grade students who just started the school and their classroom teacher in a primary school in the city center of Burdur in the spring term of the 2019-2020 academic year. In addition, the opinions, and observations of all participants as students, parents, classroom teacher, the

administrator, prospective teachers, and researchers who voluntarily participated in creative drama activities were accepted sincere and realistic.

METHOD

Research Design

This study was designed and implemented with the simultaneous variation pattern which is one of the mixed research methods and requires both quantitative and qualitative research methods (Creswell, 2021; Creswell & Creswell, 2018). In the quantitative study of this research, one-group pre-test/post-test experimental design; in the qualitative study, case design was implemented (Yıldırım & Şimşek, 2016). In the qualitative part of this study, as well as the researcher's observations and opinions, classroom teachers,' students,' parents,' administrators, and prospective teachers' observations and opinions were collected. The research process design, in which quantitative and qualitative data were collected and organized together, is shown in Table 1.

Table 1. Research design and process.

Pre-measurement	First-grade Creative Drama Workshops (Teaching-Learning Process)								Post-measurement
	1. Meet	2. Communication-Interaction	3. Adapt	4. Building Trust	5. Environment -Place Recognition	6. Getting to Know School Staff	7. Adaptation to Class and School Rules	8. Evaluation	
1. Objectives Attainment Evaluation Form - Classroom Teacher - Researcher **2.** Expectation Form - Classroom Teacher - Parents	**1.** Objectives Attainment Evaluation Form (each drama workshop) **2.** Interview - First-grade Students - Classroom Teacher - Parents **3.** Observation - Prospective Teachers - Researcher								**1.** Interview - First-grade Students - Classroom Teacher - School Administrator - Parents

As shown in Table 1, quantitative data were collected by "Objectives Attainment Evaluation Form" and qualitative data were collected with the "Expectation Form" before this study was conducted. During the creative drama activities implemented in eight workshops, the classroom teacher and the researcher made observations about the achievements in each workshop. During the application process, interviews were held with students, parents, and classroom teacher simultaneously. The researcher and prospective teachers observed the application process. At the end of this study, individual interviews were conducted with the first-grade students, classroom teacher, school administrator and parents.

Study Group

In Türkiye, students are systematically enrolled in schools in their close environment with the "Address Based Population Registration System (ABPS)." In this way, 19 primary school first-grade students (9 girls and 10 boys) who had just started primary school and whose ages range from 66-75 months were included in the study group. The school and class in which this study took place were chosen based on easy accessibility and volunteerism (Yıldırım & Şimşek, 2016). In addition, a varied number of students' parents, one classroom teacher and one administrator as observer, and two prospective teachers took part as participant observers in this study. Before application, interviews were conducted with the classroom teacher, parents, and students who were voluntary to participate in this study. In these

interviews, the purpose of this study, how to do it, and what data collection tools to be used were explained. Prospective teachers and the researcher who graduated from the preschool and guidance department received approximately 250 hours of training in the creative drama education program and took part in many studies conducted with creative drama activities.

Data Collection Tools

The orientation program implemented with creative drama activities was performed between the 5th and 13th of September 2019 for seven days and 21 lesson hours in total. To determine the contributions of this study, the mixed data collection process with multiple perspectives was employed and, in this process, quantitative and qualitative data were collected together from various sources (Büyüköztürk, 2020; Creswell & Plano Clark, 2015; Yıldırım & Şimşek, 2016). To examine the research questions in-depth, understand and make sense of them, quantitative and qualitative data were used as supporters of each other in the mixed data collection process. Figure 1 illustrates the pattern regarding the data collection process and research tools.
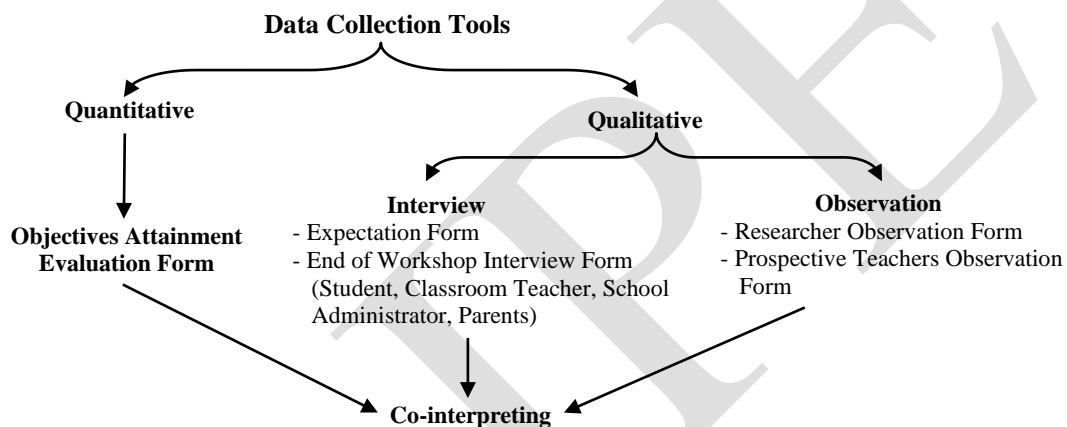
Figure 1. Data collection process and tools.

As Figure 1 shows, we collected the quantitative data of the research using the "Objectives Attainment Evaluation Form," and qualitative data were collected by using the "Observation" and "Interview" techniques. We collected data by observations and opinions of 19 students, one classroom teacher, one administrator, two prospective teachers, 19 parents (The number is variable as parents do not always participate), and one researcher. Detailed information about these data collection tools used before this study, during the teaching-learning process, and at the end of this research was given below.

Objectives Attainment Evaluation Form

The Ministry of National Education prepared a content for the orientation program in 2018 and this content was taken as the basis for the current study. The orientation program was confirmed by receiving literature support and expert opinion.

The content of the orientation program consisted of creating eight creative drama workshops, namely "Meet," "Communication-Interaction," "Orientation," "Building Trust," "Environment-Place Recognition," "Getting to Know School Staff," "Adaptation to Class and School Rules" and "Evaluation." After determining the content of the orientation program, the preschool education curriculum, primary school first-grade curriculum, and orientation programs were examined and learning outcomes of the workshop were written. The content of the orientation program and the workshop achievements were evaluated by the experts of "Curriculum and Instruction," "Assessment and Evaluation," "Creative Drama" and "Classroom Teacher," and after these examinations, rearrangements were made.

To measure these outcomes, the "Objectives Attainment Evaluation Form" was developed according to the expert opinions. To measure these outcomes, the "Objectives Attainment Evaluation Form" was

developed according to the expert opinions. In this form, the skills-related behaviors observed by the researchers were rated as "very good (5)," "good (4)," "medium (3)," "low (2)" and "bad (1)." The lowest score that can be obtained from, this form, which includes 24 items, was determined as 24, and the highest score as 120. To ensure the objectivity of the scoring process, the teacher and the researcher were allowed to observe and score the students of each other separately.

Interview Forms

Interviews were conducted with the participants before, during, and at the end of this study. The "Expectations Interview Form" and "End of Drama Workshops Interview Form" used in this research were developed in accordance with the expert opinions.

a. Expectations Interview Form: This form, developed considering the orientation program and application, National Ministry of Education orientation program, drama workshop objectives, and expert opinions included semi-structured open-ended questions. Before the creative drama workshops started, the opinions of teachers and volunteer parents were received through this form. In this form, teachers and parents were asked about the orientation training they witnessed in previous years and their expectations from this orientation training.

b. End of Drama Workshops Interview Form: With this form, developed considering the same elements, the opinions of primary school first-year students, classroom teacher, administrator and parents were collected. In this form, questions related to "previous orientation program activities, students' and parents' feelings and thoughts about the creative drama activities implemented in this study, and the contributions of these practices to the parties" were included. Individual interviews were held with the first-grade students, classroom teacher, and school administrator who participated in creative drama activities and written opinions were received from parents and prospective teachers (who made participant observations). Interviews with students lasted 15-20 minutes.

c. Observation Form: We prepared an observation form to record the students' behaviors in the workshop practices. The observation form was created using the identified objectives and expert opinions. In the observation technique, the situation, event, or phenomenon is limited to the perspective of the observer (Demir, 2011; Gülay Ogelman, 2014). To avoid such limitations, the researcher and two prospective teachers took part in this study together. Thus, they were able to observe the same activities in the same environment. The prospective teachers recorded the behaviors, situations, and other characteristics that were emerged by observing the student behaviors in the activities.

Data Analysis

The research data were obtained in a mixed format using both quantitative and qualitative data collection tools. Quantitative data of this study were obtained using the "Objectives Attainment Evaluation Form" filled by the classroom teacher and the researcher before the activities and at the end of each workshop. It was accepted that most of the students knew each other and the school because they live nearby the school. Thus, each student was given 1 point in the pre-test. As a result of the statistical analysis of the data obtained, the Wilcoxon Signed Ranks test (Büyüköztürk et al., 2019; Büyüköztürk, 2020), one of the non-parametric statistics, was used for the comparisons since the quantitative data did not show normal distribution and their variances were not homogeneous.

The qualitative data obtained in this research were analyzed with descriptive analysis and then content analysis. Eight workshops (titles) that constituted the scope of orientation studies conducted with creative drama activities were accepted as a theme. All qualitative data collected through interviews and observations were analyzed descriptively under these themes. The qualitative data were analyzed sentence by sentence, word by word and the concepts were coded. After these codes were organized under the themes, codes that were not related to any theme also emerged. It was noticed that these codes created new and different themes and content analysis was made on the same data and the examination process was repeated. Table 2 shows the detailed distribution of the themes obtained as a result of the descriptive and content analysis of the data obtained from the data sources.

Table 2. Themes emerging according to data sources and analysis formats.

THEMES	Data Sources	Descriptive Analysis						Content Analysis					
		Classroom Teacher	Parents	School Administrator	Students	Researcher	Prospective Teachers	Classroom Teacher	Parents	School Administrator	Students	Researcher	Prospective Teachers
A. BEFORE APPLICATION													
1. Expectation Themes								✓	✓	-	-	-	-
1. Interaction Themes													
a. Communication		-	✓	-	-	✓	✓						
b. Become Acquainted with		✓	-	-	✓	✓	✓						
c. Confidence -Cooperation		-	✓	-	-	✓	–						
2. School Themes													
a. Noticing School		-	-	-	✓	-	-						
b. Getting to Know School Staff		-	-	-	✓	-	-						
c. Recognizing Places		✓	-	✓	-	✓	-						
d. Noticing the Rules		✓	-	✓	-	✓	-						
3. Orientation Themes		✓	✓	-	-	✓	-						
4. Emotions Themes								✓	✓	-	✓	✓	✓
1. Assessment Themes													
a. School Activities (Orientation)								-	-	✓	-	✓	✓
b. Evaluation of Activities								✓	✓	✓	✓	✓	✓
c. Parent Opinions								✓	-	✓	-	✓	✓
d. Students Opinions								✓	-	✓	-	✓	✓
e. Prospective Teachers' Contribution								✓	-	-	-	-	-
2. Challenges Themes													
a. Training Preparation								-	-	✓	–	✓	✓
b. Parent Attitudes								✓	-	-	-	✓	✓
c. Activities								-	-	-	-	✓	–

B. APPLICATION PROCESS applies to the Interaction, School, and Orientation Theme rows. *C. AFTER APPLICATION* applies to the Assessment and Challenges Theme rows.

Table 2 illustrates the analyzed data under three main headings: "Before Application," "Application Process" and "Post Application." "Expectation Theme" from the data obtained before application; "Interaction, School, Orientation, Emotions Themes" from the data obtained during the application process, "Assessment" and "Challenges" themes and sub-themes emerged from the post-application data.

Ensuring the Validity and Reliability

We used credibility, transferability, reliability, and validity (Arastaman et al., 2018) of the reliability criteria in the qualitative dimension to provide the validity and reliability of the data. To increase the validity and reliability of this study, the literature was also examined in detail and used as a guide. In addition, orientation activities were developed according to the (MEB, 2019a) orientation program and expert opinions. To give a multidimensional perspective to this study, classroom teacher, parents, researcher, administrator and observer prospective teachers besides students participated in the activities. Using the opinions and observations of these participants, quantitative and qualitative data of this research were collected from multiple perspectives. Once more, creative drama workshop objectives and expert opinions were taken into account for the reliability and validity of data collection tools. After the activities, the validity and reliability of this study were ensured in various ways, with the harmony levels determined between the data obtained from different sources.

Before and after the creative drama activities, the classroom teacher and the researcher recorded their observations using the "Objectives Attainment Evaluation Form." These observations were rated and

scored between 1 and 5. The pre-observation scores of the classroom teacher and researchers were given a score of 1 as students live around the school and may have met before. In the last observations, the classroom teacher and the researcher scored the students separately. The comparison between these scores given by two separate observers was calculated using Miles and Huberman's (2016) consistency index.

The consistency between the pre-observation scores was determined as 1 (p>.70) and the consistency between the post-observation scores was .87 (p>.70). As a result, it was determined that the agreement between the observation scores of the classroom teacher and the researcher was high, there was consistency between the given scores, and they also gave similar scores to the students and observed similar behaviors in the students.

To ensure the reliability of the observation for this study, two prospective teachers who volunteered other than the researcher took part in this study as observer participants. The agreement between the data obtained from the observers (independently of each other) was calculated using Miles and Huberman's (2016) harmony index. The harmony between the participant observers was determined as .83 (p<.70). According to this result, the harmony between the observation scores was high and there was consistency between the given scores to the students.

Creative Drama-Based Orientation Training Workshops
MEB (2019a) orientation program activities for the first-year students who just started preschool and primary school, as well as the MEB (2018) drama program were examined, and the workshop titles and objectives were determined. While planning the events, creative drama techniques, such as improvisation, role playing and pantomime, were used. In the studies, drama techniques were supported with different methods and techniques, such as multiple intelligence, show-do-do, educational games, observation and station. In the studies, students took part in activities, such as keeping rhythm, dancing, drawing and painting. Although the applications were mainly creative drama techniques, other techniques were carried out in coordination. The practices were carried out with the participation of participant observer teacher candidates and volunteer parents.

School orientation activities consisted of "Become Acquainted with," "Communication-Interaction," "Orientation," "Confidence," "Place Recognition," "Getting to Know School Staff," "Adopting Class and School Rules" and "Assessment" workshops. Each workshop was planned according to the stages of "Warm Up, Impersonation and Evaluation." We prepared orientation activities using the creative drama method that was applied in the different places of the school, including the school garden, classroom, empty playroom, and corridors.

In the warm-up-preparation phase, educational games, activities, such as dance, rhythm and painting, were included. During the animation process, techniques, such as simple improvisation, role playing, pantomime and dramatization, were used. Parental support was received in the simple role-plays performed by the students, and the students made the animations together with their parents. The creative drama workshops organized, their stages, and the methods and techniques used are given in Table 3.

Table 3. Drama workshop titles, stages, and the summary of the activities.

Creative Drama Workshops	LEARNING-TEACHING PROCESS			
	Warm Up		Impersonation	Evaluation
Workshop 1 (Meet- Parents + Student)	1. Meet in The Circle 2. Clap Rhythm 3. Raindrops 4. Hands Up-Middle-Down 5. Say Your Name-Switch Places	6. Show your movement 7. Meet Me at The Bearing 8. Follow the Palm 9. Do You Love Your Friend? 10. Nazife Says?	First Day at School	Verbal

Table 3 (Continued). Drama workshop titles, stages, and the summary of the activities.

Creative Drama Workshops	LEARNING-TEACHING PROCESS			
	Warm Up		Impersonation	Evaluation
Workshop 2 (Communication - Parents + Student)	1. Paint Boiler 2. Follow Leader 3. The Roped Puppet 4. Fruit Basket 5. Find Your Partner 6. Chicken-Chick	7. Walk-Smile-Say Hello 8. Meet the Parent-Student 9. Feature Writing - Put it on Her/His Back 10. Our Common and Different Aspects	How do We Get Prepared for the School?	- Fold Paper -Make Contact -Draw a picture-Tell
Workshop 3 (Meet-Orientation - Student)	1. Fruit Picking 2. Clap 1-2-3-4 3. Mirror Mirror 4. Crabs Are Moving 5. Reading the Newspaper	6. Tail Snatching 7. Finding the Owner of the Badge 8. Hop Hop Jump 9. Keep Rhythm with the Paper Cup	Reviving Parts of a Whole	-Get Rid of the Spider Web - Share Feelings and Thoughts
Workshop 4 (Confidence - Student)	1. Walks (arm to arm-shoulder to shoulder) 2. Dance with the Rope 3. Take the Shape of the Rope	4. Redirect with Fingers 5. Blind Wandering 6. Arm-in-Arm Walk 3 child 7. Caterpillar 8. Sing Bird Sing	Story-Dramatization	Verbal
Workshop 5 (Place Recognition - Student)	1. Walk in Class-Watch Out 2. Find Hidden Objects-Tap 3. Walk Your Friend Down The Hall	4. Deliver Objects to its Home 5. Help the Puppet 6. Sleepy Rooster 7. Take a Photo	Revitalizing School Departments	-The Blanket Game -Verbal
Workshop 6 (Getting to Know School Staff - Student)	1. Islands Game 2. I Know the Tasks 3. Interview 4. School Staffs		Impersonate	I'm Drawing My School
Workshop 7 (Evaluation-Student)	1. The Ball of Laughter 2. I Want Permission 3. Get the Object with Permission	4. Scream 5. Parasite 6. Our List of Rules 7. Colorize the Rules	Let's Follow the Rules	-Verbal -Booklet of the Rules of Our Class

Table 3 shows the summary of drama activity plans. We mainly used educational games during the warm-up phase. In the impersonation phase, simple dramatizations and role-play were planned and applied. The evaluation phase was carried out by the activities, such as verbal evaluation, painting, and educational play.

FINDINGS

Current research examined the quantitative and qualitative findings from the observations and interviews with the students, classroom teacher, school administrator, parents, prospective teachers, and the researcher regarding creative drama activities before the application, during the application process and after the application. As a result of the qualitative data analysis obtained within the scope of this study, codes and themes emerged. Overlapping or similar codes and themes were brought together and integrated regardless of their sources. The findings of qualitative data were presented holistically in themes. The explanations for the themes were supported by quotations obtained from many data sources, including students, classroom teacher, school administrator, parents, prospective teachers and the researcher.

Quantitative Findings
In this study, the observations were made by the classroom teacher and the researcher to complete "Objectives Attainment Evaluation Form." In this form, each learning outcome was described by an

item, and a score between 1 and 5 was given for each student. Table 4 indicates the descriptive statistics of these scores regarding the workshops.

Table 4. Objectives attainment evaluation form and descriptive statistic of data.

			Become acquainted with	Communication-interaction	Orientation	Confidence	Place recognition	Getting to know school staff	Adopting class and school rules	Mean
		OBJECTIVES ATTAINMENT	1. Introduces herself/himself / 2. Tells the name of classmates / 3. Tells the basic characteristics of classmates / 4. Cooperates with classmates / 5. Parents participate in the workshops	6. Study with classmates / 7. Communicates with other participants / 8. Expresses oneself within the group	9. Introduces herself/himself / 10. Tells the name of the group / 11. Communicates with other participants / 12. Expresses oneself within the group / 13. Acts in harmony with the group	14. Explains/says the importance of working together / 15. Develops confidence in oneself and classmates / 16. Cooperates with classmates	17. Finds one's own class / 18. Show tools that can be used within the class	19. Introduces the units of the school / 20. Tells that school employees do different tasks	21. Takes part in the determination process of the class rules / 22. Tells the problems that will be encountered when he doesn't follow the rules / 23. Tells the rules to be followed in the classroom / 24. Obeys the rules.	**Mean**
MEASUREMENTS — Teacher	Before	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
		Std.Dev	.00	.00	.00	.00	.00	.00	.00	.00
	After	Mean	**2.58**	3.37	3.42	2.86	**4.50**	3.58	3.71	**3.45**
		Std.Dev	.74	.94	.78	.80	.50	.80	.90	.64
MEASUREMENTS — Researcher	Before	Mean	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
		Std.Dev	.00	.00	.00	.00	.00	.00	.00	.00
	After	Mean	**2.63**	3.30	3.43	2.93	**4.50**	3.66	3.72	**3.43**
		Std.Dev	.72	.89	.78	.80	.50	.71	.94	.65

As shown in Table 4, the pre-test observation points averages of the classroom teacher and the researcher were 1.00. The classroom teacher's post-application observation point average was 3.45; the researcher's observation was 3.43. Table 5 shows the findings obtained from the comparisons regarding whether there was a significant difference between these observations scores.

Table 5. The analysis of the scores obtained from the Objectives Attainment Evaluation Form with the Wilcoxon Signed Ranks Test.

Creative Drama Workshops	First-End	N	Rank Average	Rank Total	Teacher		Researcher	
					Z	p	Z	p
Become Acquainted with	Negative order	0			-3.826	.000	-3.828	.000*
	Positive order	19	.00	.00				
	Same	0	10.00	190.00				
	Total	19						
Communication-Interaction	Negative order	0			-3.829	.000	-3.833	.000*
	Positive order	19	.00	.00				
	Same	0	10.00	190.00				
	Total	19						

Table 5 (Continued). The analysis of the scores obtained from the Objectives Attainment Evaluation Form with the Wilcoxon Signed Ranks Test.

Creative Drama Workshops	First-End	N	Rank Average	Rank Total	Teacher		Researcher	
					Z	p	Z	p
Orientation	Negative order	0			-3.828	.000	-3.830	.000*
	Positive order	19	.00	.00				
	Same	0	10.00	190.00				
	Total	19						
Confidence	Negative order	0			-3.830	.000	-3.833	.000*
	Positive order	19	.00	.00				
	Same	0	10.00	190.00				
	Total	19						
Place Recognition	Negative order	0			-3.874	.000	-3.874	.000*
	Positive order	19	.00	.00				
	Same	0	10.00	190.00				
	Total	19						
Getting to Know School Staff	Negative order	0			-3.843	.000	-3.841	.000*
	Positive order	19	.00	.00				
	Same	0	10.00	190.00				
	Total	19						
Adopting Class and School Rules	Negative order	0			-3.840	.000	-3.833	.000*
	Positive order	19	.00	.00				
	Same	0	10.00	190.00				
	Total	19						

* $p < .05$

As shown in Table 5, there was a significant difference between the pre-test and post-test scores of both the teacher and the researcher in favor of the post-test in all workshops. These findings revealed that creative drama activities were efficient in confirming students' orientation to school.

Qualitative Findings
The themes and sub-themes that emerged from the qualitative data analysis obtained from the opinions and observations of the students, classroom teacher, school administrator, parents, prospective teachers, and the researcher before, during, and after the orientation activities carried out in this study were given.

Before Application
Before the orientation activities, the primary school first-grade teacher and parents expressed their attitudes toward the orientation activities. The findings suggest the "Expectation" theme based on their attitudes.

1. Expectation Theme
The following question was asked to the classroom teacher and parents: "What are your expectations as a teacher/parent from the orientation activities to be carried out?" Sample opinions about "Expectation Themes" which emerged from the answers they gave to this question were given below.

> *"... I want our students to adapt to the school as soon as possible. I want children to adapt to the school easily, to see the school as their home, and parents to have more confidence in the school and teachers." (Classroom Teacher)*
> *"...I want my child to like his friends." (10 Parents)*
> *"...I want my child to adapt to the school and the teacher and to love the school." (17 Parents)*

Classroom teacher and parents stated that they had expected the orientation program to contribute to the orientation of the students to the school. While the teacher was waiting for the support of the parents in this process, the parents preferred their children to adapt easily to their teacher, friends and the school.

Application Process
The findings regarding the themes of "Interaction, School, Orientation, Emotions" that emerged during the application process are given below, respectively.

1. Interaction Theme

Figure 2 shows that the research findings regarding the "Interaction Theme" attained from the orientation activities carried out with the creative drama activities and the sub-themes of "Recognition," "Communication" and "Cooperation-Confidence" emerged.
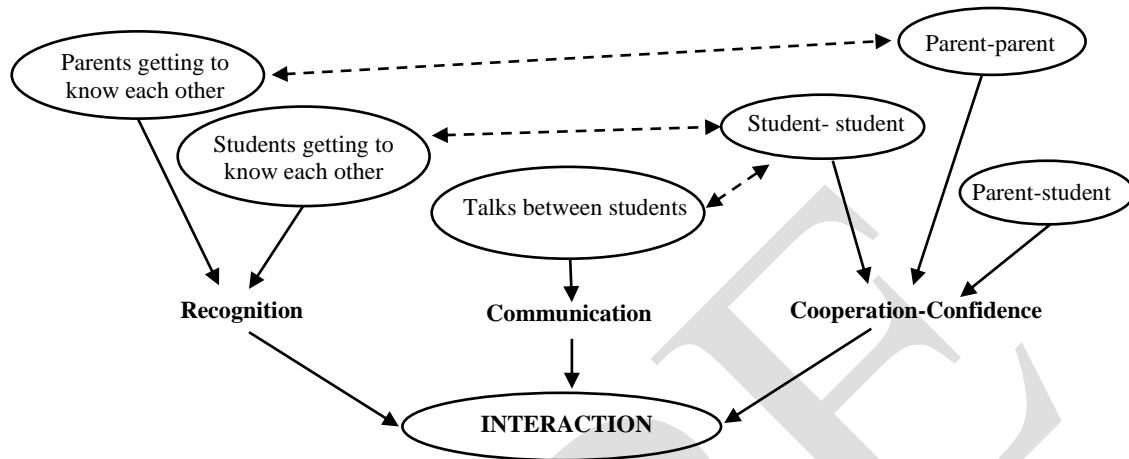
Figure 2. Sub-themes of the interaction theme.

As shown in Figure 2, we employed pupil orientation activities with creative drama activities that positively contributed to the mutual recognition and interaction of students and parents.

> *"...parents and children had the opportunity to recognize each other in this process." (Classroom Teacher)*
> *"...the children who got to know each other through the activities also met different children in the group." (Researcher)*
> *"...they were given the opportunity to get to know each other…" (Parent-6)*
> *"...child and parent together…" (Parent-10)*

Current research revealed that the stakeholders developed positive interactions with each other.

2. School Theme

We investigated data obtained through interviews and observations on orientation activities and the sub-themes of "noticing the school," "recognizing places and getting to know the staff " and "noticing the rules" emerged. We asked the students regarding the sub-theme of noticing the school like what they thought about the school and what they did to get prepared for the school before they started. The students described the school as a place where they only study (n=4) and learn to read and write (n=1). In addition, before starting school, most students did not know what the school was like (n=6) and did not get prepared for the school (n=7), while some students had visited the school before (n=5). After the orientation activities, they stated that the school is a fun (n=11), beautiful (n=10), gigantic (2) place. After the application, the students expressed they toured the school with games, got to know them better, and had a break.

We collected the qualitative data from the thoughts and observations of classroom teacher, parents, school administrator and researchers. In the next subtheme of recognizing places and getting to know the staff in the school, the data from classroom teacher, parents, school administrator and the researcher were handled together and the quotations obtained from the opinions of them regarding these findings are shown below.

> *"...the students recognized the class, the school and the parts of the school like a game…" (Classroom Teacher)*
> *"...the activities you have done in different areas of the school have been effective in the child's recognition of the school and the places in the school…" (School Administrator)*
> *"...she talks about the process that takes place at school as soon as you leave school. Her eyes sparkled when she said, "Do you know mom, our school is very big." (Parent-5)*

> *"...they had a lot of fun and learned the duties of their staff at school. They learned who to find in an emergency..." (Researcher)*

In the sub-theme of noticing the rules, we observed that the students learned the classroom and school rules in general, but some had difficulty complying with the regulations created through the activities. These students behaved negatively as speaking without permission, some of the students wanted everybody to listen to themselves only, get out of their seats, and speak in a different place. The following workshops were reorganized for these undesirable behaviors, game and drama technique studies were conducted, finally it was revealed that these behaviors decreased visibly.

It was determined that the orientation studies implemented with drama activities contributed positively to the students' love of the school, their enjoyment at the school, and their willingness to come to the school. Also, the students discovered and got to know the places and staff at the school by having fun, explained the activities completed in and outside the school, and understood that there were many different environments at the school and these environments had different functions. We observed that the students' perceptions about the school improved positively with these activities.

3. Orientation Theme

We integrated the codes that emerged from the qualitative data obtained through interviews and observations under the theme of "Orientation Theme." Twelve parents stated that the children adapted to the school, eleven parents said that the children got used to the school, seven stated that they were integrated into the school. Two parents stated that the children now enjoyed going to school regarding the contribution of the activities to the children. Moreover, it was revealed from these views that students gradually distanced themselves from their parents and came to school independently and willingly. Sample expressions from the views of parents, classroom teacher, and researchers on the theme of orientation were given below.

> *"... my child says she/he wants to go to school..." (Parent-12)*
> *"...in this process, we not only had fun, but while we were having fun, our students got to know our school and socialized with their friends..." (Classroom Teacher)*
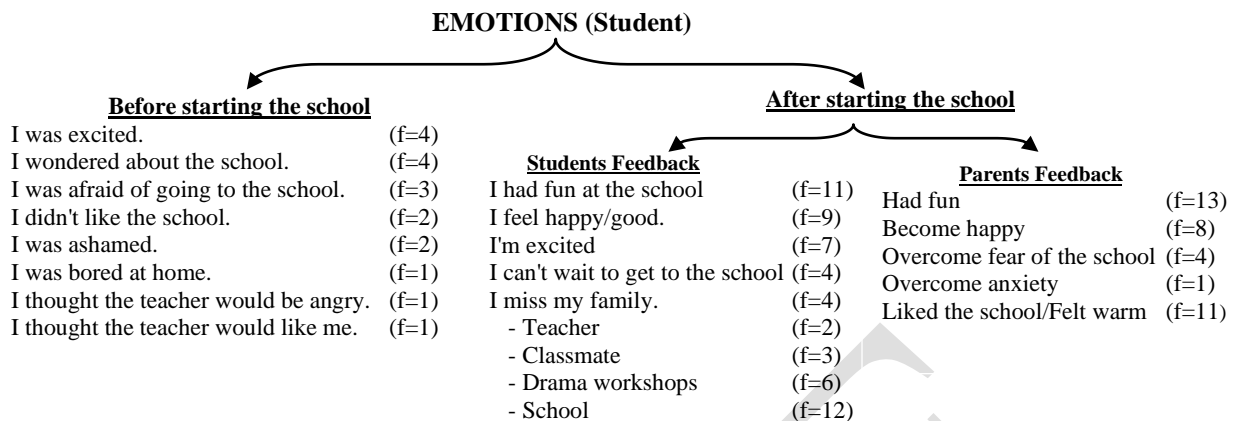> *"... they also spend time with each other during breaks..." (Researcher)*

The findings indicated that the activities increased the students' desire to go to school and provided the opportunity to get to know the school and enabled them to socialize and communicate with other students in their class. Thus, it has been seen that the activities support the orientation of students to school in various aspects, especially social, affective, and psychomotor.

4. Emotions Theme

We reached the theme of emotion by examining the opinions of the participants. This study revealed that the students and the parents experience various emotions, such as being happy, excited, and proud of starting the school. In addition, the parents also conveyed their observations, supporting the feelings expressed by the children. Therefore, the theme of emotions was given under two sub-themes, namely "student" and "parent" feelings.

Regarding ***the students' feeling the sub-theme***, "How did you feel about the school?" was asked to the students before and after the activities. We analyzed their answers. Also, the parents said, "In the activities we have done today, my child felt...." responded to the opinion forms. Figure 3 shows the findings obtained from these interviews.

EMOTIONS (Student)

Before starting the school

I was excited.	(f=4)
I wondered about the school.	(f=4)
I was afraid of going to the school.	(f=3)
I didn't like the school.	(f=2)
I was ashamed.	(f=2)
I was bored at home.	(f=1)
I thought the teacher would be angry.	(f=1)
I thought the teacher would like me.	(f=1)

After starting the school

Students Feedback

I had fun at the school	(f=11)
I feel happy/good.	(f=9)
I'm excited	(f=7)
I can't wait to get to the school	(f=4)
I miss my family.	(f=4)
- Teacher	(f=2)
- Classmate	(f=3)
- Drama workshops	(f=6)
- School	(f=12)

Parents Feedback

Had fun	(f=13)
Become happy	(f=8)
Overcome fear of the school	(f=4)
Overcome anxiety	(f=1)
Liked the school/Felt warm	(f=11)

Figure 3. Students' opinions on the theme of emotions.

As Figure 3 illustrates, the students were afraid of going to school and did not like the school before. Also, they were worried, and they thought that the teacher would not love them. Despite the negative feelings and thoughts, there were students who were excited and curious about school because they were going to start the school. Orientation activities carried out after they started the school increased the positive emotions of students, such as enjoying the school, being happy at the school, and being impatient to come to the school while reducing their negative emotions. Similar to students' views, parents also stated that the children had fun, they were happy, they felt warm towards the school, and they loved it. Thus, they did not feel anxiety about the school, and they overcame their fear of the school.

Regarding the sub-theme of the parents' own feelings, after this study, the researcher made the parents tell, "In the activities, we have done today; I felt .... The findings regarding the feelings of the parents obtained from the semi-structured interview form are given in Figure 4.

Feeling good (f=8)		Being like a child (f=4)
Being happy (f=5)	**EMOTIONS (Parents)**	Excited (f=3)
Being proud (f=2)		Rejoicing (f=3)
Having fun (f=4)		Togetherness (f=1)

Figure 4. Parents' opinions on the theme of emotions

Figure 4 displays that the parents stated that they felt good, happy, proud, and excited after the activities. They said they had fun in the activities by feeling like children; they felt together with other participants. The views of the parents on their feelings are as follows:

> *"...I felt very good and very happy."*
> *"...I felt good; we are as excited as our children."*
> *"...I remembered my first day at school; I went back 40 years."*

We noted below the opinions and observations of classroom teacher, prospective teachers and researcher regarding the emotions they observed in students and parents.

> *"...also, our students who came before you are eagerly waiting for you…" (Classroom Teacher)*
> *"...the students seemed uneasy in the first days of school, but now they come to school with a smile on their face. Besides they are looking forward to the next day's activities…" (Researcher)*
> *"...the students and their parents are smiling. They come to school with pleasure…" (Prospective Teacher)*

Stakeholders stated that the students participating in the creative drama activities confirmed that they came to school with pleasure, happiness, excitement, and willingness. In addition, students said that they

felt good at school and were looking forward to going to the school. Also, parents who participated in the activities were happy, proud, satisfied, and returned to their childhood because they experienced this process with their children. According to the attitudes of the students, parents, classroom teacher, prospective teacher, and the researcher, the family-teacher-students developed positive feelings towards school in the workshops.

After Application

After we carried out the orientation activities with creative drama activities, we evaluated the data collected from the students, classroom teacher, school administrator, parents, prospective teachers, and researcher, and the themes of "Assessment and Limitations-Challenges" emerged. The themes and sub-themes are given below.

1. Assessment Theme

As a result of the examination of the data obtained from the classroom teacher, school administrator, parents, prospective teachers and researcher, sub-themes "School Activities (Orientation)," "Evaluation of Orientation," "Parents Opinions," "Students Opinions" and "Prospective Teachers' Contribution" emerged. We explained the findings and attitudes regarding these sub-themes below.

Regarding the sub-theme School Activities for Orientation, the class teacher and school administrator stated that in the previous years, mostly short-term recognition games were played within the "giving gifts" and "welcome" activities to the students in the orientation program. In addition, they stated that they held informative meetings with the parents to determine the students' needs, but the parents generally did not participate in the orientation process activities. The school administrator stated the difference between the orientation activities carried out in previous years and the orientation activities based on creative drama as "The work we have done did not include such a play process as your activities. The activities you have done are different and the ones that involve the students in the process."

We evaluated the contribution of orientation activities carried out with creative drama from various aspects, from the observations and opinions of the classroom teacher, school administrator, parents, prospective teachers, and researcher. According to the classroom teacher's evaluation of these activities, the students took an active role in the activities, the game was used as a tool, and the students had fun. In addition, the school administrator stated that it was appropriate for its purpose, effective regarding education and training, and it was carried out as multidimensional with the participation of parents. According to the parents who evaluated the teaching-learning process, it was revealed that they were satisfied with the attention shown to the children (5 parents) and the activities (9 parents). In addition, the parents who participated in the study stated that these studies were different (3 parents) from the previous ones, useful/productive (8 parents) and they also expressed that the activities carried out were nice/good (4 parents) and effective (2 parents). The parents stated that the activities made positive contributions to the development of the students in various areas, such as physical (3 parents), mental (1 parent), self-confidence (2 parents), and empathy (3 parents). As a result of the assessment of the activities by the prospective teachers and the researcher, it was determined that they are beneficial for children to love the school and come willingly, socialize with each other, increase their interaction and communication, gain confidence in themselves and the school, get used to school and overcome their fear of school.

It was determined that the orientation activities increased curiosity and interest in students and were effective in adapting students to school and affected their emotions positively according to the opinions and observations of classroom teacher, school administrator, parents, and prospective teachers. In addition, the activities made each student active and provided effective communication and interaction between students, increased the ability to express themselves, and helped the students develop positive impressions about the school. The students reached the content that constitutes the orientation program through play processes, such as "become acquainted with, communication-interaction, orientation, confidence, place recognition, getting to know school staff, adopting class and school rules and

assessment." Moreover, these studies supported the physical, social and emotional development of students and developed empathy in parents.

Another dimension of this study was the parents participating in the activities. The classroom teacher, school administrator and researcher observed the parents throughout this study. According to these observations, the parents noticed the researcher and prospective teachers as a part of the school, found the activities interesting. While they first hesitated in the activities, they later joined voluntarily and had fun. In addition, the parents stated that the orientation studies were effective in the orientation of the students to the school.

The classroom teacher, prospective teacher, and researcher monitored and interviewed students during the creative drama activities. At the beginning of the activities, the students were shyness, hiding behind the parents, and cannot leave the parents. This research indicated that the activities disregarded such negative behaviors, and students developed positive attitudes and behaviors toward school. It was stated that the students were happy to participate in the orientation activities with drama, they saw the activities like games, and they looked forward to continuing the activities. Also, the attitudes observed in the students in the first days of the study like shyness, speaking in a low voice, and staying close to their parents decreased visibly at the end of this study. In addition, the behaviors, such as desire to go to school, to love school, asking questions about activities, and being close to researchers and prospective teachers developed. It was also determined that prospective teachers gained professional experience from these studies and contributed positively to their professional careers in terms of meeting and interacting with students.

> *"...I learned that they received drama education while talking to friends... The sooner they are introduced to the school environment, the more productive they will be..." (Classroom Teacher)*
>
> *"...these studies that I participated in provided a preliminary preparation for my future and offered the opportunity to broaden my perspective... it was an experience... it was enjoyable." (Prospective Teacher)*

We examined the attitudes of classroom teachers, and prospective teachers. The data showed that prospective teachers learned about what the orientation program was, how the program would be implemented and how it would be evaluated. The study enabled prospective teachers to gain professional experience in terms of observation and participation. The other stakeholders also stated that the prospective teachers were happy to be a part of the research process and they closely observed the research process. With multi-faceted interaction, the prospective teachers contributed easily to the application of creative drama activities, the coordination of students and parents, the elimination of problems in the process, and the one-to-one care with students.

2. Challenges-Limitations Theme

Creative drama activities emerged with multiple perspectives, which facilitates the orientation of first-grade primary school students to school. Besides the positive contributions of creative drama activities, we also encountered various problems during the application process. When children reached the age to start primary school, the ABPS automatically enrolled them in the school closest to their home. Parents were either not informed about this registration process or they were informed very late, which caused students not being able to attend the orientation activities held during the school adjustment week, the late arrivals missed the integration activities, and thus the late adjustment to the school occurs.

During orientation activities, the desks in the classroom narrowed the range of activities, so the creative drama activities considered to be in mutual interaction could not be carried out. Thus, the studies were conducted in the school garden. However, the school garden was available to all classes and parents distracted the students during the practices. Since the students at other levels wanted to watch the activities, it was not possible to move comfortably in the place where this study was managed. In addition, changes were made to the planned games since the ground of the school garden was not proper for the activities.

The students' classroom teacher did not participate in the creative drama practices and observed the practices remotely. This situation caused first-year students to feel closer to the researcher who conducted the application and the teacher candidates who supported the applications. This problem delayed them from getting to know their classroom teachers, getting along and generally adapting to each other.

The classroom teacher, teacher candidate, and researcher monitored the positive and negative attitudes of the parents and their effects on the students through creative drama. The parents who actively participated in the practices and did not interfere with their own children and other students, respected students' own decisions, and shared the excitement with the students were evaluated as holding at positive attitude. However, some of the parents ignored children's feelings, some of the parents wanted to stay with their children in the classroom, spoke instead of their children and intervened the process unnecessarily, became overprotective and forced them to participate in activities. These behaviors indicated the negative attitudes of the parents.

These problems should also be considered within the limitations of this research. It was determined as an important limitation that especially the classrooms in schools were not suitable for creative drama activities and therefore orientation training.

The fact that schools and teachers do not have a written program or plan regarding orientation training and that teachers try to carry out orientation training with their past habits has negatively affected the effects of different student-centered practices, such as creative drama.

The lack of a study by the school or national education to raise the awareness of parents of first-grade students led to communication conflicts, especially between parents and practitioners, in the implementation of creative drama activities.

All these situations were considered obstacles to the proper conduct of this research and problems, such as inadequacy of spaces, indifference of teachers, and lack of a planned orientation program, were foreseen and the creative drama process was planned and implemented as a solution to these problems. However, unforeseen and spontaneous situations, especially parents' involvement in the process, lack of information about orientation training, students having difficulties registering through the system, attending orientation training late or not attending it at all are important problems. However, the fact that the class in which the students would study was not clear from the beginning and the children constantly changed branches (classes) have emerged as the most important problem that could be encountered in orientation education.

DISCUSSION, CONCLUSION, and SUGGESTIONS

The orientation program consisting of "Become Acquainted with, Communication-Interaction, Orientation, Confidence, Place Recognition, Getting to Know School Staff, Adopting Class-School Rules and Assessment" workshops was organized through using creative drama activities. The attitudes of all the participants indicated that the creative drama activities contributed to the orientation of the students to the school.

Creative drama activities carried out together with communication, cooperation, trust, and interaction between student-parent-teacher had a positive effect on students' orientation to the school. It was determined that the difference between the pre-post observation scores of the orientation studies carried out was statistically significant ($p < .05$), which supports that this study achieved its purpose.

The findings obtained by examining the opinions and observations of students, teachers, administrator, parents and prospective teachers showed that orientation activities were attractive and orientation program has the features that stimulate emotions, and support students' and parents' development (Tam, 2021). In addition, the behaviors of the participants indicated that the creative drama activities were a holistic process that positively affected the participants mentally, physically, and emotionally. Çeliktürk (2011), Hui and Lau (2006), Tam (2016), and Taşçı and Dikici Sığırtmaç (2014) said that the integration

activities allow students to get to know each other, the school's units, teachers, parents, and school personnel.

The attitudes of all stakeholders showed that creative drama orientation activities strengthened the interaction between teachers, parents, and students. It also contributed positively to the skills, such as acting together, working in cooperation and getting used to the classroom teacher.

This study supported the idea that creative drama activities improved cooperation, self-control, social and life skills in previous studies in literature. In addition, it reduces the students' problematic behaviors, prejudges (Akhan et al., 2018; Akhan & Arık Karamık, 2019; Altıntaş, 2015; Aktaş et al., 2019; Bulut Özsezer, 2019; Demir, 2019; Akhan & Demir, 2020; Demir et al., 2020; Köksal Akyol, 2019; Şeren, 2021; Temel & Sapsağlam, 2018).

This study proved that the students who regularly participated in orientation activities behaved comfortably at school, came to school with pleasure, and adapted to school more easily. On the other hand, students who could not participate in the studies regularly behaved timidly. They had difficulty in getting used to school, friends and teachers and it was noticed that they had problems in initiating and maintaining activities. Some of the studies conducted on the orientation program, showed that when students do not participate in their activities regularly, they experience problems, such as not being able to communicate, not expressing themselves, starting and maintaining activities and daily life. It has been seen that there are problems that make it difficult to adapt to school (Borbélyová et al., 2018; Boriones, Gallego & Palomera, 2022; Güner & Kartal, 2019; Taşçı & Dikici Sığırtmaç 2014; Yalçın, 2017).

According to the views of the parents who actively participated in this study, children easily adapted to the school and loved the school. Besides, the parents were pleased to participate in such a program, and they knew the other parents and the teacher closely. Many other studies indicate that family participation gives confidence to the student and facilitates the student's orientation to the school (Correia & Marques-Pinto, 2016; Osher et al., 2010; Zupancic & Kavcic, 2011).

Participation of prospective teachers as participant observers in this study offered them the opportunity to have a different experience and improve their teaching skills. This result, which emerged as a latent product of this study, reveals the importance of the hidden curriculum in improving the teaching skills of teacher candidates. This result is significant in that it is consistent with the results of the research conducted by Köse (2023) and Özaslan (2019), which show the place of the hidden curriculum in teacher training. Also, the contribution of prospective teachers facilitated the research process and supported the research findings with their unbiased observations and opinions.

Suggestions
Current study supported that creative drama activities help students adapt to school and improve their social and affective skills. Based on this meaningful result, we developed the following recommendations. Orientation activities integrated with creative drama increase social skills, such as communication, cooperation and facilitate school orientation by supporting emotional development. Thus, studies on orientation to school should be revised with creative drama activities.

Creative drama activities increase the school-family cooperation and support the orientation of the students to the school. Therefore, before the orientation week, orientation activities based on creative drama activities between parents should be planned and implemented.

In the process of application of the orientation programs, the parents of the primary school first-grade students should be deemed to be on leave by their workplaces and their participation in the orientation programs should be ensured.

Primary school first-grade teachers should attend in-service training courses on creative drama to improve skills among students, such as communication, interaction, cooperation, and orientation to school. Orientation programs applied should be developed, planned, implemented, and evaluated by student-centered methods, such as creative drama in primary schools.

The period of the orientation program prepared by the Ministry of National Education can be extended and this period can be rearranged as at least five days and 15 lesson hours. Orientation activities should be integrated with primary school first-grade lessons and continued for at least two weeks. School-university interaction should be increased by ensuring that prospective teachers take part in orientation programs, and projects that will contribute to the professional development of teacher candidates should be developed. Activities and projects should be prepared in education faculties to improve the knowledge and skills of teacher candidates on how to conduct orientation training or this subject should be included in programs as an independent course. Finally, education faculties and national education directorates should work in cooperation for the orientation training of new students. Teacher candidates trained in education faculties should be ensured to participate in this orientation training.

Ethics and Conflict of Interest

This article was produced from the master's thesis titled "Development of Primary School Students' Adaptation to School with Creative Drama". This study was conducted between 5-13 September 2019 before the ethical rules were applied at the university. Despite this situation, necessary permissions were obtained for the present study from the Burdur Provincial Directorate of National Education through the Institute of Educational Sciences of Burdur Mehmet Akif Ersoy University/Türkiye, with the approval of the governorship dated 09 August 2019 and numbered "39958266-605.01-E.14730879." In addition to the permissions above, the applications were made after informing the school administrator, classroom teacher, students' parents and primary school first-grade students. There is no conflict of interest between the authors.

Author Contributions

The authors contributed equally to this study, 50% and 50%.

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