

A REVIEW OF CURRENT PROBLEMS IN TURKISH EDUCATION SYSTEM¹**Zehra KESER ÖZMANTAR***Asst Prof, Gaziantep University, zehrak eser@hotmail.com**ORCID: 0000-0002-6753-2621***Halil İbrahim AKTAŞ***Teacher, Gaziantep Provincial National Education Directorate,
Search and Development Department, halilibrahimaktas@hotmail.com**ORCID: 0000-0002-4973-6137**Received: 04.08.2018**Accepted: 21.12.2018***ABSTRACT**

The purpose of this research is to present the problems in Turkish education system from the perspectives of the educators involved within. The research is a phenomenological study. The study group is composed of 41 participants including teachers, school principals, deputy principals, educational inspectors and branch directors who study at Gaziantep University's Educational Administration, Supervision, Planning and Economics non-thesis master's program. The data was collected via "Form of Thematic Problems" and analyzed with the content analysis method. The research set forth the problems related to teachers, students, administrators, parents, physical substructure, financing and curriculum which represent the inputs of Turkish education system. The participants reported deficiencies and problems regarding each of these components. Analysis of data point to main problems with regard to teacher qualification, teacher professional development, job assignment and financial difficulties, working conditions; intense exam pressure, student discipline problems; socioeconomic level of families; assignment and training of administrators, management skills of administrators; school-parent relationships, parental involvement; the physical location, architectural structure and elements of school buildings; school budget, ignorance of regional differences regarding curricula documents, content-related issues, and teachers' familiarity of the programs. The study discusses the educational implications of the findings and suggests certain solutions to reported difficulties.

Keywords: Turkish education system, problems, system.

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INTRODUCTION

While the efficiency of a system is determined by the ratio of outputs to inputs, its effectiveness is defined by the achievement in the outputs, ability to reach goals and the ability to adapt to the environment. The efficiency and effectiveness of education are among the important subjects that sociologists, economists, policymakers and, of course, educational scientists work on. According to Ministry of National Education (MoNE) statistics (2017a), in Turkey, formal education features 18 million students, 1 million teachers and 65,000 schools. With the students in higher education and non-formal education, this number totals up to approximately 25 million. Therefore, it is seen that one out of every three people is directly involved in the education system of Turkey. However, it would be wrong to assert that only those who are receiving direct education service are affected by the efficiency and effectiveness of education system. There is not any field of occupation, social fact or economic activity which is not linked to education. Thus, the proper functioning and a problem-free education system are among the main pillars of the development of countries. For that reason, investment in and improvement of education creates a lasting impact on the entire nation. This impact leaves a positive mark when accompanied with the right planning, effective management, rational moves and changes.

An education system is an open and social system. All open systems are influenced by their environments and subsist by delivering products that will reintegrate back into the system through their own dynamics. According to Scott (2007), open systems are comprised of input, process, output, feedback and environment elements. The elements of the inputs are, human, financial, physical and knowledge resources; the processes are, technical competencies and outputs are, products, results and achievements. The education system involves systematic steps that build the social structure of this system. The elements of the open system model were shown in Figure 1.

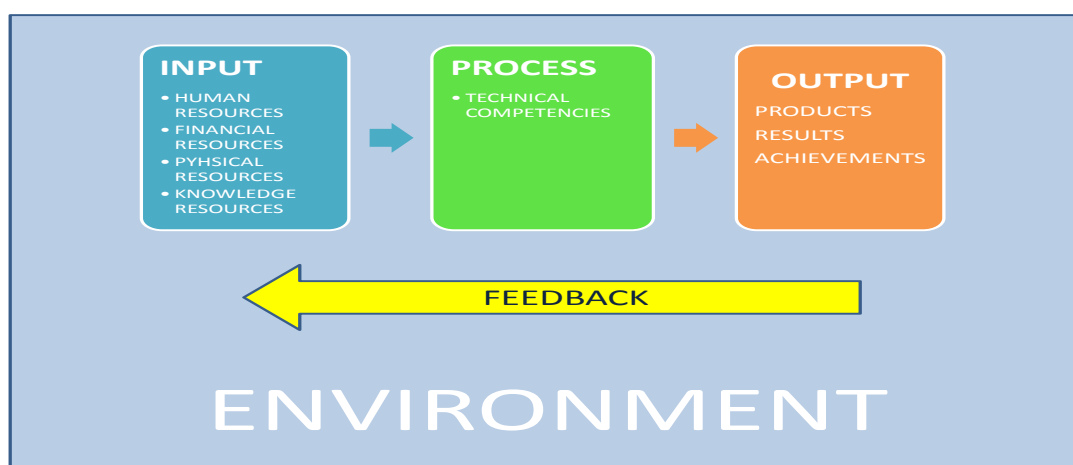


Figure 1. Open System Model

Başaran (2008) classifies these steps in the education system as follows: (1) *basic systems* consist of preschool, elementary and secondary education schools, non-formal education and in-service training centers, faculties, institutions, colleges, independent departments and similar educational institutions that produce education services, (2) *intermediary upper systems*, i.e. provincial and district directorates of national education, foreign education organizations and university rectorates that build a bridge between the basic system and upper systems at the top, and (3) *upper systems* such as central organization of MoNE, Council of Higher Education and Inter-university Council.

Schools, which are the sub-system of education, processes inputs from external environment and offer outputs to their environments. The continuity and quality of the system is dependent upon the correct processing of these inputs. When Turkish education system is considered holistically, it is seen that several problems dominate the system (Özyılmaz, 2013; Uygun, 2013). In addition, it can be said that the system becomes even more ineffective and inefficient when newly emerging needs and the fact of globalization are taken into consideration (Gedikoğlu, 2005). Therefore, the determination of the problems in the education system in a correct manner is expected to increase the persistency of the reforms to be made, strengthen the opportunity for achievement and lead education policies.

Upon the literature review, it is seen that the studies on the problems in Turkish education system are only focused on certain subject such as teachers and teacher training (Aydın, 2009; Demir and Arı, 2013; Ekinci, 2010; Gündüz and Can, 2011; Habacı, Karataş, Adıgüzelli, Ürker and Atıcı, 2013; Uygun, 2012), administrators and administration (Balci, 2000; Döş and Sağır, 2013; Erdem, 2007; Tanrıöğen and Yücel, 2007), curricula and education (Karacaoğlu and Acar, 2010; Yeşilyurt, 2013), measuring and evaluation (Gelbal and Kelecioğlu, 2007; Özdemir, 2009), mobile teaching (Recepoğlu, 2009) and financing (Kayıkçı and Akan, 2014; Özer, Demirtaş and Ateş, 2015). It is seen that the studies that discuss the education system as a whole (Demirtaş, 1988; Gedikoğlu, 2005; Gülcan, 2014; Gündüz and Can, 2011; Gür and Çelik, 2009; Kavak and Özdemir, 2007; Kösterelioğlu and Bayar, 2014; Özyılmaz, 2013; Uluğ, 1997; Uygun, 2013; Ünal, Yavuz and Küçükler, 2011; Yılmaz and Altinkurt, 2011) are only based on the perspectives of teachers, students and administrators or on document analysis.

However, this study aimed to investigate the issues related to teachers, students, administrators, parents, physical substructure, financing and curriculum which represent the inputs of education system, as a whole. The group from which the data was collected is comprised of teachers, school principals, deputy principals, educational inspectors and branch directors who are personally involved in Turkish education system and provide direct service, personally encounter the problems or are affected by such problems. The participants, whose opinions were received, all have postgraduate education in educational administration. Therefore, it can be said that the participants have a detailed view on the issues within the framework of educational sciences. In numerous qualitative and quantitative studies, the research shows that data collected using a scale or through interviews and the participants were not given the opportunity to reflect on the questions. However, while collecting data, this study gave a one-week preparation period for each topic (teacher, student,

administrator, parent, physical substructure, financing and curriculum) during postgraduate courses. In this way, the participants were given a chance to reflect on and then convey their real life experiences. In this sense, this study differs from the others in that the scope of research is broad, the data collection period spans over time, the participants are personally involved into the system and they have academic backgrounds.

In line with these explanations, this research aims to investigate the problems related to teachers, students, administrators, parents, physical substructure, financing and curriculum from the perspective of teachers, school principals, deputy principals, educational inspectors and branch directors who serve for Turkish education system at different levels.

METHOD

This research adopts a phenomenological approach which aims to gain insights into the participants' lived-on experiences. This approach has rooted into the idea that behaviors are determined by the phenomenon of experience rather than the reality that can be defined externally, objectively and physically (Robson, 2015: 652). In phenomenological research, the researcher tries to obtain new information about the known or unknown phenomena by conducting close and long-term discussions with the individuals and groups to be examined (Gürbüz and Şahin, 2014). All participants of the study are individuals who are involved in Turkish education system and experience the problems. Also, the data collection process was extended over 14 weeks and the researcher tried to establish a close relationship with the participants.

Study Group

The study group is composed of 41 participants who study at Gaziantep University's Educational Administration, Supervision, Planning and Economics non-thesis master's program and work in an educational institution. Background information about the participants is provided in Table 1.

Table 1. Participants' Personal Information

Type of Institution	Preschool	Elementary School	Secondary School	High School	Directorate of National Education	Total
Teacher	1	8	-	1	-	10
Deputy Prin.	1	15	3	-	-	19
School Principal	-	4	2	-	-	6
Educational Inspector	-	-	-	-	2	2
Branch Director	-	-	-	-	4	4
Total	2	27	5	1	6	41

When Table 1 is examined, a wide variety of participants took part in this study. They were working in different educational institutions and held different occupational positions including deputy principals, school principals, educational inspectors and branch directors.

Collection of Data

The research data was collected within the scope of the course "Current Problems in Turkish Education System" from 41 graduate students who study at Gaziantep University's Educational Administration, Supervision, Planning and Economics non-thesis master's program. The instructor (also the researcher) who was responsible for the course provide basic information to the students about the system's approach, the structure of Turkish education system and problem-solving under the course during the first four weeks. The participants/students were informed of the progress of the course in upcoming weeks and data collection process. The data for this study were collected via a "Form of Thematic Problems" which was created by the instructor (i.e. first author). At this form the inputs of educational system such as human, financial, physical and knowledge resources was detailed and structured around seven main themes: teachers, students, administrators, parents, physical substructure, financing and curriculum (Sarpkaya, 2008) and hence included in the data collection tool. Participants were asked to write down the problems about the each theme on a weekly basis and these notes were discussed later in the class. The form contained participant information, theme of the week and the relevant titles of "Fundamental Problems in this Area" and "Impact of Problem" (on education system, schools, employees, students, parents, etc.). The participants started to fill in the forms as of the 6th week of the course. Even though 41 students were enrolled in the course, the number of participants/students whose opinions were received varied in each theme, depending on their attendance. Data were collected from 37 participants in the week when teacher-related problems of Turkish education system were discussed, 35 for the problems of students, 38 for the problems of administrators, 33 for the problems of parents, 33 for physical substructure, 26 for financing and 27 for the curriculum. Accordingly, totally 229 written forms were collected in seven weeks.

Data Analysis

A content analysis was conducted on the data obtained. During the content analysis, explicit and selective coding procedures were followed (Strauss & Corbin, 1990). In this respect, the data analysis process was initiated upon the computerizing and tabulation of the written forms. The data analysis was performed by two: one researcher and one educational scientist. The written data was repeatedly read and re-read to determine the emerging meanings. This yields initial form of the codes, being created from the answers given under each of the themes. The codes were later grouped and converted into categories on the basis of similarities and differences. While naming the categories, the literature and the sources of problems were taken as reference. Frequency values of the codes were provided in tables depending on their frequencies. The teachers were represented as T1, T2...; school principals as SP1, SP2...; deputy principals as DP1, DP2...; education inspectors as I1, I2...; and branch directors as BD1, BD2... for facilitation purposes and to keep participant names anonymous.

A third expert evaluated the categories and codes within the scope of reliability studies. The result of .82 was achieved with the formula of "Reliability=Agreement/(Agreement+Disagreement)" (Miles and Huberman,

1994), and reliability between the coders was ensured. The data collection process extended over the course period of 14 weeks. In this way, the researcher and the participants were able to have a long-term interaction. During the courses, the participants/students shared their opinions written on the forms and discussed them with other students. This allowed for a relatively easier and more accurate data interpretation. Randomly chosen codes were presented to five participants/students and the participants' confirmation was obtained. Moreover, an effort was made to ensure reliability through direct citations in case of unclear situations.

RESULTS

In this part, results obtained from the analyses under the relevant subtitle with each element of education system.

1. Results Regarding the Problems of Teachers

The opinions of teachers, school principals, deputy principals, education inspectors and branch directors on teacher problems in Turkish education system were coded, categorized and shown in Table 2 with frequency values.

Table 2. Opinions on Teacher Problems

CATEGORY	CODE	Teacher (n=9)	Deputy Principal (n=18)	Principal (n=6)	Educational Inspector (n=1)	Branch Director (n=3)	Total (n=37)
		f	f	f	f	f	f
MANAGERIAL	Inability to train teachers well enough	6	5	3	1	2	17
	Assignment problems	6	4	3	1	1	15
	Insufficient and inefficient in-service training	4	2	1	1	2	10
	Unfavorable working conditions at schools	4	3	3	-	-	10
	Theory based preparation at education faculties	3	5	-	-	-	8
	Union problems	3	3	1	-	1	8
	Relocation problems	4	3	-	-	1	8
	Mismatch of employment and training according to branch	3	2	-	-	1	6
	Student admission to education faculties	2	2	-	-	1	5
	Lack of career progression	1	2	1	1	-	5
	Training process of teacher candidates	-	2	1	1	-	4
	Restrictions arising from laws and regulations	1	1	-	-	-	2
	Reward system	2	-	-	-	-	2
	Audit system	-	-	-	1	-	1

PERSONAL	Inability to maintain professional development	2	8	4	1	-	15
	Professional inadequacy of teachers	3	6	2	1	1	13
	Communication problems	3	3	3	1	1	11
	Professional burnout	2	2	3	-	-	7
	Conflicts with administrators	-	-	-	-	1	1
SOCIAL	Low level of occupational prestige	2	4	2	1	2	11
	Poor social rights	3	5	1	-	1	10
	Challenging living conditions	1	4	-	-	-	5
ECONOMIC	Having financial difficulties	6	6	1	1	3	17
	Unjust Extra Hours	-	1	-	-	-	1

According to Table 2, it is seen that teachers are reported to have problems mostly in managerial (f=101) dimension which is followed by personal (f=47), social (f=26) and economic (f=18) problems. The points regarded by all participants in the research as common problematic areas were the titles of teacher training, assignment, in-service training, occupational inadequacy, communication, occupational prestige and financial difficulties. Table 2 points out that the participants are more sensitive to problems in areas that concern them. For example, only one education inspector mentioned the current audit system. Similarly, teachers, principals and deputy principals complained about unfavorable working conditions at schools. This situation can be interpreted as that those who do not work at the school appear to remain insensitive to the problems. While all participants except for branch directors emphasized the lack of career opportunities, only two teachers mentioned reward systems. In the study, majority of the participants considered the inability to maintain professional development because of legal barriers as a personal problem. In this regard, T3 said:

Education is a constitutional right. Unfortunately, this right is usurped for various reasons.

The teachers are unable to enrich their career processes. Education excuse should be reinstated.

Almost all teachers mentioned about financial difficulties. As they did not mention extra hour injustice, it might be inferred that additional lessons are distributed fairly.

2. Results Regarding the Problems of Students

The opinions of the participants regarding student problems in the Turkish education system are provided in Table 3.

Table 3. Opinions on Student Problems

CATEGORY	CODE	Teacher (n=9)	Deputy Principal (n=15)	Principal (n=5)	Educational Inspector (n=2)	Branch Director (n=4)	Total (n=35)
		f	f	f	f	f	f
PERSONAL	Discipline problems	3	4	3	1	1	12
	Absentee	2	2	3	1	2	10
	Poor social skills	1	4	-	1	-	6
	Exam anxiety and stress	3	1	-	1	1	6
	Lack of self-confidence	3	1	1	-	-	5
	Low readiness level	2	1	2	-	-	5
	Lack of motivation	2	1	-	-	2	5
	Not knowing how to study efficiently	2	1	1	-	-	5
	Health problems	1	1	-	-	1	3
	Inability to adapt to school	2	1	-	-	-	3
	Low academic success	1	1	1	-	-	3
	Native language problem	-	1	-	-	-	1
MANAGERIAL	Special education problem	1	5	2	-	1	9
	Unfavorable physical structure of school	2	3	1	1	-	7
	Crowded classrooms	2	-	1	1	2	6
	Opportunity gap	2	1	-	1	-	4
	Intense curricula	-	-	1	1	1	3
	Education in multi-grade classes	1	-	2	-	-	3
	Insufficient counseling	1	-	2	-	-	3
	Dual education	-	1	1	-	-	2
	Mobile teaching	1	-	-	1	-	2
	Central exams	-	-	-	1	-	1
	Schooling age	-	-	-	-	1	1
Frequent change of teachers during school year	1	-	-	-	-	1	
FAMILY RELATED	Low socioeconomic level	2	4	2	1	1	10
	Child labour (i.e. children forced to work)	-	2	1	1	1	5
	Expectation of high academic success	2	-	1	-	-	3
	Not sending girls to school	1	-	1	-	-	2
	Domestic violence	-	2	-	-	-	2
	Insufficient educational support	-	1	1	-	-	2
ENVIRONMENTAL	Negative impact of peers	1	3	1	-	-	5
	Adopting harmful habits	1	1	2	-	-	4
	Negative impact of technology	1	1	-	-	-	2
	School road safety issues	-	1	-	-	-	1

As seen in Table 3, the participants regarded the students as the source of student-related problems and drew the most attention to personal (f=64) problems. Thereafter it is observed that managerial (f=42) and family related (f=24) problems highly affect educational life of students. Family related problems included the family's low socioeconomic level, children forced to work, family expectation of high academic success, domestic violence, not sending girls to school and not taking care of child's education sufficiently were identified as problems. Although the expectation for high academic success is given importance while effectively choosing a school, the wrong guidance underlies exam anxiety which is demonstrated to be a student-driven problem. A teacher (T3) explained this problem as follows:

Parents who have high expectations become an element of fear for students. A student who continuously has anxiety for success develops health issues as well as psychological problems.

Peer effects, adopting harmful habits from the environment and the negative impact of technology are highlighted as environmental (f=12) problems. A deputy principal (DP9) made the following statement which reveals the relationship between environmental factors and personal problems such as discipline, social skills, self-confidence, motivation, adaptation to school and academic success:

Today's tech-savvy children are completely detached from social life; they do not come together and do an activity. And this turns them into a generation which is distant from society and sharing.

3. Results Regarding the Problems of Administrators

Opinions regarding the problems of administrators in Turkish education system are shown in Table 4.

Table 4. Opinions on Administrator Problems

CATEGORY	CODE	Teacher (n=10)	Deputy Principal (n=16)	Principal (n=6)	Educational Inspector (n=2)	Branch Director (n=4)	Total (n=38)
		f	f	f	f	f	f
MANAGERIAL	Administrator assignment system	6	12	4	1	4	27
	Professional development of administrators	2	7	3	1	-	13
	Required to look for financial resources	1	3	2	-	1	7
	Non-professionalization of administration (not being regarded as an occupation)	1	3	2	-	-	6
	Intense workload	1	1	2	-	1	5
	Insufficiency of in-service training activities	1	1	1	-	2	5
	Bureaucracy impacting negatively on school management	1	1	1	-	1	4

	Political pressure	1	-	2	-	1	4
	Imbalance of authority and responsibility	-	1	2	1	-	4
	Inadequate pay	-	2	-	-	-	2
	Insufficient staff	-	-	1	-	-	1
	Physically deficient buildings	-	-	1	-	-	1
	Lack of communication skills	6	2	3	1	2	14
	Lack of managerial skills	5	3	3	-	2	13
	Inability to self-improvement	4	1	4	1	2	12
	Unjust treatment towards staff	4	1	2	-	1	8
	Insensitivity to school-related problems	1	-	1	-	2	4
PERSONAL	Not including stakeholders into decision-making process	1	1	1	-	1	4
	Inadequate auditing	1	-	2	-	1	4
	Tendency to punish	1	-	1	-	2	4
	Insufficient legislative information	1	-	1	-	2	4
	Not making plans	1	-	2	-	-	3
	Fear of returning to teaching profession	-	1	1	-	-	2
	Conflict between administrators	1	1	-	-	-	2
	Conducting union activities at school	-	1	-	-	-	1

Table 4 shows that, according to the participant's opinions, the problems of administrators in the Turkish education system gather under two categories, i.e. managerial (f=79) and personal (f=75). Both have very close frequency values.

A lack of an established administrator assignment and improvement system is worthy of attention among managerial problems. Finding resources for the school budget, non-professionalization of administration, intense workload of administrators, the imbalance of authority and responsibility, insufficiency of in-service trainings, negative impact of bureaucracy on school management and political pressure are considered to be significant problems of administrators. The lack of management and communication skills is notably mentioned as a personal problem. There are two problems that all participants have consensus upon. One is the administrator assignment system, the other is the inability of administrators to improve themselves. BD3 made these two problems more meaningful with the following words:

Frequent changes in the administrator assignment system cause serious concern for the future of administrators and administrator candidates, and therefore they become anxious to keep their positions instead of looking for ways to improve the school.

In a detailed examination of Table 4, school principals and deputy principals who have administrative positions emphasize managerial problems while teachers highlight the personal problems of administrators. This situation can be associated with the deficiencies of administrators in terms of self-evaluation.

4. Results Regarding Problems of Parents

Table 5 shows the problems of parents in the Turkish education system according to opinions of the participants.

Table 5. Opinions on the Problems of Parents

CATEGORY	CODE	Teacher (n=8)	Deputy Principal (n=15)	Principal (n=6)	Educational Inspector (n=2)	Branch Director (n=2)	Total (n=33)
		f	f	f	f	f	f
FAMILY-RELATED	Communication	5	9	4	2	1	21
	Lack of interest	6	4	4	2	2	18
	Low educational level	3	3	3	1	1	11
	Not participating in school activities like parent meetings, etc.	-	5	4	-	-	9
	Poor childrearing skills	2	2	3	-	1	8
	Not giving importance to education	1	4	3	-	-	8
	Low socioeconomic level	1	3	2	1	-	7
	Intervening with teachers	2	2	-	1	-	5
	Only focusing on academic success	1	-	3	-	-	4
	Violence against children	2	-	1	-	1	4
	Domestic problems	1	-	2	-	-	3
	Not sending girls to school	-	-	1	-	-	1
	Unnecessary use of hotline 147	-	-	1	-	-	1
	SCHOOL-RELATED	Ineffective parent-teacher association	1	3	1	-	-
Collecting money for school		1	1	1	-	-	3
Student transfers		-	1	-	-	-	1

According to Table 5, it is seen that majority of parent problems are family-related (f=100) while school-related (f=9) problems have a low frequency. The communication problems between the parent and the school, irresponsibility and low education level of parents are clear issues highlighted in family-related problems. Poor childrearing, inability to understand the importance of the education process, low socioeconomic status, not participating in school activities such as parent meetings, intervening with the teachers, only focusing on academic success, violence against children and domestic issues are among other parent-related problems that have negative impact on students. Ineffective school-parent associations and collecting money for school stand out in school-related problems.

Even though mentioned rarely by the participants, it is seen that school-related problems underlie family-related problems. T4 provides an example regarding the high-frequency and family-related problems such as communication (f=21), lack of interest (f=18), not participating in school activities (f=9) and low socioeconomic level (f=7) are closely associated with the problem of collecting money for school (f=3). The explanation is as follows:

Parents cannot establish a healthy communication with school and teachers; they distance themselves from education worrying that they will always be asked for money.

5. Results Regarding the Physical Infrastructure Problems

Opinions regarding the physical infrastructure which is among the important problems in Turkish education system, were coded, categorized and given in Table 6 with frequency values.

Table 6. Opinions on the Physical Infrastructure Problems

CATEGORY	CODE	Teacher (n=8)	Deputy Principal (n=11)	Principal (n=4)	Educational Inspector (n=1)	Branch Director (n=3)	Total (n=27)
		f	f	f	f	f	f
CONSTRUCTION	Inappropriate physical location	6	1	3	1	1	12
	Inappropriate architectural structure of buildings	2	4	2	-	2	10
	Lack of venues such as workshop, laboratory, library, multi-purpose hall, etc.	4	2	2	-	-	8
	Insufficient number of classrooms	2	2	3	-	1	8
	Lack of technological infrastructure and equipment	3	2	1	-	1	7
	Inappropriate design of schoolyards	1	3	3	-	-	7
	Unsuitability of schools for disabled students	3	-	2	-	1	6
	Inappropriate heating, cooling and lightning systems	2	1	1	-	1	5
	Outdated classroom designs	-	2	3	-	-	5
UTILIZATION	Maintenance and repair expenses	3	6	3	-	1	13
	Hygiene problems	4	4	3	-	1	12
	Crowded classrooms	2	-	1	-	-	3
	Insufficient funding budget	1	1	-	-	1	3

According to Table 6, physical infrastructure problems were collected under construction (f=68) and utilization (f=31) categories. It can be said that insufficient funding for utilization may bring about maintenance, repair

and cleaning problems. DP9 associated maintenance and repair expenses directly, and SP5 associated hygiene indirectly with financial possibilities:

As maintenance and repairs cost a lot for schools and resources are not sufficient, these deficiencies cannot be made up. (DP9)

Insufficient cleaning at schools, lack of janitors, the fact that cleaning products are not covered by the Ministry of National Education... (SP5)

In Table 6, the participants highlighted the problems about education venues; however, they did not point out any problems regarding managerial areas and auxiliary service units.

6. Results Regarding the Financing Problems

The participants' comments regarding the financial problems in the Turkish education system were analyzed and provided in Table 7 with frequency values.

Table 7. Opinions on Financing Problems

CATEGORY	CODE	Teacher (n=8)	Deputy Principal (n=12)	Principal (n=4)	Branch Director (n=2)	Total (n=26)
		f	f	f	f	f
RELATED TO THE MINISTRY OF NATIONAL EDUCATION	Insufficient budget allocation for education	5	7	3	1	16
	Lack of funding allowances for elementary and secondary schools	5	8	2	-	15
	Ineffective use of resources	3	3	3	1	10
	Low salaries of teachers	2	2	1	-	5
	Uneven distribution of financial resources	2	1	1	-	4
	High educational costs	1	1	1	-	3
	Lack of janitors	2	1	-	-	3
	Not supporting students that have financial difficulties	-	-	-	1	1
FAMILY- RELATED	Insufficient support by parents for schools	1	-	-	1	2
	Rapidly increasing number of students	-	1	-	-	1

As it is seen in Table 7, all participant groups regarded insufficient budget allocation for education (f=16) and ineffective use of resources (f=10) as common problems. With respect to the use of resources, SP3 said:

While some educational institutions have serious resource problems, some of them waste such resources. Wastage should be avoided in ministry-level educational costs, and it should be observed whether the aid serves for a purpose or not.

DP19 emphasized rapidly increasing number of students:

Rapidly increasing number of students causes difficulties in supplying school, classroom and education equipment and thus, restrictions are applied owing to the lack of financing.

The evaluations of SP3 and DP19 are very important findings as they underlie the fact that financial problems cannot be solved completely even if more budget is allocated to education.

7. Results Regarding Curriculum Problems

The curriculum is a problematic area that applies to all levels in the Turkish education system from preschools to higher education. Table 8 shows the relevant opinions.

Table 8. Opinions on Curriculum Problems

CATEGORY	CODE	Teacher (n=9)	Deputy Principal (n=16)	Principal (n=4)	Educational Inspector (n=7)	Branch Director (n=2)	Total (n=33)
		f	f	f	f	f	f
PREPARATION	Not taking regional differences into account	3	12	1	-	1	17
	Content-related problems in the programs	5	5	2	1	1	14
	Lack of a national program	5	6	1	-	-	12
	Not receiving opinions from stakeholders	2	2	1	-	-	5
	Having political influence	1	1	1	1	1	5
	Insufficient pilot implementation	2	1	-	-	-	3
	Continuously changing curricula documents	1	-	-	-	1	2
IMPLEMENTATION	Insufficient promotion of programs	3	3	1	1	-	8
	Insufficiency of materials and equipment	3	3	1	-	-	7
	Lack of information and equipment for teachers	2	1	2	-	-	5
	Teachers' failure to comply with the program philosophy	2	-	1	-	-	3
	Inadequacy of physical conditions	-	1	2	-	-	3
	Non-conformity with the exam system	2	1	-	-	-	3
	Teachers not following curriculum	-	1	-	-	-	1

As it is seen in Table 8, the participants greatly mentioned the problems related to the preparation (f=53) as well as the implementation of curricula (f=35). Not taking regional differences into account during the preparation of curricula, a lack of a national program and not receiving the opinions of stakeholders are explanations supporting the idea that they, i.e. the educators, should be put in the center instead of political influences in the preparation of education programs. In this respect, DP4 and BD4 said:

The attempt exists to implement the same curricula from foreign countries in exactly the same way. There is a lack of programs that are compliant with our own climate, culture, values, expectations, etc.”(DP4)

Making curricula changes every new government because of the fact that the content of curricula is determined according to the politicians governing the state... (BD4)

As for implementation problems, almost all participant groups mentioned that the teachers in particular were not ready for the curricula. T10 and T3 stated their opinions with this respect as follows:

The Ministry of National Education changes the training programs continuously; however, it does not offer a preliminary training for the implementers. The educators, who do not know how to implement the programs that are prepared on paper and given to them, cannot internalize the programs. (T10)

Imposing programs upon the implementers without changing the mentality... Expecting from the essentialist teacher to implement the constructivist approach in an instant... (T3)

The fact that branch directors did not mention any problems that they can be associated with implies they do not follow educational problems closely.

DISCUSSION

In this research, it was seen that 41 participants had duties at different levels within the Turkish education system and expressed their opinions regarding 136 different problems about teachers (24), students (34), administrators (25), parents (16), physical substructure (13), financing (10) and curricula (14). It is known that some of these problems have been in question within the system for years. It is seen that the problems, despite belonging to different categories, are not independent of each other and by leading to further problems within the education system this negatively impacts several dimensions of the education system as well as the broader environment including the graduates, who are the outputs of education, in terms of job satisfaction and information. It is thought that these problems, which create a domino effect and increasingly ossify, can only be solved by finding the underlying causes. A discussion regarding the different dimensions of findings are examined below in a detailed manner.

1. Discussion Regarding the Problems of Teachers

According to the research results, the underlying cause of teacher problems is the issue of inability to train teachers. Despite of successful examples like village institutes, the facts include that Turkey does not have a tradition of training teachers (Yılmaz and Altinkurt, 2011), the assignment of university graduates other than the graduates from the education faculty as teachers following pedagogical formation (Azar, 2011) and the

inability of teacher training problems to infuse lifelong learning competencies into teacher candidates (Kazu and Demiralp, 2016) cannot sufficiently support teacher candidates before their service. It can be said that there is a need for redefining the teaching profession, robustly clarifying the status of teachers and making innovations in teacher training programs.

According to the research findings, the participants expressed that assignment and relocation were among the problems of teachers and there was a serious mismatch in training and employing teachers as per their specialties. In Avşar's (2007) research, it was observed that the coordination and collaboration among the Higher Education Council, which is responsible for teacher training, the MoNE, which is responsible for the assignment and the State Personnel Administration, which plans the assignments, have never been at a desired level in the teacher training and assignment policies. Quantity has been focused on rather than quality in teacher trainings and assignments.

Besides pre-service problems, in-service improvement of teachers is also another problem source mentioned by the participants. According to the research findings, in-service trainings are unfruitful and far from reaching their goals in meeting certain educational requirements. In earlier researches (Avşar, 2006; Başkan, 2001; Eyecisoy, 2014; Karasolak, Tanriseven and Yavuz, 2013; Nartgün, 2006; Saka, 2005; Sezer, 2006; Uçar, 2005), conclusion similar to those in this research were drawn and the following facts were asserted: in-service trainings do not meet the requirements of teachers, the trainings are not conducted efficiently at proper times and locations, several setbacks and problems occur during implementation, educators are not competent enough in their fields, suitable methods and techniques are not used in trainings, the evaluation phase is insufficient and in-service trainings are unproductive and inadequate generally.

Participants also reported that a lack of career opportunities constitute a disadvantage against teachers improving themselves. It has also been concluded that although it was created as per merit and justice criteria, the Regulation on Climbing Career Ladders of the Teaching Profession introduced in 2005 by the Ministry of National Education does not serve its exact purpose because it is not being implemented continuously and is being conducted in an unplanned fashion (Demir, 2011). The regulation has a very low level of acceptance with the thought that the increased pays for expert and head teachers would influence the relationship between the teachers negatively (Boydak Özcan and Kaya, 2009; Deniz, 2009). Similarly, according to research results of Nartgün and Ural (2007), a great majority of teachers had negative thoughts on the implementation of climbing career ladders in raising social status of teachers, effectiveness in teaching process and increasing job satisfaction, allowing for professional developments, enhancing the sense of belonging, providing opportunity of using skills and capabilities. These results point out a need for a correct and fair career development system. However, research conducted by Sağ (2004) concluded that an open and objective career development process in educational organizations would be a pathway to increase the motivation, professional development and work commitment of teachers.

The research also concluded that union activities separated the teachers as the unions have deviated from their goal of existence by having political influences. Kahraman (2016) argue that many educators do not join a union for the fear of getting labelled, unions which conduct activities in a divided manner have weakened, and members who join the unions only with personal interests such as obtaining internal positions and promotions, support the findings.

The research has concluded that a reward system is necessary for the motivation of teachers; however, subjective rewarding would bear negative results. Similarly, Keskin (2010) also stated that a rewarding method was a motivating element for administrators and teachers but the reward system applied by the Ministry of Education was not transparent and fair in evaluation process and senior managers did not exhibit an objective attitude. Onuk (2015) also stated that the rewards ensured motivation to a certain degree, and the use of other equivalent incentives and attractive rewards would drive employees.

Individuals who work in fields like education and healthcare and are in direct interaction with people have more potential to experience occupational burnout. Considering the unfavorable working conditions and problems within education system, it is accepted as normal when the educators start to have negative feelings about themselves, their professions and students, leading to burnout effect. Most research in the literature concluded that the teachers experience occupational burnout. While burnout levels of teachers are normal according to Arıcan (2009), burnout scores of teachers are moderate in Cinay's (2015) research.

Another problem with occupational burnout is the fact that the prestige of the teaching profession is decreasing daily. The social rights of teachers whose life standards are low do not present an appealing image (Akdemir, 2013; Gökyer and Özer, 2015). According to Başkan (2001), the research on teaching professions and the social status of teachers highlights the social status of teachers fluctuates in time and the deficiencies in teacher training system. The financial difficulties and frequent changes in assignment criteria have caused a great status deprivation for teachers in Turkey in the recent years.

Many studies (Doğan, 2005; Güven, 2003) conclude that the salaries are found to be low and teachers have financial hardship. This situation decreases occupational prestige. The participants of this study also made similar observations.

2. Discussion Regarding the Problems of Students

The findings suggest that managerial, personal, family-related and environmental factors are the source of student-related problems. In the literature, most of the research has been about the reasons and impacts of student absentee, and have found that this situation considerably affects academic success of the students. The research has concluded that absenteeism, which is shown to be among personal problems, may be due to students and families (Özbaşı; 2010) as well as school administration, teachers and academic concern (Altinkurt,

2008). Önder (2017), on the other hand, concluded that absenteeism in the secondary school was generally due to the students themselves and their student circles.

The findings also suggest that disciplinary issues in the secondary and high school levels are among the problematic areas that mostly affect the education process. Akar (2006) mentioned the problems such as bullying, smoking, disrupting the progress of courses, disrespecting the teachers and possessing sharp tools were the most frequent disciplinary issues in the secondary education schools. According to Gözütok (2000), the students who demonstrate undesirable behaviors are mostly those that have low levels of academic success, suffer some psychological problems, are generally from lower socioeconomic level and have irregular family structures (cf. Çimen and Karaboğa, 2015).

It has been found that crowded classes make classroom management difficult for teachers and causes many problems within the classroom. Crowded classrooms is one of the most important problems in the Turkish education system (Ayrangöl and Tekdere, 2014) and it underscored making classroom management difficult for the teachers, prolonging the process of knowing the students and putting teacher-centered education forward (Yılmaz and Altinkurt, 2011).

This study reached the conclusions that the students who are in need of special education are ignored and the implementation of inclusive education is inefficient. Similarly, research conducted by Saraç and Çolak (2012) has asserted that the wishes of elementary school teachers are not taken into account regarding implementations of inclusion at elementary schools and such implementations are carried out under inappropriate physical conditions.

This study has also pointed out the fact of opportunity gaps in Turkish education system. This is a common problematic area among underdeveloped and developing countries (Lall and House, 2005; Yılmaz and Altinkurt, 2011). An increase in educational inequality also gives rises to social stratification. Families with economic and cultural advantages benefit more from the education system. Girls, poor families and those living in rural and eastern regions represent disadvantageous group in terms of accessing to education.

Central exams, and therefore exam anxiety, and student stress constitute a serious source of the problem, according to the participants. It was observed that central exams decreased the interest of students in schooling and pushed rote-learning to the forefront by setting the schools aside (Yılmaz and Altinkurt, 2011). According to Baltaş (2009), central exams lead to competition among the students and further increase the anxiety with the fear of failure because of the compelling impact of families. As the students cannot plan time well because of exam anxiety and stress, their performances decrease (Genç, 2013; Hanımoğlu and İnanç, 2011; Öztürk and Aksoy, 2014) and thus they go round in circles.

According to participants, the low socioeconomic level of families has a negative impact on education process and academic success of the students. Several researchers (Aslan, 2017; Duman, 2006; Gökyer and Doğan,

2016) provide evidence in support of this assertion. The fact that families are focusing on economic problems makes it difficult for them to center upon academic issues while fulfilling their parenting responsibilities, and hinders getting professional help when needed.

3. Discussion Regarding the Problems of Administrators

The problems of administrators are collected under two categories: managerial and personal. Attention is drawn to the problems regarding the administrator assignment and training system within managerial problems while the participants mention that a fair administrator assignment system cannot be formed and the principle of merit is violated. The lack of standards for training and assignment of school administrators in Turkey (Şişman and Turan, 2002), assigning administrators from teachers based on the principle of “What really matters is teaching in profession”, and mixing up the duty values of teachers and administrators have resulted in a type of “teacher principal” (Cemaloğlu, 2005). This poses a critical obstacle against the institutionalization and professionalization of school administration (Ağaoğlu et al., 2012). As the existing administrator training programs are far from being able to respond to needs, university programs are inadequate in terms of content and the dimension of implementation has shortcomings. Baran’s (2015) study asserts that Educational Administration, Supervision, Planning and Economics program falls short in making school administrators gain the competencies that are necessary for an effective school management. By the influence of political power, assignments that are far from being objective and merit-based have turned into a chronic public issue (Akın, 2012; Korkmaz, 2005; Özmen and Kömürlü, 2010).

The insufficiency of in-service training activities is another problem of the administrators. Several researchers emphasized that in-service trainings organized for the administrators are insufficient (Arabacı, Şanlı and Altun, 2015; Sarıca, 2006; Özcan and Bakioğlu, 2010) and the administrators learn the profession through trial-and-error method on the job (Akçadağ, 2014).

It can be a cause of concern for administrators to consider a return to the classroom as teachers due to non-professionalization of educational administration which therefore means lack of occupational assurance and through certain regulations by favor of the political power, can be regarded as arbitrary (Cemaloğlu, 2005). According to Arabacı et al. (2015), school administrators who work upon delegations feel themselves to be temporary, have concerns for getting dismissed, cannot serve for the goals of schools and evade responsibilities.

Insufficient or lack of allowances for schools (Kayıkçı and Akan, 2014; Yamaç, 2010) presents the school administrators with the problem of searching resources for the school budget. Many researchers (Alpay, 2011; Çinkır, 2010; Meşe, 2009) assert that school principals are in search for resources to supply the needs of schools. The consequence of this search means that school principals become unable to deal with educational problems sufficiently, ask for contributions from parents and as a result of these initiatives, they often face investigations. Another dimension of inadequate allowances manifests itself as the lack of janitors and officers

(Koç, 2012). School principals take initiatives to overcome this problem. However, the imbalance of authority and responsibility encountered by the school principals (Keser and Gedikoğlu, 2008) pushes the problems towards insolvability.

Management skills can be regarded as the source of difference between schools, as all schools are administered as per the same legislation and all administrators are given equal authorities and responsibilities. The findings of this study draws attention to the lack of management and communication skills within the personal problems of school administrators. Contrary to the conclusions of Şekerci and Aypay (2009) that school administrators demonstrate managerial skills at a good level, administrative competencies of elementary school principals were found less sufficient by the teachers and inspectors in the conclusions of Yıldırım and Aslan (2008). Both studies were carried out in different years and on different sampling groups. This supports the conclusion that managerial skills depend on personal competencies.

Not including stakeholders into decision-making process is one of the administrator problems. Particularly the studies that were conducted in the early 2000s (Çalık and Şehitoğlu, 2006; Karaköse and Kocabaş, 2006) suggested that the principle of joint decision-making process in the management was not implemented at schools sufficiently. However, the studies in the 2010s (Doğan, Uğurlu, Yıldırım and Karabulut, 2013; Turan, Yıldırım and Aydoğdu, 2012) have concluded that school principals attach importance to using joint decision-making techniques and try to carry these techniques into effect. This positive indicator shows some promise that the problems can be solved through personal transformations even if the system is not altered.

4. Discussion Regarding the Problems of Parents

According to the results, the problems of parents in the Turkish education system are seen as either family-related or school-related problems. The participants have emphasized family-related problems more than school-related ones.

Among the family-related problems of parents, a high frequency of communication problems between the parents and the school was clear. In the research, it has been concluded that the parents do not have a healthy and appropriate communication with the administrators and teachers, and various communication difficulties exist (Binicioğlu, 2010; Çelik, 2005; Kandemir, 2010).

The studies with parent-teacher associations (Akbaşlı, 2007; Çelik, 2005; Dolaman, 2015) have concluded that these associations do not do their duties, the parents remain distant from the schools because of these associations' manners of work, members of parent-teacher associations try to manage the school and do not pay attention to the opinions of parents outside of the association, school administration makes parent-teacher associations choose the people whom they can steer and thus, parents are unwilling to join. It is seen also in this study that the ineffectiveness of parent-teacher associations, which have a key role in cooperation

and communication of the schools and families, not only is the source of problem but also prevents finding a solution.

Low educational level forms the basis of family-related problems. Like this study, similar research (Bıçak and Kırmızı, 2012; Binicioğlu, 2010; Lynch, 2015; Ünal, Yıldırım and Çelik, 2010) also reveals that parents are unconscious in regards to the education of their children and do not spare enough time for them. In Kotaman's (2008) study, a significant relationship is seen between the parents' educational level and their participation to the education of their children. The family's low educational level and poor belief in education has a negative impact on the communication between school and family as well as the participation of family. Dolaman (2015) concluded that the schools could not plan parent interviews due to intense workload. On the other hand, it is known that "interested" families focus on only academic success (Selanik Ay and Aydoğdu, 2016) and this creates pressure on the students and teachers.

According to the research findings - like in student problems - low socioeconomic level of parents is an important problem. Orman (2012) found that parents with high socioeconomic level participated in classroom-parent meetings more often and the children of such parents had higher year-end grade-point averages than others. Research by Binicioğlu (2010) and Dolaman (2015), found that families that do not visit the school due to the anxiety of being asked for money is connected with the conclusions of research. Depending on all these conclusions, it can be said that the socioeconomic level of parents has an influence in terms of the students' success and the participation of parents in school life.

Having domestic issues is also another problematic area that is related to parents. Altunkaya's (2010) research concluded that attendance, interest in lessons and success levels of students whose parents got divorced, showed declines. Family life influences the child's entire life and therefore education life directly.

Another situation in contrast to the indifference of families shows parents intervening with the teachers due to excessive interest. According to the research completed by Erdoğan and Demirkasımoğlu (2010) as well as Selanik Ay and Aydoğdu (2016), there are certain problems related to the participation of parents at schools and some parents try to intervene with the teachers. A structured parent-teacher association may contribute to the resolution of this problem.

5. Discussion Regarding Physical Infrastructure Problems

When physical infrastructure problems in Turkish education system are considered, they appear to be more related to the category of building constructions, and managerial problems are less related. According to the research findings, it is seen that the physical location and elements of school buildings are not built appropriately to accommodate the development levels of students; architectural structures of schools are inconvenient; multi-purpose halls such as workshops, libraries, etc. as well as the classrooms are scarce in number; schoolyards are inadequate in various aspects; heating, cooling, air conditioning systems are

insufficient and class structures are not suitable for a modern understanding of education. The studies conducted (Al Şensoy and Sağsöz, 2015; Aydoğın, 2012; Karasolak, 2009; Terziođlu, 2005) demonstrate that all these problems are among the factors that impact the education process negatively.

Several studies on physical conditions of public schools in Turkey (Arslan Karaküçük, 2008; Başar, 2003; Döş and Sađır, 2013; ERG, 2016: 17-27; Kaya, 2010; Sarıışık and Düşkün, 2016) detected inadequacies. As per 2015-2019 Strategic Plan published by the Ministry of National Education, the rate of public schools in Turkey which have sports hall is 8.4% according to 2014 data. The rate of public schools with library is 39.2% and with conference hall is 36% (MoNE, 2015). On the other hand, it is interesting that physical conditions and overall efficiencies of private schools in Turkey are protected under the "Directive on the Standards of Private Education Institutions". As per this directive, areas which are not mandatory for public schools (e.g., library, indoor sports hall, music classroom, visual arts classroom, dining hall) not only are made obligatory but also have certain size conditions for private schools (MoNE, 2017b). Applying these standards also to public schools will contribute to improving physical conditions.

The participants also point out that physical areas of schools are not suitable for disabled students and schoolyards are both qualitatively and quantitatively inadequate. The insufficiency of schoolyards may not only impact physical and mental developments of children negatively but also be a determinant in their success levels (Arslan Muhacir and Yavuz Özalp, 2011). Upon the examination of schoolyards in terms of landscape architecture (Kuş, 2001), it was found that many schoolyards were not suitable for use, were quite narrow, were unsatisfying in the sense of equipment and playtime and green areas were not attached enough importance (Aksu and Demirel, 2011). The inadequacy of this first area that welcomes the students and teachers sets the stage for negative prejudices regarding the school.

6. Discussion Regarding Financing Problems

When financial problems in the Turkish education system are considered, according to the findings of this study, it is seen that inadequate budget allocation for education, lack of allowances for elementary and secondary schools and ineffective use of resources are at the forefront of problems.

Insufficiency of the funding share allocated for education from the state budget remains as an unchanging problematic area in many studies on Turkish education system over the years (Çinkır, 2010; Gedikođlu, 2005; Hoşgörür and Arslan, 2014, Kartal, 2013; Özer, Demirtaş and Ateş, 2015). According to Lynch (2015), the share of education from the state budget is insufficient also in the American education system. This situation encourages the question as to whether the education budget is used correctly or not, rather than the insufficiency of this budget.

The mismanagement of material and human resources carries many interrelated problems. Surplus teachers in city centrals and idle classes in rural areas epitomize the fact that human resources are not used efficiently.

Similarly, uneven distribution of financial resources to the institutions creates opportunity gaps. According to the research by Hoşgörür and Arslan (2014), an insufficient share of education within the state budget and unjust distribution of resources in Turkey have a negative impact on education activities at schools.

Also, a rapidly increasing number of students increases the educational costs every day in terms of the state budget, and necessitates the development of different policies. The increase in the number of private schools and governmental incentives lightens the burden of the state in the short term; nevertheless, it poses a threat in the long term for working middle-class which tries to subsist.

7. Discussion Regarding Curriculum Problems

While education program changes aim to solve certain problems, new problems also arise during the process of change and are criticized by program users. It also is seen that central structuring of Turkish education system is reflected on the content of program. While not taking regional differences into account is regarded as an important problem by the participants in this study, Acar (2007) asserts that programs that are addressed to the students in city centers and cause troubles for the students in sub-provinces and villages.

The participants of this study refers to various content problems including the programs' intensity and inappropriateness to the levels of students and being unrealistic. In the research conducted (Aydın and Çakıroğlu, 2010; Dinç and Doğan, 2010; Şentürk, 2007), the teachers mentioned that they could not catch up with the activities in curricula, the content was very long, the examples in the books were rare, some activities were not suitable for the level of students, and the connection between the course subjects were not established well enough. The reason for such problems during preparation phase of the programs may be that the teachers do not have adequate knowledge regarding the philosophy of programs (Kırmızı and Akkaya, 2009). In respect thereof, many researchers (Aydın and Çakıroğlu, 2010; Dinç and Doğan, 2010; Erdoğan et al., 2015; Şentürk, 2007) mentioned the inadequacy of in-service trainings and promotions regarding the programs. It is seen in the study that curriculum problems, each of them evaluated under a separate category, are interrelated.

The studies conducted after 2005 when the constructivist approach was adopted in Turkey (Acar, 2007; Gelen and Beyazıt, 2007; Maviş, 2010) concluded that materials and equipment were insufficient in the presentation of program activities. However, in spite of the passing years, the problem is still current whereas it is relatively easy to resolve, indicating that the schools are short of sufficient materials. Insufficient physical substructure facilities, lack of library and laboratory, and lack of technological infrastructure particularly in village schools make the implementation of new programs difficult (Yapıcı and Leblebici, 2007). Moreover, problems related to the number of students and physical structure of classrooms such as crowded classrooms and seating order, without the distinction of village and city, (Aydın and Çakıroğlu, 2010; Bulut, 2010; Erdoğan et al., 2015) hinder a healthy implementation of curricula.

IMPLICATIONS AND RECOMMENDATIONS

In this study, the problems encountered in the Turkish education system were evaluated by the educators who are personally involved in the system, and defined under seven areas which are the inputs of the system. The study makes several suggestions for the implementers and researchers based on the results obtained and the studies conducted.

Of key importance is the involvement of qualified teachers for the resolution of several problems in the system. To that end, it is necessary to reorganize the process of selecting students for the faculties of education, to concentrate on general knowledge, professional teaching knowledge and school applications in teaching program courses, and lastly, to make practice exams. By raising the status of teaching profession and improving personal benefits, the qualification of teacher candidates that prefer the faculties of education might also increase. The in-service improvement of teachers is another subject to consider as much as pre-service selection and training of teachers. Implementations that will facilitate and encourage the teachers' receiving postgraduate education should be put into practice again through the collaboration of universities and the Ministry of National Education. The Ministry of National Education may form a supra-union, impartial professional organization in order to prevent union-based differentiations and defend social rights of teachers.

The participants of this study indicated that the students had low social skills. In order to make up this deficiency, curricula should be regulated starting from preschool education in terms of protecting peer relationships from negative impacts of the use of technology and media. Furthermore, families should also be involved in this process. Local and national exams should focus on competencies and capabilities of the students to reduce the pressure. The students should be offered with diversity in terms of academic guidance. Families and school administrations should collaborate for the purpose of dealing with attendance and discipline problems. New applications and legal regulations should be made to monitor the needs of the students, and afterwards, these regulations should be assessed.

The legal legislation regarding the school administrator training, selection and decision phases should be again reviewed. Administration should be accepted as a profession and furthermore, competencies and standards for school directorates should be created individually for every school type. The imbalance of authority and responsibility faced by the school principals should be eliminated. In particular, the responsibilities of school principals related to school management should be decreased so that they can fulfil their educational leadership duties. The school principal's development areas for managerial skills should be determined by taking the expectations of stakeholders into account, and the necessary improvements should be made. School administrations should be free from political influences and temporary applications.

Concrete steps should be taken to solve school-related (especially material) problems so that the parents can actively participate to education process. Moreover, the student responsibilities should be shared by the school

and families. Steps to be taken by the parents regarding the development of students should be clarified and structured parent-teacher association processes should be created.

The structure and utilization of school buildings should be updated according to changing needs, and the planning process should involve the Ministry of National Education, municipalities and expert architects. School buildings should be built appropriately for the use of disabled students. Also, the buildings should be designed in accordance with physical properties of age groups, interests, needs and expectations of the students as well as the activities in the curricula.

When the changing number and needs of students are considered, increasing the amount of resources allocated for education cannot be a solution on its own. In line with planned and scientific principles, resource diversity should be ensured and goal-oriented and long-term investments should be made. Similarly, curricula should also be regulated again by observing regional differences and the needs of students. The competencies and command of teachers, who are the implementers of program, should be increased and they should be supported wherever they need.

What makes this study exclusive is that the participants are composed of educators at various levels within the system. In order to generalize the study results, opinions of other people who are having/not having post-graduate education in different regions can be taken for comparison purposes. In addition, the study can be extended by asking the participants who have expressed the problems to generate functional solutions.

TÜRK EĞİTİM SİSTEMİNİN GÜNCEL SORUNLARININ İNCELENMESİ**ÖZ**

Bu araştırmanın amacı, Türk eğitim sisteminin sorunlarını eğitim sistemine dahil olan eğitimcilerin bakış açısıyla ortaya koymaktır. Araştırma, olgubilimsel bir araştırmadır. Çalışma grubunu Gaziantep Üniversitesi Eğitim Yönetimi, Teftişi, Planlaması ve Ekonomisi tezsiz yüksek lisans programında öğrenim gören öğretmen, okul müdürü, müdür yardımcısı, maarif müfettişi ve şube müdürlerinden oluşan 41 kişi oluşturmaktadır. Araştırma verileri "Tematik Sorunlar Formu" aracılığıyla toplanmıştır. Veriler içerik analizi yöntemiyle analiz edilmiştir. Araştırmada Türk eğitim sisteminin girdileri olan öğretmen, öğrenci, yönetici, veli, fiziksel altyapı, finansman ve öğretim programı ile ilgili sorunlar ortaya konmuştur. Buna göre Türk eğitim sisteminde nitelikli öğretmen yetiştirilemediği, öğretmenlerin mesleki gelişimini sürdüremediği, atama sorunlarının olduğu ve maddi sıkıntılar yaşandığı, okullardaki çalışma koşullarının elverişsiz olduğu; öğrencilerin yoğun şekilde sınav stresi yaşadığı, disiplin sorunlarının olduğu, ailelerin sosyo ekonomik düzeyinin düşük olduğu; yönetici atama ve yetiştirme sorunlarının yaşandığı, yöneticilerin yönetim becerisinin yetersiz olduğu; okul-veli iletişimde sorunlar yaşandığı ve velilerin ilgisiz olduğu; okul binalarının fiziki mekân ve unsurlarının öğrenci gelişim seviyesine uygun olmadığı, binaların mimari yapısının elverişsiz olduğu; eğitime ayrılan bütçenin yetersiz olduğu; eğitim programlarının bölgesel farklılıklar dikkate alınarak hazırlanmadığı, içerik sorunlarının görüldüğü, öğretmenlerin programı yeterince tanımadığı sonuçlarına ulaşılmıştır. Bu sonuçlardan hareketle Türk eğitim sisteminin sorunlarının çözümüne yönelik önerilerde bulunulmuştur.

Anahtar Kelimeler: Türk eğitim sistemi, sorunlar, sistem.

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