

Main Problems in the Turkish Education System

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ABSTRACT

The current structuring of the Turkish Education System is based on the regulation that entered into force on March 3, 1924 and that all educational institutions in the country should be taken under state control by the Ministry of National Education. With this legal arrangement named Unification of Education (teaching association), all educational institutions based on pluralism were abolished and an education model, all stages of which were determined by the state, was adopted. This model goes beyond the idea of training by the state, and forbids all kinds of educational activities carried out by non-state organizations.

In this structure based on centralization, all regulations are made by the Ministry of National Education and developments in all schools of the country are applied in the same way regardless of skills, needs and expectations. In this study, the problems of the Turkish Education System are addressed and searches for solutions are presented.

INTRODUCTION


There are many factors affecting the field of education. Two types of problems can be mentioned in the Turkish education system: practical and structural. Practical problems are problems encountered in the current structure. What is called the structural problem is the departure from the main purpose of education and the replacement of pedagogical concerns in education with an ideological view of building a static personality.

The aim of the education is to prepare young individuals for life, to enable them to adapt to life by providing information that will help them solve their problems with the help of past experiences and to introduce them to the world of value that their parents have. Pedagogical anxiety refers to the search for ways to do this in the best way.

In general, the main problems of the Turkish National Education System:

1. The Turkish education system does not have a national and participatory education policy,
2. The problem of equal opportunities and opportunities in education,
3. MONE's organizational structure is too centralized,
4. Use of resources in the education system,
5. The education system is inadequate to raise productive individuals who are aware of their interests and abilities and who adapt to the environment,
6. Employment problem of teacher candidates,
7. The gradual decrease in the adequacy of undergraduate programs in teacher training,
8. The problem of supervision in the Turkish education system,
9. Lack of adequate in-service training programs for employees to improve themselves,

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10. The social status, prestige and position of the teaching profession are not at a sufficient level,
11. Inability to develop a program,
12. Policies of manager training and appointment do not serve the purpose,
13. Not allowing diversity in techniques and methods in education,
14. Not enough budget for education,
15. Insufficiency of tools in learning environments,
16. Inability to fulfill the function of selecting examination systems,
17. There are insufficient physical infrastructure problems (Şener, 2019).

1. Scope and Nature of the Main Problems

1.1. The Problem of Equal Opportunity and Opportunity

One of the important factors of education is population. The number of students in classrooms in the city center is quite high due to the rapid population growth and the rapid migration from villages to cities. This numerical increase reveals the quality problem in education. Considering the difficulties experienced in teacher employment, while there is a surplus of teachers in one region, there is a shortage of teachers in another region. In addition, while some schools have technological facilities such as smart board projection, schools especially in rural areas lack these facilities. Based on what we have said, it is revealed that one of the problems in the Turkish Education System is the equality of opportunity and opportunity in education (Mercimek, 2015).

1.2. Extremely Centralized Structure

The Turkish Education System is quite large in terms of scope and quantity. The operation of a system of this size is slow and does not fully meet the educational expectations of different groups. The education system is self-directed. Therefore, the influence of local actors is very limited. Education policies and curricula are created uniformly and the needs and wishes of the local people are not taken into account. According to this; One of the important problems of the Turkish education system is that it has an extremely centralized structure.

1.3. Resource Usage

There are problems in the use of resources in the education system. There is a waste of resources due to the inadequate use of resources. One of the most typical examples of this is the issue of teacher employment. While there are many teachers shortage in the Ministry of National Education, on the other hand, there is a surplus of hundreds of thousands of teachers. With such features, the education system is one of the service areas where wasteful use of resources is experienced.

1.4. The Problem of Raising Producer Individuals

Education system in general; is inadequate in raising productive individuals who are aware of their interests and abilities and adapt to the environment. The system cannot achieve what is desired in social, cultural and economic terms. The excessive use of traditional teaching methods leads to rote learning. This situation leads to the training of individuals who are aware of information but cannot combine knowledge with their skills and use it. Rote learning practices are also an obstacle to the training of productive individuals.

1.5. Teacher Employment

There are also problems in the employment of teacher candidates. It seems difficult for both the Ministry of National Education and the Higher Education Institution to narrow or expand the quotas of teacher training programs in universities, which ensure supply-demand balance. From the point of view of the Ministry of National Education, there is a difficult to predict migration situation from rural areas to cities every day. This migration situation affects the school age population in both rural and urban areas.

In addition, the coefficient and so on in the education system. As a result of structural interventions that create a holistic effect on the system, a rapid student mobility occurs between secondary education institutions with different qualities. Also, the issue of teacher employment by the Ministry of National Education is not only in its own hands. Considering that the Ministry of Finance has a say in this matter, it is observed that there is not a desired balance between the number of teachers needed and the number of teachers employed.

1.6. Undergraduate Education in Teacher Training

The average teacher in the world, while a profession based on the theory of multiple intelligences have been encouraged for years through scholarships and education faculties in Turkey trynna has been taking students to the faculty of education with high academic intelligence measure points.

Therefore academic average intelligence of teachers in Turkey is much higher than other types of intelligence. The reason for this is to reduce the teacher's influence in education. It is not expected of a teacher to show his personal skills and to convey what he knows well to students. The teacher is a passive intermediary in the Turkish education system. There is no distinction between doing their job well or not. Performances are not measured. Level determination exams are held in primary education and the success of teachers can be followed, but there is no reward system for successful teachers.

"Class mastery", discipline and applying the curriculum exactly are accepted as basic teaching skills. For this reason, teachers starting the profession struggle for a long time. The teacher wants to give what he knows to the students, but fails in this due to the standards, the different abilities of the students and the application of the mixed ability and intelligence model, cannot do his job with pleasure.

It constantly tries to adapt to these standards and systems at a young age when it will be most efficient. This process takes about fifteen years. In the Turkish education system, the "good teacher" is the teacher who has adapted to the system, avoids new methods and follows classical processes.

In addition, excessive staffing prevents the state from increasing teachers' salaries. For this reason, the reputation of the profession is falling. The adequacy of undergraduate programs in teacher training is gradually decreasing. Considering only the Public Personnel Selection Exam when choosing a teacher and not taking the license average into consideration causes the university education to be directed to the Public Personnel Selection Exam and to be corrupt. This corruption affects the quality of education teachers receive during their undergraduate education. Therefore, teacher competencies also decrease.

1.7. Control

Another problem in the Turkish Education System is the control problem. The fact that those who supervise the policies and practices produced by the Ministry of National Education are also affiliated with the Ministry of National Education causes some problems to be ignored. The problems that are ignored are getting bigger and harder to solve. The fact that the institution that plans and supervises in the Turkish Education System is the same reveals this problem.

1.8. In-Service Training

Sufficient in-service training programs and application areas are not provided for employees to improve themselves. The development of technology leads to the change of tools and equipment used in learning environments. The lack of in-service training areas allows the personnel who cannot use technology and cannot catch up with the age to develop themselves within the system.

The presence of employees who cannot keep up with the changes in information and methods reduces the quality of services.

1.9. Dignity of the Teaching Profession

The social status, prestige and position of the teaching profession are not at a sufficient level. This subject cannot be considered independent of the teacher training function. Because quality human input cannot be expected in a profession with low prestige. As in every profession, social status in teaching varies from society to society. For example; The prestige of the teaching profession is higher in rural areas than in urban areas. In our country, teaching is perceived as a profession with a high status in the eyes of lower income groups and a low status in the upper income groups. There are some criteria that provide this. One of these criteria is the economic return of the profession.

The economic return of the teaching profession is quite behind compared to other professions. This reduces the dignity of the profession. Another reason why the teaching profession has lost its social reputation is the employment policies carried out. The fact that the graduates of the faculty of science and literature become teachers and even those who have graduated from any undergraduate department in the past were appointed as teachers, has led to a decrease in the prestige of the teaching profession. Another issue affecting the social status of teaching is the importance given to education by the state. The fact that the importance given to education and expenditures are behind other service areas causes the service receivers to see the education of the state as insufficient. This causes parents to lose their sense of trust in the education given at school and teachers, who are one of the cornerstones of the system, get their share from this negative attitude.

2. The Most Basic Problem of the Turkish Education System

2.1. Definition and Scope

The most fundamental problem of the Turkish Education System is that it does not have a national and participatory education policy. This situation causes a constant change and chaos in education policies. In other words, national education is not seen as a system, regardless of its effect on other parts of the system, educational policies are constantly changing under the influence of changing governments and ideological approaches.

2.2. Ideology and Education Relationship

Ideologies have a totalitarian nature. If they dominate any country, they want to control all spheres of life there. The education system is also prominent in ideologies in this sense. The education system targeting a particular ideology, its goals, objectives, content of educational programs, evaluation situations, learning and teaching processes are greatly affected by this (Özyılmaz, 2013; 29-30)

2.3. Education Ideology in Turkey

The area where ideological approaches are the most is education. In Turkey, government officials, political parties and social forces are looking at ideological education (Özyılmaz, 2013; 31). This situation stands before it as the biggest obstacle to the Turkish education system.

Examples of ideological approach in Turkey is very high. One of the most fundamental examples is the education policy created with the 12 September 1980 coup. The September 12 regime reorganized society as a whole to create a submissive society of citizens loyal to the state and to the hierarchical relationship of capitalism in economic, social and cultural spheres (Kaplan, 1999;312). In the 95-year period spanning from 1920 to the present day, Turkish educational ideology has developed the practices specific to a national security state in which the repressive apparatus of the state is used extensively, such as exploitation of a belated and dependent capitalism, martial law, state of emergency, military coups, low-intensity warfare, and the mobilization of social forces. It is compatible with the environment determined by its joint effect.

Dissenting opinion to recognize the right to life, imposed this ideology, need to duplicate the plan in every link of teaching, both with simple aphorisms and slogans are compatible with them, in popular culture and everyday life ideology in Turkey is to ensure the nationalism reproduction (Kaplan, 1999;391).

2.4. Social Forces and Education Policy

Social forces are organized as commercial organizations, trade unions, professional organizations, political parties. The forms and degrees of organization can be different. These forces can affect the political powers directly or indirectly (Aydın, 2014;93). Affecting the political power causes the education policies to be influenced by the social forces. This may seem like a quite natural situation. But next to some of the social forces of political actors in Turkey as a result of the exclusion to take place and other forces cause only a reflection of one social group to ask what education policies, are excluded opinions and ideas of other groups. This situation causes changes in education policies with the change of political actors.

2.5. Participation Problem

Participation problem arises when policies are formulated in the Turkish national education system. Governments with power allow the participation of individuals or organizations belonging to their own ideology, and they do not include opposition groups with other ideologies in the policy-making process. This situation reduces the legitimacy of the policies created. The applicability and validity of education policies with reduced legitimacy also disappears (Karataş, 2012;151). The failure of the governments to participate is not the only factor that reduces participation in our education system. The fact that the system has an overly centralized structure prevents this situation.

2.6. Changing Politics and Instability

Constantly changing hands at Turkey's Ministry of Education and the creation of different education policies from old policies with the new government and ministers, it causes instability in education. Since there is no established education system that can provide the services expected from him at the minimum level, every new government / Minister of National Education needs to make some changes. The main problem here is that the national education system is a field that has been created without consulting parents and students, who have been the customers of education, with many changes since the past. Such changes significantly affect the lives of students and parents. It distances the main beneficiaries of education and those who have to decide from this position. The basis of many problems in national education lies in the transformation of ideological attitudes into a field when creating educational policies (Gür, Çelik 2009; 12).

Especially when the changes made in the education system in the last two decades are examined, it is revealed how serious the social and pedagogical negative consequences of structural interventions to education due to ideological reasons are. With the basic education reform implemented in 1997 after February 28, eight-year compulsory and uninterrupted education was introduced. The increase in compulsory education from five to eight years is a positive development.

However, undertaking such a job without detailed planning created a shortage of classrooms and teachers. Moreover, with the transition to eight years of education, the state of apprenticeship, which is the source of our country's tradesmen and craftsmen, has taken a serious blow. The situation that arises here is not to favor the employment of children at an early age. It is the fact that the effects on the apprenticeship institution cannot be determined in advance with the eight-year training and the implementation and functioning method that can eliminate the problems that may arise is not formed. In addition, the closure of the middle parts of Imam Hatip high schools has received a serious reaction from the public. Another case similar to this situation is the implementation of the coefficient decision by the Council of Higher Education in 1999.

With the coefficient decision, out-of-field education requests of the students attending vocational high schools were ignored. Our education system has turned into a structure that has no flexibility and prevents horizontal transfers.

In addition, the increasing share of the students attending vocational high schools in the system started to decrease gradually, resulting in consequences that would not be possible to compensate for many years. While the rate of vocational high school students in the education system was 48% in 1999, this rate gradually decreased with the decision of the Council of Higher Education and the implementation of the coefficient, and in 2003 it reached the level of 36% (Gür, Çelik, 2009;13). The structural interventions and changing policies mentioned in this section caused instability in the education system. This instability has shaken the citizens' trust in democracy and the state, who are the real subjects of education.

3. Conclusion and Recommendations

The Turkish education system basically prevents the formation of policies by addressing ideological approaches and the formation of national and transparent education policies that ensure participation. As a solution proposal, education policies should be viewed on the basis of basic approaches determined by universal educational sciences (Özyılmaz, 2013;33). In addition, the over-centralized structure of the system should be rearranged and a more localized system should be created.

In this way, participation can be increased and with the increase of participation, the legitimacy of the decisions and practices will increase and the policies will have the ability to represent the whole nation. With the representation of the whole nation, the influence of the ideological approaches in education will also decrease.

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