The Conformity and Applicability of the 2023 Education Vision: An Analysis Based on Educators' Views

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Abstract

This study aims to examine the perceptions of principles, assistant principals, teachers, and academicians on the applicability of the policies included in the 2023 Education Vision Blueprint (VB) published by the Ministry of National Education (MEB) to improve the quality of education. Conducting phenomenological method as one of the qualitative research designs, the participants of the study consists of 68 principals, 70 assistant principals, 112 teachers and 13 academicians working in schools affiliated to the Ministry of National Education and the universities. Data were collected through the 2023 Vision Blueprint Evaluation Questionnaire developed by educational experts. Content analysis was used to evaluate the qualitative data and the and descriptive statistics were used to interpret the quantitative data. The results of the research show that most practitioners and academicians read 2023 VB but they did not attend any meeting related to the VB. Practitioners consisting of principals, assistant principals and teachers believe that VB meets needs of today's education system while academicians are more likely to have negative opinions on this subject. The study concluded that the perception of the participants regarding the implementation of 2023 VB as planned is low excepts for assistants and assistant principles. By comparing perceptions and views of school administrators, teachers, and academicians, this research will make important contributions to the current literature on 2023 VB to develop and implement effective educational policies.

Key Words: Academicians, 2023 VB, 2023 Education Vision, school administrators, teachers.

Introduction

Education in today's changing and evolving world with information and technology has become an important determinant of change and transformation in societies (Ors, Erdogan, & Kipici, 2013; Wong, 2003). As a significant indicator of the countries' development level, education plays an active role in raising qualified people and the formation of existing system dynamics (Aziz et al., 2014; Akinoglu, 2005). As education is an important paradigm that provides social mobility in society, education systems

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need to be built on a dynamic and developing structure to meet the changing needs and expectations of societies. Additionally, educational policies need to be established based on an inclusive and equal structure that can be addressed each student's needs, be applied in every school, and provide equal access to resources that meets the needs of all segments of society (Codd, 1988).

Policies in the field of education have shifted rapidly with globalization. Different disciplines such as science, technology, culture, and philosophy are used for the process of determining suitable educational policies. Using these disciplines in balance and harmony increases the impact level and duration of the policies in the aimed area, otherwise, the determined policies may disrupt the aimed development in the field of education (Feyzi, 1998). Therefore, decisions on educational policies should have characteristics such as continuity, flexibility, controllability, consistency, compatibility, and applicability to prevent the waste of resources in the education system. Regarding the long-term results of educational policies and creating an atmosphere for social approval, previous application would improve the impact of these policies (Feyzi, 1998).

As one of the main factors shaping the education system, educational policies and a variety of reforms related to the examination system, curriculum content, and physical structure of the school were carried out during AK Party's ruling (Balci, 2020). Considering the applied education policies, the first major reform of the period was revising the primary school curriculum and textbooks in 2004. With bringing along important changes in terms of pedagogical method, the new curriculum was reshaped with constructivist and student-based educational approaches and focused on developing creative thinking and problem-solving skills of the student (Kosar-Altınyelken & Akkaymak, 2012). In 2012, 8 years of uninterrupted education consisting of 5 + 3 + 3 was switched to 4 + 4 + 4 system and mandatory education was increased to 12 years. The universalization of pre-school education has become an important state policy and the schooling rate has been increased by growing the number of students and classes.

With the educational policies presented in the Development Plans, it is aimed to strengthen the administrative side of schools with practices such as school-based-management approach, total quality management, teachers' training, and performance evaluation for teachers. Additionally, to improve the physical conditions of the schools, the amount of budget for education was boosted with the implications such as a free book, reducing the size of classrooms, and FATİH project which brings the smart boards, projectors, and internet into the classroom (Keser & Cetinkaya, 2013). Aiming to increase schooling rate, in 2003, the Ministry of National Education (MEB) launched a joint program with UNICEF with the title "Come on Girls to School" to support the education of elementary school girl who couldn't access to education. The project has spread in 53 provinces, especially in provinces with low school enrollment rates (Su, 2017).Through these educational reforms, in recent years, Turkey has increased its ranking in the test of OECD which more than 10 million students have participated from 79 countries. With the average math scores leading to the highest level since 2003, Turkey is the second country having the highest increase in reading scores in OECD countries. According to the results of PISA 2015, while Turkey was 54th in scientific literacy, 49th in Turkish reading comprehension, and 48th in math, in 2018, Turkey moved up its ranking to 39th in scientific literacy, 40th in Turkish reading comprehension, 42nd in math (MoE, 2019). As a third group country, even though Turkey has raised its ranking compared to previous years, it is still under the average ranking of OECD countries.

Comparing the views of teachers, school administrators, and academicians on 2023 VB, this study aims to contribute to the existing literature to understand the applicability of the aims specified in VB both in theory and in practice. Additionally, the views and suggestions of both academicians and practitioners will lead developing more sustainable and applicable policies in the field of education and promote future revision studies on VB 2023.

1.1. Educational Reforms in the World

During the 21st century, after educational policies have come to the fore in both national and global platforms, ongoing debates on the skills of today and the future have risen. The age of information and technology has also changed the skills that individuals need to have to be qualified and it is no longer important to memorize information but to know how to access the information and to use this information effectively and in an original way. In this context. several institutions and organizations in different countries have carried out certain studies to prepare individuals for a life based on skills and competence.

Considering the policies developed by the USA which is one of the countries that carry out important studies on educational policies in the world especially in the last seventy-five years, the major part of these policies have emerged to transform the education system. The regulations related to the educational policies in the USA started with the Brown Decision of 1954 and racial discrimination in public schools was eliminated with the decision of the US Supreme Court. Moreover, through "The Elementary and Secondary Education Act of 1965", The Bilingual Act in 1968", "Title İX in 1972", "The Education for All Handicapped Children Act in 1975", and the policies developed in 1983, 1994, and 1996, the government primarily aimed to raise schooling rate and then focused on training of teachers, the inclusion of families in education, decentralization of education and the academic success of the schools. In 2011, No Child Left Behind Act is ratified to support access to education and equal rights for all children from disadvantaged groups and this regulation led to obtaining significant improvements in all areas (Anion, 2005; Conley, 2003; Stein, 2004). In 2002, as one of the most known of those educational policies, Partnership for 21st Century Learning (P21) brought together educational leaders, policymakers, and the business world to raise individuals of the 21st century. Outlining general classification under the main headings of Learning Environment, Curriculum, Measurement and Evaluation and Professional Development, P21 made a list of the skills such as Reading, Writing, Arithmetic, Critical Thinking and Problem Solving, Creativity and Innovation, Collaboration, Teamwork and Leadership, Intercultural understanding, Communication and Media, Computer and IT, Career and Learning Confidence (21st Century Skills Development, 2002).

In Australia, having score above the PISA average, the policy known as "Assessment and Teaching of 21st Century Skills" (ATCS) was carried out to create a skill-based classroom and curriculum by bringing together more than 250 researchers from different countries. The curriculum focused on skills such as critical thinking, creativity, collaboration, communication, flexibility and knowledge, media and technology literacy. In another program, the International Society for Technology in Education, educators, and researchers from all over the world got together to benefit the technology in educational transformation in North America and Europe as a pilot region.

Singapore having students with high achievements in international assessment exams such as PISA, TIMSS, and PIRLS restructured its educational system with stable education policies focusing on the training program of qualified teachers and school leaders, using of information and communication technologies, equality of opportunity in education, mathematics and science learning, and technical skills (Levent & Yazıcı, 2014). Through global education networks with international organizations such as UNESCO and OECD, France established its structural reforms related to the education system in 1959, 1963, and 1975 (Resnik, 2007). As an Asian country, Malaysia developed an educational policy known as "Vision 2020" which focuses on decentralization in education and covers all areas of education (Bush, Abdul Hamid, Kaparou, & Ng, 2018). While Poland has increased its ranking in PISA exams with the educational reform started in 1999 (Jakubowski, 2015), Japan began to implement an integrated multidisciplinary study with radical innovation in the educational curriculum in 1988 (Yuda & Itoh, 2006).

1.2. MoNE 2023 Vision Document

The successful outcomes of the efforts and policies carrying out on education in the developed countries have also been a driving force to take a step toward educational reforms in Turkey. Seeking to develop an approach based on the people, knowledge, and education in all plans and policies during its history, MoNE (MEB) published a strategy document in 2018 with the title "2023 Education Vision Document". 2023 Education Vision Document (VB) released by Ziya Selcuk, Ministry of Education, on October 23, 2018, accepts people as a key element of education. Based on this statement "It is not possible to create a universal pedagogy having a soul, direction, purpose, and philosophy without determining the profile of the people we aim to raise". Regarding human is a focus of 2023 Education Vision Document, the blueprint emphasized that education systems which are formed without determining human and his purpose wouldn't achieve its goal.

VB states we need to redefine human beings with ontological unity and integrity and examine the knowledge with its epistemology and its ethical roots rather than pragmatism which is accepted as correct to the extent of its usability (Baltacı & Coskun, 2019; Ocal & Iscan, 2020). In this context, with the aim to build a system including human values by separating education from the concern of quantitative success based on the curriculum, 2023 VB advocates that education should be established on a paradigmatic structure rather than a pragmatic format (MEB, 2018).

According to 2023 VB, today's technological developments focus on raising people far away from society and nature by focusing to prepare them for employment needs. In this sense, moving away from that educational content, 2023 VB aims to build an educational system combined with modern and traditional methods (MEB, 2018). Therefore, 2023 VB defines its aim as " The main purpose of the 2023 Education Vision is to raise science-loving, skilled, and ethical individuals who take an interest in culture and are willing to use present and future skills for the well-being of humanity".

Under 18 strategic area titles, the goals shown in the 2023 VB are specified in 127 items and each goal is divided into sub-strategies within itself. The main strategic areas in the document consist of the following: *Data-based management, measurement and evaluation, management of human resources, financing of schools, inspection-institutional guidance, guidance and psychological counseling, special education, special skills, foreign language, technology (digital content), early childhood, basic education, secondary education, science, and social sciences high schools, imam hatip schools, vocational and technical education, lifelong learning* (MEB, 2018).

1.3. School Administrators and Teachers' Opinions On 2023 Vision Document

VB has been the subject of numerous research on educational policies after its publication. Current studies on 2023 VB have examined educators' thoughts on VB, expectations of the educators from VB, and the opinions of the school administrators and teachers on the applicability of the policies in the document (Solak & Karatas, 2020).
Studies examining the views of the school administrators on VB mentioned that VB evokes development, change, and innovation for the education system, educational policies, and stakeholders. School administrators expect that 2023 VB will bring a human-centering, skill-based education system raising individuals to correspond with today's world (Solak & Karatas, 2020). Conducting views of school administrators and teachers, another study identified the content of the 2023 VB as inclusive and qualified. It is stated that VB has paid attention views and expectations of all stakeholders and it was prepared by a minister with an academic background which is a positive contribution (Dogan, 2019). The following instruments are important for expectations of administrators and teachers for 2023 VB; merit in the appointment of managers, restoring the dignity of the teaching profession, educating students regarding their skills and abilities, changing in curriculum, course content, and hours, supporting

vocational education, ensuring permanent educational policies and support of politicians on the implementation (Minaz & Dikmen, 2019).

Regarding the applicability of the policies in 2023 VB, educators pointed out the problems in human resources management and stated that these policies can be implemented if the human resources are used efficiently (Solak & Karatas, 2020). Moreover, educational administrators have a positive approach to financing policies such as having their own budget for each school, but they accepted it as a deficiency not to give specific information regarding the budget (Solak & Karatas, 2020).

Recent studies on 2023 VB illustrate that expectations of school administrators and teachers on the application of the specified policies are low. Due to the lack of infrastructure, educators have negative opinions regarding the implementation of the policies in 2023 VB (Dogan, 2019) and they believe financial policies would not be efficient in solving the economic problems of schools (Solak & Karatas, 2020). Additionally, classifying teachers as contracted and permanent teachers are another important issue for educators. Teachers think that the wages of contracted teachers should be improved (Cetin, Yazar, Aydin, & Yazici, 2018). Furthermore, current research shows that there is a negative relationship between teachers' professional seniority and their perception of the 2023 VB. Teachers with high professional seniority are more likely to have low expectations related to the realization of policies in 2023 VB. Regarding the views based on the geographic regions, while teachers from the West part of Turkey are more likely to have high perceptions on 2023 VB, those from the Middle and East part of Turkey have low perceptions (Baltaci & Coskun, 2019).

2. Purpose

The purpose of this study is to examine the views of school administrators, teachers, and academicians regarding the conformity and applicability of the policies and goals in the 2023 Education Vision (VB) published by the Ministry of National Education in 2018. This study also aims to explore the level of knowledge of school administrators, teachers, and academicians related to 2023 VB goals and reveal what kind of impact and change VB has made on schools and society after its implementation. By comparatively examining the views of school administrators, teachers, and academicians, the study is expected to contribute to the development and application of educational policies.
In this context, the questions of the research are:
1. How well are the knowledge levels and sources of knowledge of school administrators, teachers, and academicians about 2023 VB?
2. What are the information source and levels of school administrators, teachers, and academicians about 2023 VB?
3. What are the views of school administrators, teachers, and academics on the appropriateness of policies and targets in 2023 VB?
4. What are the views of school administrators, teachers, and academicians on the implementation process of the 2023 VB?

3. Research Method
3.1. Design

The design used in this research is the mixed method. In the mixed method, the researcher aims to gain a better understanding of the research problem and phenomena by using qualitative and quantitative methods together (Creswell, 2003; Johnson & Onwuegbuzie, 2004). Besides, mixed method includes collecting and analyzing quantitative and qualitative data in single or multiple studies conducted within the scope of research (Creswell & Creswell, 2018). As a data collection instrument, The Vision Document Evaluation Questionnaire provided quantitative and qualitative data by asking closed and open-ended

questions about participants' perceptions of VB. The structure of the questionnaire was developed by experts in the field of education based on the aims of Vision 2023. The questionnaire consists of nineteen questions relying on thirteen close-ended and six open-ended questions. Questions were designed by educational experts, gathered in a pool that all experts could reach and then the last version of the questionnaire was agreed to employ. An online survey was sent to the participants through the link in an email and social media. Before taking the survey, participants were provided with information regarding the purpose of this research project and statements of confidentiality (Cresswell, 2003).

3.2. Participants

All participants were recruited from principals, assistant principals, teachers working in public and private schools under the Ministry of Education and academicians from different departments. To determine the sample of the study, the purposeful sampling method was used (Simsek & Yildirim, 2012). The sample of this study consists of 263 participants including 68 principals, 70 assistant principals, 112 teachers, and 13 academicians.

Table 1.

Distribution of participants by gender

	Male			**Female**	**Total**	
	F	*%*	*f*	*%*	*F*	*%*
Academician	8	6	5	4	13	5
Teacher	42	30	70	57	112	43
Principal	45	32	23	19	68	26
Assistant Principal	45	32	25	20	70	27
Total	140	100	123	100	263	100

3.3. Data Collection Procedure

The data were collected through the "Vision Document Evaluation Questionnaire" consisting of closed and open-ended questions. Based on the existing literature, Vision Document Evaluation Questionnaire was developed by researchers who are experts in educational sciences. The process of the questionnaire consisted of four stages: determining the problem, writing the items, asking for expert opinion, and conducting a pretest (Creswell & Creswell, 2018). Vision Document Evaluation Questionnaire has been formed separately for school administrators, teachers, and academicians who participated in the study. The questionnaire had three main sections for introduction, personal information of the participants, and closed/open-ended questions on 2023 VB. The levels of agreement for the questions related to the information on 2023 VB are defined as "Yes", "Partially", "No", and for the questions under the heading attitude on 2023 VB are "Absolutely Yes (5)", "Yes (4) "Partially (3)", "No (2)", "Absolutely No (1)" options.

3.4. Data Analysis

The data were analyzed using the content analysis method by coding similar subjects under specific categories, grouping these categories into themes, and then interpreting those themes (Yıldırım & Şimşek, 2008). The data obtained from open-ended questions were analyzed in four steps; 1. Data preparation, 2. Data coding, 3. Transforming the codes into the themes, 4. Interpretation of the results (Creswell, 2014). In this process, the data were coded by experts in educational sciences and analyzed in detail. The themes which were identified based on the research questions and the relevant literature were brought together under certain categories. The quantitative data were analyzed using descriptive statistics. Utilizing the

dummy variables, the options for closed-ended questions turned to a single answer option as (1) "Absolutely No", and (2) "No" were identified for (0) "No" and the options (4) "Yes" and (5) "Absolutely Yes" were for (2) "Yes". Option (1) "Partially" was used as the same.

3. 5. Limitations and Suggestions

There may be some possible limitations in this study. One potential limitation of this study is the sample size. The limited number of respondents may prevent us to generalize the results of this study. As another limitation, our respondents consist of teachers, principals, assistant principals, and academicians. In order to increase the generalizability of the study, further research can be carried out with a larger sample size including different demographics such as students and parents. In this study, the participants were asked about their general views and suggestions about Vision Document. For future studies, the participants can be asked for their opinions and suggestions related to the specific targets found in the VB. Finally, the self-reported online survey design is a limitation and more in-depth interviews may be needed.

4. **Findings**

4.1. Knowledge Level and Information Source on 2023 VB

Examining the level of information on 2023 VB, it can be seen while more than half of the participants read 2023 VB, less than half of them read partially or did not read at all. Principals who read 2023 VB the most followed by academicians, assistant principals, and teachers. More than half of the teachers stated that they read 2023 VB partially or did not never read it. Regarding the practitioners, researchers, and academicians read VB partially or never read, as a national policy, 2023 VB hasn't reached its target population, or the target population hasn't shown full interest on VB.

Table 2.
Reading 2023 VB for Participants

	No	Partially	Yes	Total
Academician	3	1	9	13
Teacher	34	29	49	112
Principal	3	7	58	68
Assistant Principal	16	9	45	70
Total	56	46	161	263

Responding to "*Have you attended any meeting related to 2023 VB", m*ore than half of the school administrators and teachers said no, less than half of them answered yes. With a significant proportion, principals attended the information meeting on 2023 VB followed by assistant principals and academicians. It was seen that the highest rate of those not attending the meeting related to 2023 VB belonged to the teachers. Considering more than half of the participants attended a meeting where 2023 VB was introduced and discussed, 2023 VB was tried to be delivered to the public with a well-known promotional activity. On the subject of the number of teachers, one out of every five teachers attended a meeting on VB and it shows that 2023 VB was introduced with a well-known announcement and campaign.

Table 3.
 Attending a Meeting on 2023 VB

	No	Yes	Total
Academician	7	6	13
Teacher	91	21	112
Principal	16	52	68
Assistant Principal	31	39	70
Total	145	118	263

Based on the question of whether the theoretical framework of 2023 VB and its implementation process has been effectively introduced by experts or policymakers, nearly half of the participants thought that 2023 VB was not effectively introduced. While one of third stated that 2023 VB was partially introduced, one of fourth revealed it was sufficiently introduced. With the highest rate, the majority of principals thought VB was introduced sufficiently but the large number of teachers and academicians believed that VB was not introduced adequately. Considering almost half of the practitioners and researchers stated 2023 VB was successfully introduced as partially or perfectly, it can be seen that 2023 VB was presented with a successful promotional project.

Table 4.
Opinions on the Theoretical Framework of 2023 VB and Its Effective Promotion Regarding the Implementation Process

	No	Partially	Yes	Total
Academician	7	4	2	13
Teacher	64	29	19	112
Principal	21	23	24	68
Assistant principal	27	25	18	70
Total	119	81	63	263

4.2. Attitude and Expectation Level on 2023 2023 VB

In respect of *"VB has a positive effect on parents and society"*, *t*he responses of the participants were classified as "Yes", "No", and "Partially" with a close rate to each other. This distribution displays participants are more likely to believe that 2023 VB has a positive impact on society. While the majority of teachers thought that VB does not have a positive effect on society and parents, a larger part of assistant principals presented the opposite view. The group displaying the most negative opinion about 2023 VB's impact is academicians. Considering that school principals, assistant principals, and teachers are closer to parents and society than academicians, the reasons for negative opinions of academicians may be examined in depth.

Table 5.
Opinions on the Positive Impact of 2023 VB on Parents and Society

	No	Partially	Yes	Total
Academician	4	7	2	13
Teacher	4 9	42	21	112
Principal Assistant	19	24	25	68
Principal	15	2 8	27	70
Total	8 7	101	75	263

127 participants gave a response to the question, "What is the most important (necessary) goal of the Vision Document for you? ", while 52% of the participants did not answer this question. While % 8 of the participants didn't say anything with "No idea", % 14 of those stated school improvement model as the most important goal. With 12 %, participants highlighted the development of human resources and student-centered teaching, with 9 % improvement of the educational content and changing practices in education, with 5 % the importance of teacher development as the key goals in 2023 VB.

Table 6.
Views on The Most Important Goals of 2023 VB

Themes	*f*	*%*
No answer	136	52
No idea	21	8
School Improvement Model	37	14
Development of Human Resources and Student Centered teaching	31	12
Improvement of educational content	24	9
Teacher Improvement Aims	14	5

Responding to the question *"Do you think VB meets today's education and training needs?", the majority of the participants* answered as "Yes" or "Partially" while a few of them responded as "No". With the highest percent, assistant principals believed 2023 VB meets the needs of today's education system while academicians revealed 2023 VB does not meet the needs of the current education system. Participants have a high level of positive opinion on the compatibility of 2023 VB with the needs and expectations. The reason for the negative opinion mostly stated by academicians and teachers may be related to the lack of promotional and informative meetings on 2023 VB for these two groups.

Table 7.
Views on 2023 VB Meets Current Education System's Needs and Expectations

	No	Partially	Yes	Total
Academician	4	3	6	13
Teacher	30	49	33	112
Principal	7	33	28	68
Assistant principal	13	25	32	70
Total	54	110	99	263

Considering "*Has VB been a source of motivation for the education personnel in the centers, provinces, and schools affiliated to MoNE*?", more than half of the participants responded as "Partially" or "Yes". Since less than one-third of participants answered this question as "No", it can be understood 2023 VB is a source of motivation for educators in both rural and urban schools. Although the majority of teachers thought 2023 VB is not a source of motivation, the rate is less than half of the participants. With the highest rate, principals accepted 2023 VB as a source of motivation.

Table 8.
Views on 2023 VB as a Source of Motivation

	No	Partially	Yes	Total
Academician	4	5	4	13
Teacher	41	44	27	112
Principal	21	23	24	68
Assistant principal	14	33	23	70
Total	80	105	78	263

4.3. 2023 VB's Implementation Process

Approximately half of the participants who answered the question "*Do you think 2023 VB has been implemented successfully?*" stated that 2023 VB was not implemented successfully. Whereas 30 % of participants mentioned 2023 VB was partially successful, 22% of them stated 2023 VB was successfully implemented. Additionally, academicians and teachers thought that 2023 VB was not implemented successfully, assistant principals represented the reverse view. This distribution shows the positive perception on the implementation level of 2023 VB.

Table 9.
Views on 2023 VB has been implemented successfully

	No	Partially	Yes	Total
Academician	6	4	3	13
Teacher	52	44	16	112
Principal	28	22	18	68
Assistant principal	27	22	21	70
Total	113	92	58	263

Based on the question "*Will VB be implemented as planned until 2023?*" approximately one of third of the participants gave their answer as partially, one of third expressed 2023 VB will not be implemented as planned, and one of third reported it will be implemented as planned. While the majority of those stating 2023 VB will not be implemented as planned are the teachers, the larger part of those reporting 2023 VB will be implemented as planned are assistant principals. These outcomes show that there is a common positive perception on the implementation of the 2023 VB as planned.

Table 10.
Views on 2023 VB will be implemented as planned

	No	Partially	Yes	Total
Academician	5	4	4	13
Teacher	48	40	24	112
Principal	21	25	22	68
Assistant principal	18	28	24	70
Total	92	97	74	263

Regarding the question, "*What changes/innovations have taken place in your school and education system within the scope of 2023 VB last year?*",130 participants out of a total of 263 answered. Given responses were divided into seven themes: physical conditions, planning, technical projects, mindset, development of the teacher and parent's role, no change, and those without knowledge. With the highest rate, the participants mentioned the physical conditions as changes and innovations in the education system within 2023 VB. Considering changes and innovations in physical conditions, the opening of design and skill workshops, establishing laboratories, and extending of break time are shown as examples. Except for the changes in physical conditions, the participants agreed that no change or innovation took place in the education system. The theme planning including the arrangements of meetings, activities, projects, and exam/course programs shared the same percentage with no change theme. The technical projects implemented with the aim of increasing the use of technology in education, such as Harezmi, robotic coding, FCL classes, represent 12% of the responses of the participants. Some of the participants reported 2023 VB prompted changes in the role of teachers and parents, while others stated that change should be in the opinions of individuals, the ongoing perspective of society and institutions. A small number of participants said they don't have any information related to the changes in the education system within 2023 VB. The distribution of the statistics illustrated a major perception relevant to 2023 VB led to a change in the education system.

Table 11.
Views on the Changes in Education System in 2019

Themes	F	%
Physical Condition	33	13
Planning	32	13
Technic Projects	31	12
Mentality	10	4
Development of Teacher and Parent Role	16	6
No Change	32	13
No Information	9	4
No Response	120	40

For "*What changes/innovations will take place in your school and our education system in general within 2023 VB this year?*" while almost half of the participants did not answer the question, some of them stated that they do not have information about the innovations and changes that will take place in the education system. Approximately the same rate of participants with the second group specified they do not expect any innovations and changes. A small number of the school principals and teachers reported that the education system will restructure based on the personal abilities and skills of the students and workshops such as robotics, coding, and painting will be opened. Some of the participants emphasized innovations in projects and performance assignments and that students would be encouraged to participate

in national and international projects and science fairs. The results show that a very small part of the participants expect teacher development workshops and training programs will increase in the next year while others believe the financial situation of the schools will improve, school management will become a professional occupation, and the class size will decrease.

Under the title of establishing a school improvement model, raising innovative, productive, and self-confident individuals embracing a skill and design-based education model was mentioned as an important goal of 2023 VB for the participants. Examining the development of human resources, especially the performing of the Teaching Profession Law, the renewal of salary promotion with the title 3600, and merit in education were the most frequently given answers regarding the most important goal of 2023 VB. While the participants mentioned the importance of directing students to their interested area and development of content in education from the perspective of student-center teaching, they emphasized parent inclusion in education, individual education, and reduction, of course, hours for the participatory education model.

For *"What is the determinant factor that will ensure successful implementation of the VB?" Why?* " 122 of the participants did not give any answer to the question. A small portion of the participants answered "I have no idea about this", approximately one-fifth of the participants mentioned the importance of management levels in order for the applications presented in 2023 VB to be successful. While the importance of the teacher factor was emphasized, it focused on several aspects such as merit, support of the executive and financial sufficiency, applicability, school management, stakeholders including teachers, students, and parents. Relating the success of the practices in 2023 VB to the performance and attitudes of the management, the participants mentioned "The school administration has a determining effect on the implementation of 2023 VB. With "Because even if the system changes, it is the school administration that will perform those policies in the school", they stated that the administration's willingness to implement, following-up and continuity play a key role in the implementation of 2023 VB Highlighting the importance of the teachers, a participant mentioned "Teacher training is very important. The system whose educator has not trained is like forging cold iron", "The primary object of education is the teacher. To achieve success in education, teacher training should be prioritized" and they reported that teachers' capability and willingness will play an active role in the implementation 2023 VB.

Pointing the notion of merit will be decisive in the successful implementation of VB, school administrators and teachers stated the importance of employing educators and bureaucrats in the basic positions that they deserve. Participants mentioned the support of the policymakers, financial adequacy, and political/economic support will also be effective in the implementation process of 2023 VB. Including the importance of the content, appropriateness of the school environment, and achievable goals, the applicability of 2023 VB was mentioned as one of the key factors in the implementation of the 2023 VB. As a major determinant on the success of 2023 VB, participants also emphasized improving the relationship between stakeholders including administrative units, teachers, students, and parents would pave the way for the successful implementation of 2023 VB.

Responding to "*What is the most important factor that makes it difficult to implement VB? Why?* " 129 out of 263 participants answered the question. While incompetence and lack of infrastructure were mentioned as one of the most important factors complicating 2023 VB's implementation, the school management, physical conditions, students, parents, financial inadequacy, and unrealistic policies were shown as negative elements among 2023 VB. Small numbers of the participants mentioned there is no negative factor on 2023 VB. Regarding the given answers, the belief in the implantation for 2023 was reduced since 2023 VB wasn't understood enough and sufficient information wasn't provided. Other factors obstructing to implement of 2023 VB were mentioned as teachers, their traditional education approach, excessive workload, and insufficient information on 2023 VB. Citing financial inadequacies as an obstacle for the implementation of the 2023 VB, school administrators and teachers stated that they

established the workshops with their own efforts due to the lack of sufficient financial support. In addition, the physical conditions of the schools and the increase in class sizes because of the refugee students were presented as difficulties in the implementation of the 2023 VB. Centralized policies presented in 2023 VB have been shown as another obstacle for the implementation of 2023 VB. Because life in rural is different from the urban ones, the policies in VB were prepared without consideration of economic and social disparities.

For *"What is the decisive factor that will ensure the successful implementation of VB? Why is that?"*, 15 participants answered the question. Based on the given responses, the following themes were reached; belief, stability and responsibility, teachers' training, improvement of the physical conditions of schools, and financial situation. Seven of the participants stated that the success of the 2023 VB depends on the Minister of National Education and the belief, stability, and sense of responsibility of the school administration and teachers. Academicians stated that the 2023 VB which was approved by the teachers would be more successful and the training program would also contribute to the success of the 2023 VB in practice. Five academicians reported having the same opportunities for schools and enhancing their financial situation would support the 2023 VB.

Academicians who participated in the study were asked what they would like to say about 2023 VB apart from the questions in the questionnaire, the themes of consulting the academician's views, preparing a draft for 2023 VB, and management staff were reached. Participants highlighted the importance of academicians working on the different countries' educational practices should take an active role in the process of 2023 VB. They also mentioned version of different country practices for Turkey will show a positive impact on the 2023 VB implementation. Furthermore, participants suggested preparing a draft that is open to the public opinions and publishing the original text after the arrangements of the draft. Stating "As long as the current management positions do not have the mindset of the Minister, they will seem unsuccessful. As an example, all administrations share their activities on Twitter by tagging the Minister of Education and other executives. You will see many of those activities have been done long ago but they are connected with 2023 VB like they were carried out for the first time. This shows their only aim is to protect their positions", another academician expressed the influence of the management staff in the implementation of 2023 VB.

Discussion

The innovations and policies in the education system are first known and approved by the educators taking an active role in the system (Barton & Walker, 1985; Zigler, Gilliam, & Jones, 2006). A change or innovation which is not adequately recognized by educators cannot be implemented or numerous difficulties are encountered during the implementation (Glickman, 1998). Based on the results, the majority of participants including principals, assistant principals, teachers, and academicians read the goals and policies of 2023 VB. School principals have a significant proportion of those who read 2023 VB. While many practitioners and academicians did not attend any information meeting related to 2023 VB, it is remarkable that a large number of those who did not attend the meeting are teachers and the large number of those who attended the meeting are principals. Additionally, the majority of the participants think 2023 VB's theoretical framework and implementation process have not been effectively introduced by experts or policymakers while most of the managers express 2023 VB has been effectively promoted. As one of the most important goals of 2023 VB, the building of a school improvement model, development of human resources, student-centered teaching, development of educational content, and teacher development programs are mentioned.

During the implementation of the educational programs, the conditions of the educational environment should also be paid attention. It is important to develop educational policies based on the different physical conditions and infrastructures of the schools located in various regions of Turkey (Baltaci &

Coskun, 2019). A substantial body of research emphasized policies in 2023 VB are theoretically suitable for developing different purposes and skills but there might be some problems in terms of putting those policies into practice compatibly with the existing system (Yilmaz & Ongoren, 2020). Regarding the compatibility of 2023 VB with the current education system, the participants of the study think that 2023 VB meets today's educational needs and expectations. While assistant principals believe that 2023 VB meets the needs of today's education system, academicians have a controversial opinion on this issue. Participants partially agree with the view that 2023 VB is a source of motivation for educators. It is striking that the majority of those who think 2023 VB isn't a source of motivation for educators are teachers.

School administrators and teachers have low expectations regarding the applicability of the stated goals and policies on 2023 VB. Due to the lack of infrastructure, educators are more likely to have negative opinions related to the applicability of the policies in 2023 VB. Moreover, they state financial policies are inadequate for solving the economic problems of schools (Dogan, 2019; Solak & Karatas, 2020). Academicians and teachers reported that the 2023 VB has not been successfully implemented until now. In terms of the innovations in the schools within the scope of 2023 VB, school administrators and teachers exemplify physical conditions, planning, technical projects, mentality, and the development of teachers and parent's role. Besides some of the participants don't have any information about the changes in their schools. While teachers have low expectations for 2023 VB's implementation as planned, assistant principals have an opposite view on that subject. The findings of the study illustrate effective use of human resources merit, financial competence and stakeholders will support the applicability of the policies in 2023 VB. On the other hand, lack of infrastructure, incompetence, financial insufficiency, the teacher, the physical conditions, and unrealistic policies in 2023 VB are shown as the obstacles to implement those policies.

The outcomes indicate that school principals are more likely to have information on 2023 VB through reading the report and attending the meetings. While a large number of the participants think that educational experts and policymakers did not introduce 2023 VB efficiently, school principals expressed the reverse opinion by stating the promotion of 2023 VB was adequate. Teachers narrated that 2023 VB has not been successfully implemented until now and it also will not be carried out as planned in the next period. Assistant principals mention 2023 VB was successful and it will continue to be implemented as planned. As a result of the research, the lack of infrastructure, incompetence, financial inadequacy, teachers, physical conditions, and unrealistic policies are shown as obstacles to the implementation of 2023 VB, while effective and efficient use of resources, merit, financial competence, and stakeholders are presented as supportive for applicability of the policies in 2023 VB.

Aiming to reform for Turkey, 2023 VB was enacted and implemented with the Minister of National Education's meticulous preparation and the support of the President. Based on the results of this study conducted in the first year of the implementation, 2023 VB has created a positive perception and increased expectations and motivation. Further research is needed to better understand if the positive atmosphere created by 2023 VB in terms of perception, expectation and motivation continues in the following years or in what direction it has changed.

Conflict of Interest

The authors do not have any personal or financial interests within the scope of this research.

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