
The Eurasia Proceedings of Educational & Social Sciences (EPESS), 2016

Volume 5, Pages 232-236

ICRES 2016: International Conference on Research in Education and Science

THE IMPORTANCE OF URBANIZATION IN EDUCATION

Nukhet Konuk
Ondokuz Mayıs University

N. Gamze Turan
Ondokuz Mayıs University

Yuksel Ardali
Ondokuz Mayıs University

Abstract: Urbanization is defined as the increasing share of population living in urban areas. Urban areas are more suitable for locating administrative facilities and functions. Urbanization is the most phenomenon of the changes in the world. While 2% of the world's population lived in urban areas in 1980s, 15 of the world's population lived in urban areas in 1900s. In 1950, approximately 30% of people lived in urban areas. Over the last 30 years many urban areas have experienced dramatic growth as a result of rapid urbanization. In 2014, 54% of the world's population lived in urban areas. It is expected to increase to 72% by 2050. The rapid growth is not sustainable from the point of economic, environmental and educational perspective. As more and more rural migrants move into urban areas, their education and implications for education inequality between rural and urban populations become important issues. Urban areas were viewed by many as economically dynamic, attracting and employing migrant populations from small towns, rural areas, and abroad during the first half of the twentieth century. However, urban areas cause the problems for the large numbers of poor and minorities who live in cities during the second half of the twentieth century. Such negative associations with urban areas profoundly affect education and shape the nature of urban schooling. The aim of the study is to investigate the changing of urbanization activities and compare education performance of rural and urban areas. Education performance in urban areas is generally higher than that of rural areas.

Keywords: Urbanization, urban areas, rural areas, education

Introduction

Increased urbanization is a global problem in the world. Currently, 54% of the world's population lives in urban areas (Wu and Murray, 2003; Kaya and Curran, 2006), a proportion that is expected to increase to 66% by 2050. The rural population of the world has grown slowly since 1950 and is expected to reach its peak in a few years. The global rural population is now close to 3.4 billion and is expected to decline to 3.2 billion by 2050. The urban population of the world has grown rapidly since 1950, from 746 million to 3.9 billion in 2014. Continuing population growth and urbanization are projected to add 2.5 billion people to the world's urban population by 2050 (United Nations, 2014).

Urban areas have been defined in different ways. A functionally useful definition should address demographic, geopolitical and social dimensions of such population settlements (Moore et al, 2003). Urbanization is one of the major social changes in the whole world. Urbanization is directly related to expansion of urban areas and growth of the proportion of total population leaving rural areas and moving to live in urban areas (Tan et al., 2016). Urban areas play a vital role in the education. Schools in urban areas differ from schools in rural areas in ways that are usually associated with better student performance. Urban schools are usually larger, enjoy greater responsibility for resource allocation, are less likely to experience staff shortages, are more likely to have a higher proportion of qualified teachers, and have higher student-teacher ratios than schools in rural areas and towns, especially in partner countries and economies (OECD, 2013). The aim of the study is to investigate

- This is an Open Access article distributed under the terms of the Creative Commons Attribution-Noncommercial 4.0 Unported License, permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

- Selection and peer-review under responsibility of the Organizing Committee of the conference

*Corresponding author: Nukhet Konuk E-Mail: nukhetg@omu.edu.tr

urbanization trends and its effects on education in Turkey. Also, education performance of urban areas is compared with that of rural areas.

Urbanization in Turkey

Turkey, one of the fastest growing countries in Europe, has seen a drastic increase in population in the last 20 years. While, the population was about 21 million in 1950, it has reached to about 78 million in 2015. The variation of Turkey’s population is shown Figure 1. Annual growth rate of population in Turkey is 1.08% in 2015 (TUIK, 2015).

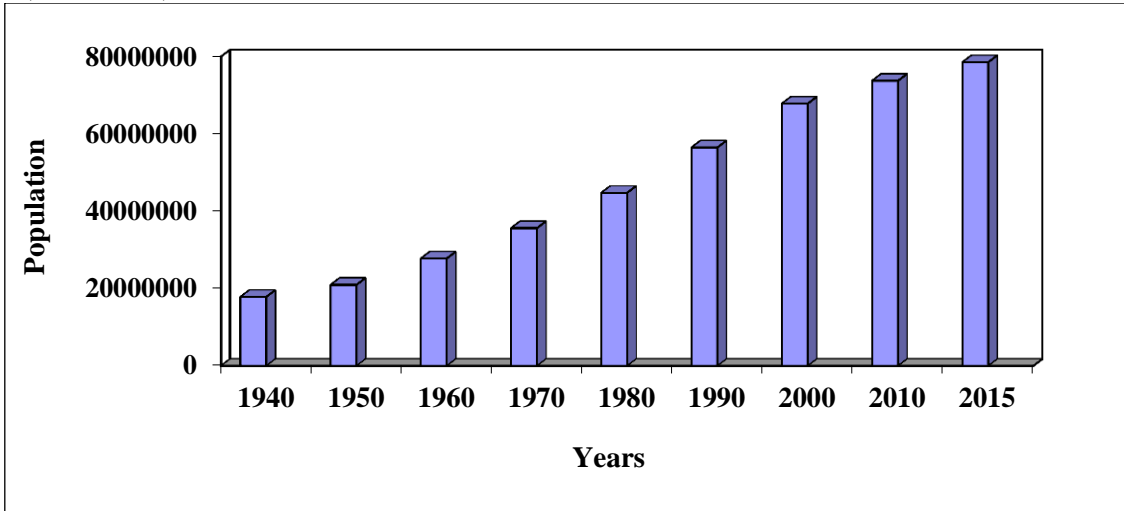


Figure 1. The variation of Turkey’s population

In Turkey, urbanization rate has grown year-by-year with the rapid development of urban economy and social change, Turkey, like many developing countries, faced rapid urbanization following World War II. Later mechanization of agriculture resulted in a flow of much the rural population towards cities (Tekeli, 2010). The urbanized population in Turkey has grown from 24.2% in 1927 to 92.1% by 2015. Turkey has reached to its large-scale urbanization state with an urbanization rate more than 65% in 2015. The urban and rural population balance in Turkey between 1940 and 2015 is shown in Figure 2 (TUIK, 2015).

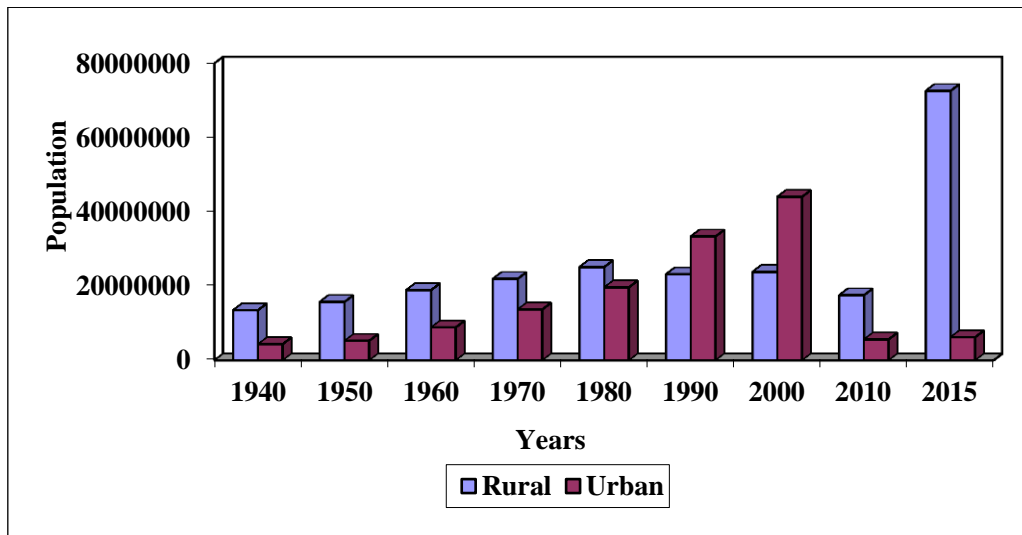


Figure 2. Rural and urban population in Turkey

Rapid growth in the urban population and inadequate policies and strategies to handle with this growth resulted in today’s cities in Turkey with inadequate physical, social and cultural infrastructure, green areas, losing part of their identity within the rapid development, and having severe traffic and accessibility problems (Yomralioğlu and Ulger, 2014).

Education in Urban Areas

The quality and the effectiveness of education depend on qualitative variables such as characteristics of schools, teachers and classrooms, as well as quantitative variables such as achievement scores (OECD, 2013). Criteria for determining school quality indicators are school climate, teacher qualifications, availability of educational technology, curriculum implementation, availability of instructional materials and parental involvement.

There are some differences between rural and urban education quality. The education in rural schools is found to be less effective than the education in larger urban schools. Some conditions are often associated with rural schools:

- insufficient national standards
- insufficient resources
- lack of official support for transportation teachers and administrators.

Rural schools fail to meet the national standards of Ministry of National Education in terms of student competences. The resources such as library, computer are insufficient to meet the needs of students in rural schools. Teachers and administrators are not provided with much opportunity to participate in professional development activities in rural areas. The geographic distance to the city center and lack of official support make it more difficult to appoint, recruit and retain well-trained teachers in rural areas.

Urban schools have a lot of advantages from a physical standpoint. Urban schools are usually larger, have more socio-economically advantaged student bodies and greater responsibility for resource allocation. The number of schools in Turkey are shown in Figure 3. There was 54415 schools in the educational year of 2015-2016, while there was 52989 schools in the educational year of 1997-1998. The number of schools increased 1426 schools the last 19 years.

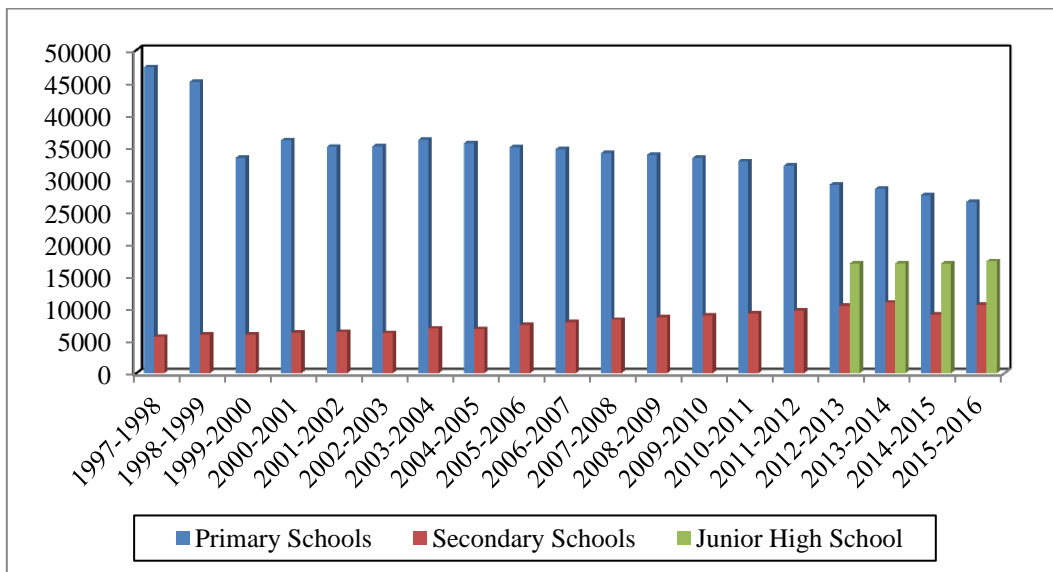


Figure 3. Number of schools in Turkey

Urban schools are less likely to experience staff shortages. The schools are more likely to have a higher proportion of qualified teachers. Schools in urban areas have higher student-teacher ratios than schools in rural areas. The number of students per teacher in Turkey is shown in Figure 4.

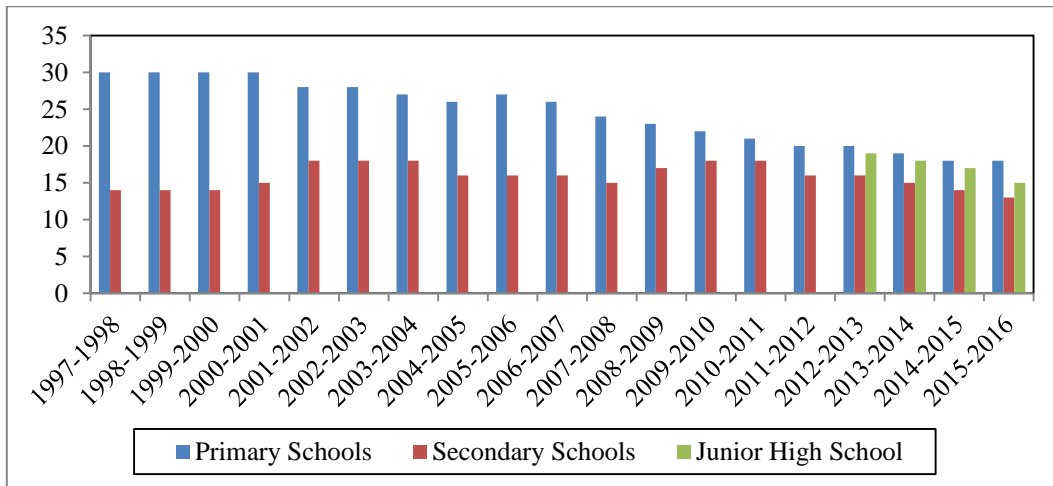


Figure 4. Number of students per teacher in Turkey

The education performance of students in rural areas is significantly lower than that of urban areas. Although attributes of different groups such as nutrition, parenting style, and education quality have played important roles in explaining inequality between rural and urban student, the remaining unexplained education disparity is still substantial (OECD, 2013). The number of students in Turkey is shown in Figure 5. As seen in Figure 5, the number of students increased more than 5 million in the last 19 years. It appears that urbanization significantly affects number of students, number of schools and number of students per teacher.

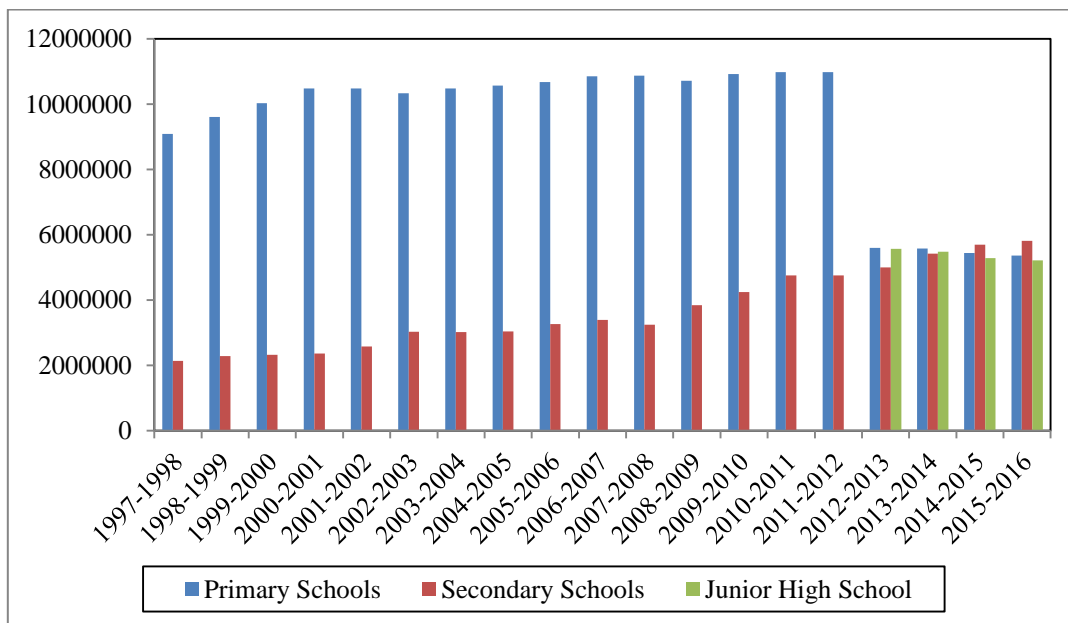


Figure 5. Number of students in Turkey

Conclusions

The education quality in rural areas is still problematic in Turkey as in many developing country. There are very large differences in the allocation of both physical and human resources and in the distribution of educational resources among the schools in different regions in Turkey. Various educational policies have been implemented in terms of rural development during the entire process from the declaration of the Turkish Republic to the present; hence, some positive educational developments have occurred.

References

Kaya, S., Curran, P.J., (2006). Monitoring urban growth on the European side of the İstanbul metropolitan area: a case study, *International Journal of Applied Earth Observation and Geoinformation*, 8, 18-25.

- Moore, M., Gould, P., Keary, B.S., (2003). Global urbanization and impact on health, *International Journal of Hygiene and Environmental Health*, 206, 269-278.
- OECD, (2013). What makes urban schools different?, *PISA IN FOCUS*, 5,1-4.
- Tan, Y., Xu, H., Zhang, X., (2016). Sustainable urbanization in China: a comprehensive literature review, *Cities*, 55, 82-93.
- Tekeli, I., (2010). "Urban land, infrastructure and urban services", *Tarih Vakfi Yurt Yayınları*, Istanbul, ISBN-9789753332316 (In Turkish).
- TUIK, (2015). "Turkish Official Statistics Report", Ankara.
- United Nations, (2014). *World urbanization prospects*, ISB N 978 - 92-1-151517- 6, NewYork.
- Wu, C., Murray, A.T., (2003). Estimating impervious surface distribution by spectral mixture analysis, *Remote Sensing of Environment*, 84, 493-505.
- Yomraloğlu, T., Ulger, N.E., (2014). An assessment on applications of development plans in Turkey, *FIG Congress 2014, Engaging the Challenges, Enhancing the Relevance*, 16–21 June 2014, Kuala Lumpur, Malaysia.