

Milli Eğitim Şuralarının Eğitim Yönetimi Politikalarına Etkisinin İncelenmesi

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ÖZ

Bu çalışmanın amacı, Milli Eğitim Şuralarında (1-20) alınan kararlardan hareketle eğitim yönetimi politikalarına yönelik çıkarımlarda bulunmaktır. Çalışmada, nitel araştırma yönteminden ve doküman analizinden yararlanılmıştır. Çalışmada ayrıca, Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu'nun resmi internet sitesinde yer alan ve tam metinlerine açık erişimi olan MEŞ kararları esas alınmıştır. MEŞ'lerde alınan kararlardan bazıları eğitim yönetimi ile ilgili çeşitli konuları içermektedir. Araştırma verilerinin analizi sonucunda altı tema ortaya çıkmıştır. Bunlar; mevzuat, organizasyon yapısı, müfredat, eğitim uygulamaları, çevre ve öğretmen-egitim yöneticisidir. Bu temalara yönelik kararlar, farklı eğitim kademeleri (okul öncesi, ilköğretim, ortaöğretim, yükseköğretim) içerisinde yer almaktadır. Ayrıca MEŞ kararları içerisinde eğitim yönetimi politikalarının belirlenmesinde yalnızca eğitim kademeleri değil; birçok faktör (mevzuat, müfredat, eğitim uygulamaları, çevre, öğretmen-egitim yöneticisi) etkili olmaktadır. Çalışmada belirlenen temalar birbiriyle bağlantılı ve birbirini destekleyici niteliktedir. Bu çalışmanın bulgularına dayanarak, MEŞ'lerde alınan kararlara dayalı olarak eğitim yönetimi politikalarının uygulanıp uygulanmadığının ya da ne düzeyde uygulandığının anlaşılması adına daha iyi izlenmesine yönelik bir kontrol mekanizması kurulması önerilmektedir.

Anahtar Kelimeler: Milli eğitim şurası, eğitim yönetimi politikası, nitel araştırma

Examining the Impact of National Education Councils on Education Management Policies

ABSTRACT

The aim of this study is to make inferences about education management policies based on the decisions taken in the National Education Councils (1-20). In the study, qualitative research method and document analysis were used. The study was also based on National Education Council (NEC) decisions, which are available on the official website of the Ministry of National Education, Board of Education and Discipline, and whose full texts have open access. Some of the decisions taken in NECs involve various issues related to educational management. As a result of the analysis of the research data, six themes emerged. These; legislation, organizational structure, curriculum, educational practices, environment and teacher- education manager. Decisions regarding these themes are made at different education levels (pre-school, primary education, secondary education, higher education). In addition, not only education levels are used in determining educational management policies within NEC decisions; many factors (legislation, curriculum, educational practices, environment, teacher-education administrator) are effective. The themes identified in the study are interconnected and supportive of each other. Based on the findings of this study, it is recommended to establish a control mechanism to better monitor education management policies based on the decisions taken in NECs to understand whether or not they are implemented or to what extent they are implemented.

Keywords: National education council, education management policy, qualitative method

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Etik Kurul İzin Bilgileri: Milli Eğitim Şuraları kararlarına Milli Eğitim Bakanlığı web sayfasında açık erişim olduğundan etik kurul iznine gerek görülmemiştir.



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1. INTRODUCTION

Education is the process of changing one's own attitudes and behaviors under the influence of others (Başaran, 1989). Education policies implemented in this process gain importance. Educational policies involve changes in the social structure - for example, the educational structure of the society (Fidan & Erden, 1998). Various sources are consulted in the process of determining education policies, which provide insights into different aspects of education. The perspectives of education stakeholders are taken into account when formulating these policies. This is because the participation of stakeholders in education management is considered necessary for the development of an effective management approach (Redondo, 2016). The active participation of stakeholders contributes to fostering a democratic management approach (Gottlieb, 2019). Education policymakers who are responsible for formulating education management policies in line with democratic principles should possess an understanding that education is influenced by various internal and external factors (Suematsu & Tsujino, 2018). Moreover, in order to facilitate meaningful transformations in education management, it is crucial for decision-makers to avoid hasty or arbitrary reforms and instead strive to establish a stable and well-structured framework (Batista & Pereyra, 2020).

One of the significant sources influencing education policies in Türkiye is the National Education Council (NEC). The NECs have been convened 20 times since their inception in 1939 (Ministry of National Education [MoNE], 2014). These councils serve as formal gatherings where education-related issues are addressed, playing a crucial role in shaping education policies and informing decision-making processes for education administrators. The NEC meetings bring together representatives from the MoNE, academics, and educators to examine diverse challenges in the field of education (Aydın, 2009). Notably, the NECs foster broad stakeholder participation in identifying solutions to educational problems (Karataş, 2012). Consequently, they are recognized as an integral component of effective public administration policies that shape the Turkish National Education System (Çakır, 2017; Tofur, Aypay & Yücel, 2016).

The objective of education management, as considered in the application of administration to education (Bursalıoğlu, 2000), is to approach education management from different perspectives (Şişman, 2010). Thus, education managers are expected to conduct comprehensive evaluations and propose viable solutions (Rini et al., 2020). Effective stakeholder involvement is crucial for the proposed solutions to influence education management (Dunsire, 1995; Peters & Pierre, 1998). In addition, it is necessary to ensure the continuous and positive change needed for the professional development of teachers and to give importance to their opinions. For this, planned studies are needed (Reed & Chappell, 2021). Planning is a process that contributes to evaluating the work of teachers and understanding whether the work is done in accordance with its purpose (Aada, 2020). However, limited research reflects the significant role of the NECs in shaping education management policies. Upon examining the national thesis database, only one thesis directly relates to the topic (Uysal, 2008). Additionally, it is presumed that one study addresses the topic (Balıkçı & Türkoğlu, 2021). Moreover, it can be observed that the NECs have addressed specific topics such as curriculum and educational policies (İşler, 2016; Yılmaz, 2019), physical education (Gümüştül and Göral, 2014), preschool education (Altay, 2011), psychological counseling and guidance (Yüksel-Şahin, 2012), and technology (Dağhan et al., 2011). International studies have focused on education management policies in various countries such as the United States (Gottlieb, 2019), Portugal (Redondo, 2016), Japan (Suematsu and Tsujino, 2018), and Brazil and Spain (Batista and Pereyra, 2020). However, these research endeavors either focus on specific perspectives of the NECs or delve into particular aspects of the extensive field of education management, similar to international studies.

Recognizing the need to examine NECs within the context of education-related issues and adopting a comprehensive approach, it becomes evident that investigating the influence of NECs on education management policies holds great importance for researchers. Furthermore, this study adopts a holistic approach to analyze NECs in relation to education. Because, when the research in the national thesis center on the National Education Councils (NECs), which is an official consultancy within the Turkish Education System, was examined using the keyword "national education", 452 theses were found. 25 of these are related

to national education councils. However, when the 23 theses that were accessed were examined, it was seen that the National Education Councils (NECs) were examined only one thesis (Uysal, 2008) in the context of educational management policies. These justifications underscore the significance of studying the impact of NECs on education management and emphasize the necessity of researching education management while considering the viewpoints of participants (Kopric, 2013).

The primary objective of this study is to draw insights regarding education management policies by analyzing the decisions taken during the NECs (1-20). Based on this objective, answers were sought to the following questions: 1. Which aspects of educational management were discussed in the National Education Councils (NECs)? 2. What issues attract attention in the context of education management in the National Education Councils (NECs)?

2. METHOD

One of the important practices used in the implementation of education policies is the NECs. Various issues related to education are discussed in the NECs. In addition, the decisions taken can direct education policies. Therefore, NECs need to be analyzed to both understand the educational management policies within the Turkish Education System and to make forward-looking inferences and suggestions. Therefore, the researcher thinks that it is appropriate to use qualitative research and document analysis to analyze the decisions of the NECs in the context of educational management. With the preferred method and analysis, inferences from the NECs in the context of educational management have been revealed. Qualitative research seeks to provide comprehensive, systematic, and detailed information that facilitates the generation of new interpretations (Merriam, 2015; Neuman, 2006; Patton, 2014; Yıldırım and Şimşek, 2011). In this study, document review, one of the qualitative research methods, was also used. A systematic content analysis approach was employed to uncover new meanings, relationships, and dimensions within the collected texts (Gökçe, 2019; Krippendorff, 2004; Yıldırım & Şimşek, 2011).

2.1. Documents

To obtain National Education Councils in the context of education policies, the researcher used the website of the Board of Education and Discipline within the Ministry of National Education (<https://ttkb.meb.gov.tr/>). It is understood from the Board of Education and Discipline page that NECs were held 20 times in total (1939-2021) and NECs were carried out every 4 years, except for the last council. In addition, it is understood that the NECs are official works when the content of the NECs are examined on the relevant website (<https://ttkb.meb.gov.tr/>). Official publications and reports are commonly used as sources in qualitative research (Patton, 2014).

2.2. Data Analysis

The process of applying content analysis in this study is visually presented in Figure 1.

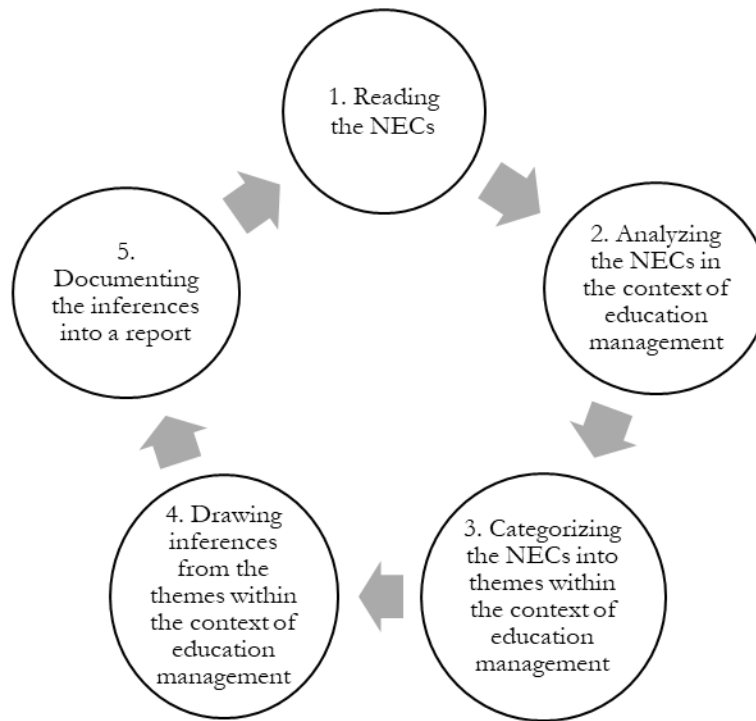


Figure 1. *Process of analyzing the NECs within the context of education management policies*

Figure 1 shows the analysis process of the NECs. The process starts from the reading of the NECs and continues until the reporting stage at the end of the analysis. The process consists of five stages. During the analysis process, the researcher first read the national education councils. In the second stage, the researcher analyzed the councils in the context of educational management. In the third stage, the researcher created the main codes for the themes that emerged as a result of the analysis. Open coding was used in the study. Open coding is the coding that is a preparation made by the researcher based on his examination of the data and forms the basis of the themes (Neuman, 2006). Coding in the study was done after determining the themes and re-reading the decisions of the NECs. Codes belonging to decisions with similar content were combined under the same theme. These codes are: Legislation, structure, program, activity, environment and teacher-school manager. The researcher made inferences from the data based on the codes –open coding- and themes determined in the fourth stage. For inferences, the researcher directly quoted the decisions in line with the themes and codes here. Finally, the researcher reported the code-theme-direct quote and extraction process. The researcher also benefited from descriptive analysis in taking the relevant council decisions and making inferences. The descriptive analysis provides a comprehensive understanding of the research process and focal points for readers (Patton, 2014; Yıldırım & Şimşek, 2011). The NEC decisions were analyzed within the context of education management through direct quotations in the findings and interpretation section. The process followed a deductive and iterative approach. To ensure the reliability and validity of the report, the following strategies were implemented:

1. Reflectivity,
2. Expert review, and
3. Verification (Christensen et al., 2015; Merriam, 2015).

The implementation of these strategies in the study was as follows:

1. Reflectivity: Based on the process set out in Figure 1, the NEC decisions regarding Table 1 were re-read and reviewed. It was checked whether the theme and code matching was correct with the decisions. After confirming that the decisions in line with the themes specified in Table 1 were included in the research report, inferences were made regarding the connection of these decisions with educational management. In the light of inferences and themes, the researcher reached the conclusions. In the implementation of this strategy, opinions were received from two academicians who have research in the field of educational management. As

the opinions of academics and the study report supported each other, it was understood that the reflection strategy was applied in the current research.

2. Expert review: In the context of the validity and reliability of the research process, the opinions of two academicians who work in the field were consulted. The report was sent to academics independently of each other. While connecting the decisions taken with the themes in the incoming reports, it was recommended that the inferences be brought to the fore more. Based on this recommendation, the researcher conducted a more intensive analysis to draw inferences by taking into account the themes from the NEC decisions.

3. Verification: It has been reviewed whether the inferences made for this strategy actually match the decisions. Additionally, theme-decision-interaction was reviewed. All NECs were re-read and the links reviewed to see if there were different decisions supporting the themes. The report was given its final form after it was concluded that the analysis process based on theme-decision-inference confirmed each other.

2.3. Research Ethics

The decisions of the NEC are available in open access form on the website of the Board of Education and Discipline (<https://ttkb.meb.gov.tr/>). Therefore, the researcher did not find it necessary to obtain permission.

3. FINDINGS and INTERPRETATIONS

Based on the belief that education management is interconnected with all education-related issues, all decisions addressed in the NECs were considered within the scope of education management. With this perspective, the analysis of NECs revealed six prominent themes. In the analysis process, first of all, all NECs were reviewed and the sections related to education administration were read. Then, the NECs were read again in the context of education administration. In the NECs, the analysis phase was started over the regulations regarding education and management. In the analysis process, it was understood that evaluations were made on different aspects of education management in the NECs. Among these aspects, it is seen that there are regulations for educational activities and administrative affairs. In the study, evaluations with similar content –codes- were tried to be brought together as themes. These themes include aspects of educational administration that deal with both administrative and educational dimensions together. Based on these evaluations made in the NECs, inferences were made in the context of educational administration. Since the departments related to educational administration in the national education councils are handled in a way that includes different subjects in the context of the teaching profession, the creation of themes -six themes- and making inferences -explained in the findings section- are considered important by the researcher. Table 1 presents the distribution of these themes across the NECs.

Table 1. Themes and distribution of the NEC decisions

NECs	THEMES					
	Legislations	Structure and Organization	Curriculum	Educational Practices	Environment	Teacher-Education Manager
1	x	x	x			
2			x			x
3	x		x	x	x	
4		x	x	x		x
5	x	x	x			x
6	x	x	x			
7	x	x		x		
8	x	x	x			
9	x	x	x	x	x	x

10		x	x	x	x	x
11						x
12		x	x	x	x	x
13	x	x			x	
14		x			x	x
15		x	x	x	x	x
16	x	x	x	x	x	x
17	x	x		x	x	x
18		x		x	x	x
19		x	x	x	x	x
20		x	x		x	x

According to the findings in Table 1, a range of decisions concerning diverse topics that impact education management policies have been taken by the NECs. The theme of organizational structure emerges prominently across almost all NEC decisions. These themes exhibit interconnectedness and interdependence. The analysis reveals that the NECs have addressed both administrative and educational aspects, as well as decisions centered around teachers and educational administrators.

3.1. Education Management in the 1st NEC (17-27 July 1939)

Being the first council held after the establishment of the Republic, the 1st NEC primarily focused on the planning of the Republican education system, taking into account the foundational institutions and their respective guidelines and curricula. In this council, education management policies were tried to be shaped based on the education levels in the education system of the time, the programs of these levels and the legal regulations recommended for the programs. Based on this, it is understood that decisions were made regarding three themes regarding legislation, organizational structure and program (This council points out three themes). The decision taken is as follows:

“The regulations and educational programs of male technical, female technical, and trade education institutions were examined and finalized.”

3.2. Education Management in the 2nd NEC (15-21 February 1943)

During the 2nd NEC, the emphasis was placed on the integration of moral values, the teaching of the native language, and the promotion of history education in schools. Decisions were made with a specific focus on curriculum and teacher-related aspects. In this council, mentioning the moral education of the society and the training of the teacher together is meaningful in terms of training the teachers in the context of educational administration policies and showing their value for the society. It is understood that this council is trying to highlight quality in education. Based on this, it is understood that decisions were made regarding two themes (this council points out two themes) regarding the program and the teacher. Some of the decisions taken during this period include:

“Ensuring that only graduates from institutions specialized in history education are appointed as middle and high school history teachers.”

“The thorough examination and acceptance of a report that outlines the necessary measures to be implemented for moral education, both within and outside the educational system, in all levels of schools.”

3.3. Education Management in the 3rd NEC (02-10 December 1946)

The 3rd NEC emphasized establishing legal regulations, developing curriculum plans, implementing educational practices, and promoting collaboration between schools and families. The key themes that emerged from this analysis include legislation, organizational structure, curriculum, and the role of teachers and education administrators (This council points out four five themes). This council is also meaningful in that it touches on physical and mental health, which continues to be valid today, and school-environment relations, which are considered valuable in the context of school development, as well as legal regulations regarding educational levels and educational levels. Some notable decisions made during this period include:

“Development of the Program and Regulations for Trade Middle Schools and High Schools.”

“Emphasis on cleanliness, health, attendance issues, as well as intellectual, emotional, moral, and physical education.”

“Implementation of measures to facilitate the work of school-parent associations.”

3.4. Education Management in the 4th NEC (23-31 August 1949)

The 4th NEC focused on prioritizing the curriculum for elementary and middle schools, considering the structure of high schools, addressing teacher needs, and adopting a democratic education model. Consequently, the analysis highlights the significance of organizational structure, curriculum development, educational practices, and the role of teachers and education administrators (This council points out five themes). It also draws attention in terms of adopting an innovative approach within the framework of these themes and revising the existing structure in line with the needs. Some notable decisions made during this period include:

“Evaluating the proposed curriculum for middle schools.”

“Restructuring teacher training institutions and higher teacher training schools to meet the specific requirements of middle and high schools.”

3.5. Education Management in the 5th NEC (04-14 February 1953)

The 5th NEC primarily emphasized the elementary school level but also included regulations for preschool and special education. As a result, the analysis reveals the importance of organizational structure, curriculum development, legislation, and the role of teachers (This council points out four themes). The council draws attention in terms of reviewing the studies and taking into account the legal regulations at the education levels in line with the needs. Some notable decisions made during this period include:

“Ensuring coherence between the objectives and content of the elementary school curriculum.”

“Promoting the concept of collective teaching throughout different educational stages.”

“Allowing flexibility in the allocation of monthly and yearly teaching hours. Additionally, discussions were held regarding the proposed Primary Education Law.”

3.6. Education Management in the 6th NEC (18-23 March 1957)

During the 6th NEC, a focus was placed on vocational and technical education, as well as adult education. In this council, measures aimed at facilitating the transition between education levels attract attention. The need to make regulations to take into account changing conditions is emphasized. Decisions were made regarding legislation, organizational structure, and curriculum (This council points out three themes). Some noteworthy decisions from this period include:

“Opening apprentice schools for elementary school graduates.”

“Reviewing and revising the legislation that outlines the responsibilities and duties of technicians.”

3.7. Education Management in the 7th NEC (5-15 February 1962)

The 7th NEC addressed various educational levels, including primary and secondary education. It is understood that new regulations need to be made within the legislation. In addition, what is expected from an important educational level such as high school and what function it should have has been revealed. The discussions revolved around the structure of educational levels, legislation, assessment methods, and educational practices (This council points out three themes). Notable decisions made during this period include:

“Presenting 13 draft regulations for review by the Board of Education after the NEC. These regulations required amendments based on the Primary Education Law No. 222.”

“Describing high schools as institutions that provide general education and serve as a foundation for academic pursuits, organized accordingly.”

3.8. Education Management in the 8th NEC (28 September - 3 October 1970)

The 8th NEC focused on regulations concerning the transition from secondary education to higher education. Decisions were made regarding legislation, organizational structure, and curriculum (This council

points out three themes). A decision was taken to determine the education levels. In addition, the desire to organize these educational levels in an interdependent manner attracts attention. Some significant decisions from this period include:

“The Turkish education system consists of three interdependent levels of education:

1- Primary education

2- Secondary education, and

3- Higher education. In the second phase of secondary education:

a) Programs preparing students for higher education

b) Programs preparing students for both profession and higher education, and

c) Programs preparing students for life or occupational fields are organized.”

3.9. Education Management in the 9th NEC (24 June - 4 July 1974)

The 9th NEC aimed to address all educational programs within the framework of National Education and evaluate initiatives for students. Discussions encompassed various themes, including legislation, organizational structure, curriculum, educational practices, environment, and the role of teachers and education administrators (This council points out six themes). It is tried to be based on the Basic Law of National Education No. 1739, which reflects the structure and philosophy of the Turkish education system. Based on this law, efforts are being made to direct the Turkish national education system. In addition, it is understood that decisions are made about what the education levels are within the education system and what kind of structure they should have. It is noteworthy that these decisions include expectations from education for carrying out social activities for students, improving school-parent relations and increasing the effectiveness of guidance services. Some noteworthy decisions from this period include:

“The Turkish education and training system is organized to achieve these general objectives, and the specific objectives of various types and levels of educational institutions are determined in accordance with the general objectives and the fundamental principles listed below. (M.E.T.K. Article 4).”

“The Turkish national education system comprises formal education and non-formal education. Formal education includes preschool education, basic education, secondary education, and higher education institutions. Non-formal education encompasses activities organized alongside or outside formal education (M.E.T.K. Article 18). Furthermore, students' elective courses, extracurricular activities, teacher-parent relationships, continuous observations, and guidance are monitored to foster their abilities and talents. Accordingly, assistance is provided to guide them towards various programs in secondary education and prepare them for life.”

3.10. Education Management in the 10th NEC (23-26 June 1981)

During the 10th NEC, the focus was on the Turkish National Education System and the development of specialized handbooks for subject-specific programs. The decisions made took into account the needs of students and teachers, encompassing organizational structure, curriculum, educational practices, the learning environment, and teacher-education administrator interactions (This council points out five themes). It is also noteworthy that this council is a preschool-based council. It is seen that comprehensive and diverse decisions have been taken regarding the legal infrastructure and dissemination of pre-school education, the regulation of program content, and taking measures for implementation. Some key decisions during this period include:

“Collaborating with other institutions to promote the nationwide expansion of preschool education and implementing legal measures to ensure the Ministry of National Education's cooperation and the contributions of these institutions to preschool education.”

“Enhancing and refining preschool education programs.”

“Developing handbooks for preschool teachers.”

“Introducing one-year preschool classes initially in prioritized regions within primary schools and establishing practice preschool classes in girls' vocational high schools.”

3.11. Education Management in the 11th NEC (June 8-11, 1982)

The 11th NEC focused on the status and issues of teachers and educational specialists, emphasizing the theme of teacher/education administrator (This council points out only one theme). The teacher-centered structure of the council stands out. Measures regarding teacher training are brought to the agenda. The desire to make arrangements taking into account the professional needs of teachers, especially in the context of education, comes to the fore. Some decisions were made as follows:

“The entire process of teacher training institution programs (objectives, content, teaching methods, and evaluation) should be re-evaluated in accordance with the requirements of the time and in a consistent manner.

c) Teacher training programs should be developed in accordance with program development principles and based on research.”

3.12. Education Management in the 12th NEC (June 18-22, 1988)

The 12th NEC discusses structural reforms in the Turkish Education System, regulations for teacher training, curriculum development, educational financing, foreign language teaching, and the importance of parental support (This council points out five themes). Consequently, organizational structure, program implementation, environment, and teacher themes are relevant to this council. The situation of the teacher and the school, especially their integration with the environment and their review according to needs, is taken into account. Questioning and training teachers according to changing and developing needs are brought to the agenda. Some of the decisions include:

“The integration of existing middle schools with primary education.”

“In schools, elective programs should be available based on the region and student preferences.”

“Parents should be informed about the beneficial career and knowledge areas for their children.

Revamping the "general culture" program for teacher training and in-service education to align with the goal of nurturing highly skilled individuals for the 21st century.”

3.13. Education Management in the 13th NEC (January 15-19, 1990)

The 13th NEC is seen that decisions focused on non-formal education are taken in NECs. Decisions to reconcile non-formal education with formal education and to ensure cooperation and coordination among organizations within the scope of non-formal education by providing legal infrastructure are noteworthy. In addition, council is important in terms of showing cooperation with the environment in non-formal education. The 13th NEC had a focus on general education. Decisions related to legislation, organizational structure, and environment were highlighted (This council points out three themes). Some decisions made were:

“Determining the equivalence of documents obtained through general education with formal education to facilitate horizontal and vertical transitions between the two systems.”

“Establishing organization and collaboration among institutions involved in general education and developing comprehensive legislation that considers advancements in this field.”

3.14. Education Management in the 14th NEC (September 27-29, 1993)

The 14th NEC focused on educational management and administration. The importance of collaboration with universities in the training of educational administrators was emphasized. In addition, emphasizing the connection of educational management with the central organization reveals the centralist structure of the education system. The emphasis on training educational managers and the emphasis on cooperation with universities shows that educational management is considered an issue in itself. It is noteworthy that the education received in education management is brought to the fore. Structural decisions were made based on preschool education. Therefore, the themes of organizational structure, environment, and teacher/school managers were prominent (This council points out three themes). Some decisions made were:

“Reviewing and restructuring the Ministry of National Education's Central, Provincial, and Overseas Organizations to establish a functional framework. Legislative arrangements will be made regarding the qualifications, titles, appointments, and transfers of administrators and experts working in these institutions.”

“Current educational administrators will be trained in collaboration with universities; individuals with the necessary qualifications for educational administration will be admitted to the educational management program.”

3.15. Education Management in the 15th NEC (May 13-17, 1996)

The 15th NEC addressed the structure of primary and secondary education, the connection between society and education, guidance in education, financing, and teacher training. The importance of the environment in education is emphasized in order to use resources effectively and efficiently. Reorganization of programs in the context of students' characteristics and needs is taken into account. In order to achieve these, it is recommended that there be a structure centered on political energy education and especially on teachers. Therefore, organizational structure, program, educational activities, environment, and teacher/education management themes were evident (This council points out five themes). Some of the decisions made include:

“Efficient and effective utilization of educational resources by taking advantage of the educational capacities in the surrounding area.”

“Balanced inclusion of cognitive, affective, and psychomotor domain objectives in primary education programs.”

“Providing students with a discipline that enhances their time management, energy, abilities, and positive work evaluations through guidance activities.”

“Teachers should be trained in teacher universities.”

“The political authority should prioritize education in allocating macro public resources.”

3.16. Education Management in the 16th NEC (November 13-17, 1999)

The 16th NEC focused on educational decisions related to vocational and technical training, emphasizing both the MoNE and the university dimension. Decisions were made regarding the legal framework, teachers/educational administrator, and program development. Reviewing the university transfer system and addressing it with a serious study such as a project shows the importance given to the subject. Measures have been taken to make vocational education more attractive and functional. It has been demonstrated that all these regulations must have a legal infrastructure. It was emphasized that in order for the planned regulations to be successful, practices that will enable teachers to constantly renew themselves within the profession should be implemented in other councils. Themes such as legislation, organizational structure, program, educational practices, environment, and teachers/educational administrator were addressed (This council points out six themes). Some of the decisions made were:

“In relation to the transition from secondary to higher education, a collaborative project between the MoNE and the Council of Higher Education (CoHE) should be appropriately regulated, considering new principles. Graduates of vocational and technical programs should be offered the opportunity for direct admission to diploma or certificate programs in vocational colleges aligned with their respective fields, without requiring an examination. Additionally, diploma-holding graduates from these colleges should be provided with pathways to pursue undergraduate programs in their areas of specialization. Moreover, a success-based criterion should be applied for individuals who, despite graduating from vocational colleges or vocational and technical secondary education programs, aspire to commence undergraduate studies directly in their field of expertise.”

“To ensure compliance with these regulations, it is imperative to review and make necessary adaptations to existing laws and regulations, including Law No. 3308 and other pertinent legislations.”

“All educators should receive regular guidance training and actively implement it.”

3.17. Education Management in the 17th NEC (November 13-17, 2006)

The 17th NEC focused on transitions between educational levels, guidance, and examination systems. It is noteworthy that the special education dimension of teaching is brought to the agenda. It is revealed that teachers need to receive training in the context of special education. It is emphasized that regulations should be made to pave the way for teachers and other staff to provide services in the context of special education. While the arrangements are being made, it is seen that the participation of the families in this process is also indicated. Decisions were made regarding the legal framework, organizational structure, educational practices,

environment, and teachers/educational administrators (This council points out five themes). Some of the decisions made were:

“All primary school teachers should undergo a minimum of 180 hours of in-service training on special needs children and strategies pertaining to special education.”

“Legislative reforms should be undertaken to ensure comprehensive services are available to individuals with disabilities in special education, irrespective of age restrictions.”

“Programs targeting the families of individuals with disabilities should be incorporated.”

3.18. Education Management in the 18th NEC (November 01-05, 2010)

The 18th NEC deliberated on educational structures and practices, centering on teacher-administrator collaborations while considering the 2023 education vision. Collaborative efforts with the CoHE were prioritized. Consequently, organizational structure, educational initiatives, and teacher-administrator interactions were the focal points (This council points out four themes). It is meaningful that a vision document is created in the context of the future of the Turkish education system and that the teaching profession is brought to the agenda in a more fundamental and weighted way than other Councils through this vision document. The proposal to open a higher education level related to education by taking the training needs of teachers one step further distinguishes this council from others. The proposal is unique compared to other Shurs. It is emphasized here that teachers should be involved in more educational activities in order to increase the expected benefit from education. Some of the decisions included:

“Enhancing coordination between the Ministry of National Education and the Council of Higher Education in accordance with the 2023 vision, with particular emphasis on planning teacher requirements and providing teacher training based on those needs.”

“Addressing teacher training at the university level and establishing institutions dedicated to teacher education.”

“Implementing measures to incentivize teachers to remain in schools for extended periods.”

3.19. Education Management in the 19th NEC (02-06 December 2014)

The 19th NEC centered on programmatic developments and proposals aimed at improving the quality of educational activities across different levels. These decisions sought to promote a teacher-centric approach in line with the support of the educational environment. Key areas of focus encompassed organizational structure, program development, educational initiatives, environment, and teacher roles (This council points out five themes). At this council, decisions were made based on values education, based on reading habits, recognition of the city we live in, and culture-based activities. It is also seen that different methods are suggested for the selection of teacher candidates, including values education. Some of the decisions included:

“Incorporating values education into the curriculum.”

“Including culturally relevant literature (folktales, stories, fables, poems, etc.) in the educational materials used in preschool and primary education.”

“Transitioning to single-teacher instruction in primary schools.”

“Organizing activities that foster a culture of reading in primary education.”

“Implementing a multi-faceted evaluation process during the selection of prospective teachers, based on their competencies and interests.”

“Designating a weekly class period for free activities that introduce students to their local community.”

3.20. Education Management in the 20th NEC (01-03 December 2021)

The 20th NEC focused on preschool education, special education and guidance, basic education, and vocational training. The status of educational levels was discussed in conjunction with quality issues in education. It is noteworthy that the council brought to the agenda the studies to be carried out for pre-school and specially talented students. In education and training activities, not only school buildings; It is meaningful to bring the use of different places to the agenda. It is extremely striking that the teaching profession is considered as a career that can be considered as the concrete and institutional version of the characteristics mentioned so far. Alongside these considerations, the contribution of the environment and teacher

development was emphasized. Decisions were made regarding organizational structure, program development, environment, and teacher-administrator themes (This council points out four themes). Some of the decisions included:

“The development and implementation of a school-family collaboration model in early childhood education, aiming to support families and promote widespread family education.”

“Ensuring that students with special abilities are supported through enriched programs within the school environment.”

“Creating school playgrounds and environments that are geographically appropriate and supportive of education at all levels.”

“Regulating teaching as a career profession.”

4. CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This study aimed to draw conclusions regarding education management policies based on the decisions made in the NECs from the 1st to the 20th, using qualitative research methods and document analysis. The findings of this study indicate that the NECs have addressed a variety of topics related to education management through their decisions. These decisions can be categorized into six themes, namely legislation, organizational structure, curriculum, educational practices, environment, and teacher-education administrator. It is worth noting that these themes encompass different educational levels. Furthermore, the determination of education management policies is not solely based on educational levels but involves a comprehensive consideration of multiple factors. The themes identified in the study are interconnected and mutually supportive. Among them, decisions related to organizational structure have received significant attention. Recent NECs, particularly the 19th and 20th, have placed a strong emphasis on preschool education and teacher-education administrator. The National Education Councils (NECs) serve as a valuable platform for collaboration between education researchers and practitioners, contributing to effective governance. It is important to highlight that several decisions have been successfully implemented, such as the recent Law on Teaching Profession (Law No. 7354) enacted on February 3, 2022.

In NECs, educators and experts express their opinions and contribute to the future of education by discussing and making decisions on education-related issues (Aslaner, 2008). However, due to the structure of the decisions taken in the NECs, the implementation dimension is shaped by the will of the political power. This situation causes differences in the implementation of the decisions taken (Üçler, 2006). In addition, it is faced with a situation where most of the decisions taken at the NECs are not implemented. In the context of education management, structural and legal regulations are needed to obtain the desired efficiency from the decisions taken at the NECs. Thus, success can be achieved in terms of implementation of education management policies (Daş, 2019).

Various studies have been conducted on the decisions made in the NECs regarding different topics, as indicated in the relevant literature. For instance, Çakır (2017) examined the NECs in the context of terms like teachers, educational levels, foreign language, and the private sector. Eroğlu et al. (2016) focused on measures to enhance teachers' professional development, improve educational quality, and promote inter-institutional collaboration. Mery and Kaymakçı (2018) analyzed the NECs as influential entities shaping education policies and programs, including subjects like citizenship education and human rights. Kılıç & Güven (2017) explored the NECs with regards to teachers, school administration, curriculum, textbooks, and educational materials. However, Bulut-Boz & Karataş (2020) critically discussed the limited attention given to education and school administration until the 10th NEC and the challenges in implementing the decisions made. They emphasized the significance of considering teacher-education and school management as essential resources for education (Kadir & Nimota, 2019).

According to the research conducted by Suematsu and Tsujino (2018), the involvement and contribution of stakeholders is a significant factor in educational management policies. The interaction with the environment holds great importance for the successful implementation of educational activities and programs. It is essential to establish a framework that considers the environmental aspects in order to effectively achieve

educational management goals (Tadle-Zaragosa & Sonsona, 2021). Collaboration with stakeholders, implementation of training programs, and engagement in project work are crucial elements in attaining these objectives (Péruze et al., 2007). The active participation of stakeholders in educational management, also known as governance, should be actively supported. It is necessary to establish and promote a governance approach not only in educational management but also in other areas of administration (Redondo, 2016).

Educational management and policies necessitate the joint management of schools, environments, and teachers; media -one of the several factors affecting education is the media. Media is also one of the stakeholders of education- aligned with the objectives of the educational institution. Education policies should consider a collaborative management approach, leveraging educational activities, technology, and programs (Antunes & Viseu, 2019). By institutionalizing such an approach, the transformation process towards becoming a learning organization (Watson, 2015) or a desired structure such as a democratic school (Batista & Pereyra, 2020) can be facilitated. In democratic education, the collaborative involvement of all stakeholders, including parents, students, and teachers, is crucial. Regardless of their diverse roles and positions, stakeholders should be actively included in the decision-making processes (Gottlieb, 2019). Implementing programs so that stakeholders can make the expected contribution to education, ensuring that the program is accepted by stakeholders by providing technical support; A structure supported by school managers, teachers and parents and necessary training should be provided (Heyward, Cannon & Sarjono, 2011). At this point, the views, beliefs and actions of education politicians who have an impact on the implementation of education-related policies must be consistent (Sayed et al., 2020).

Eroglu et al. (2016) and Kılıç & Güven's (2017) research in the context of teachers' training needs and training programs; the research conducted by Uysal (2008) in the context of school management; research by Gottlieb (2019), Redondo (2016) and Suematsu & Tsujino (2018), supports the results of the current research in the context of the contribution of the environment to school management (governance). However, these studies do not explicitly address or explore the themes of organizational structure and legislation as identified in the current research. This distinction sets the present study apart from previous research, as it sheds more explicit light on these two themes. Moreover, the present research takes a comprehensive approach by analyzing educational management policies in relation to all education-related topics, directly linked to educational management policies, unlike other studies (Çakır, 2017; Merey & Kaymakçı 2018). Furthermore, a thorough analysis of all educational management policies has been conducted. These aspects underline the comprehensive and distinct nature of the present study compared to previous research.

Based on the findings of this research, the following recommendations can be made for practitioners:

- A control mechanism should be established to better monitor education management policies based on the decisions taken in NECs to understand whether or not they are implemented or to what extent they are implemented.
- It has been observed that education management is discussed through education levels in the NECs. According to the researcher, considering educational management only in the context of educational levels is not sufficient, so decisions should be made by taking into account different aspects of educational management - different management approaches, models, etc.
- Decisions regarding education management and administrators are more common in recent NECs. However, in terms of consistency and continuity in education management policies, the issue should be discussed in other assemblies.
- The practice of NECs bringing together researchers and practitioners should be continued as an example of good governance.
- Necessary structural and legal regulations should be made to implement the NECs in the context of education management.

- The study was conducted using qualitative research method and document analysis. Researchers can conduct research using different methods based on the opinions of researchers and practitioners who come together NECs. They can share the results here.
- National Education Councils should be taken into consideration in doctoral studies as well as master's degree studies.

BEYAN

“Milli Eğitim Şuralarının Eğitim Yönetimi Politikalarına Etkisinin İncelenmesi -Examining the Impact of National Education Councils on Education Management Policies-” isimli makalem ile ilgili herhangi bir kurum, kuruluş, kişi ile mali çıkar çatışması yoktur.

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