Current Problems in Turkish Republic of Northern Cyprus Education System

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Abstract. This study aimed at determining the opinions of the administrators and teachers teaching at primary school, secondary school, general high school and vocational school regarding the problems of the TRNC education system. Qualitative research method was applied in the study. There were 10 school administrators and 26 teachers (total 36 participants) consisted the study group of the study. The participants of the study were administrators and teachers from primary schools, secondary schools, general high schools and vocational high schools. The data of the study were collected through using two open-ended questions. First of all, the participants were asked to list five most important problems of the education system they know and then to note down their reasons. The participants were asked to write down their opinions in detail. The qualitative data of the study were analyzed using descriptive and content analysis. Current problems of the TRNC education system determined by the administrators and teachers were identified as the problems with teachers, lack of physical structure and hardware, political reasons, managerial problems, educational problems, family, school funding, migration and its effects, duration of the courses and the academic calendar, class passing system and exam system, use of technology, supervision, teacher in-service training, student, guidance and legal regulations.

Keywords: Education system, school administrators, teachers, current problems

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1. INTRODUCTION

Cyprus is the third largest island in the Mediterranean. The Turkish Republic of Northern Cyprus (the TRNC) is located on the Cyprus island. Although the island has recently been well known as the main concern of political issues, it has made significant progress towards being an education island throughout the TRNC. Educational statistics of 2017-2018 academic year, there are 151,839 students including students studying at universities in the TRNC. Adding 13,900 of non-formal education population to formal education population, it can be concluded that there are 165,739 students taking direct education services in the TRNC. Considering that the population of the TRNC is 286,257 according to 2011 census, the importance of the number of students studying in the TRNC education system can be deduced. Even these numerical data show how wide the education system is in such a small populated-country and how a number of problems are inevitable.

The education system of the TRNC has undergone many changes in the historical process. The outlines of these changes can be cited as the period from the acqusition of the island to the Ottomans from 1571-till-1878, the Turkish Cypriot education in the British administration, the common period of the Republic of Cyprus and the post-1974-period (Erden, 2018). Significant changes in the social and political life in every period have affected education system radically.

The number of research studies on what the problems of direct education are in the TRNC is limited. Initially Günsel (1994), regarding the educational problems, states that the Turkish Cypriot society has been constantly changing and has been experiencing wars. Such kind of changes, affecting the Turkish Cypriot community, have undergone in terms of cultural and social-political changes. At first glance, although the small size of the society creates the image that the problems can be solved instantly, the actual experiences are at the opposite level. For example, the Turkish Cypriot society has been facing various problems regarding health and education throughout the years. The inadequate buildings, the lack of experts and, most importantly, the lack of a certain system are the most important ones.

Then, the report prepared by the Economic Policy Research Foundation of Turkey (2012), the problems of the TRNC education system are described as follows: higher education as an economic sector due to the high proportion of foreign students; poor quality in higher education; the economical and political isolation applied to the country adversely affects the development of the education system; inadequate level of preference of vocational high schools; failure to invest in education due to the fact that higher proportion of the education budget goes to salaries; insufficient data regarding the continuing education of immigrant children; higher costs in vocational education; the inability to meet various learning materials in primary schools; inequalities created among the poor children because of the costs of nutrition of primary school children are covered by their families; widespread private lessons; lack of objective on the quality of education; failure to establish a good measurement and evaluation system; considerable

difference in physical and human resources among schools; majority percentage in using memorization method; conduction academic education mostly class-based; insufficent usage in the information and communication technologies while managing the school and conducting classes; insufficient infrastructure among vocational schools reuqired to serve in the labour market; facilitated entrance conditions to universities; inadequate facilities such as in libraries and laboratories in higher education institutions; recruitment of school principals and teachers by the Public Service Commission; and insufficinet authority in terms of management and financing in primary and secondary schools.

Finally, Karahanoğlu (2015) identies the problems of the TRNC education system as a result of school administrators, teachers, parents and students. The identified problems with school administrators are not being open to self-improvement; not being open to innovation, not being able to use information and communication technologies effectively and not having sufficient communication skills. The identified problems regarding teachers are as follows: choosing the teaching profession due to economic concerns; not taking into account the developmental characteristics of the students; not being open to self-professional development; being burnout, and having communication barrier problems with the parents. The identified problems in terms of parents include insufficient care of the children; not being open to communication and spending quality time with their children; not being open to cooperate effectively with the teachers; and having overintervention to the teachers by the parents. The identified problems with the students are the crowded classrooms; the lack of motivation of the students; higher-level of absenteeism of the students; students' having negative affect by their families; and students' having less level of motivation in establishing their aims. Apart from these, some teachers state that there are not any problems directly stemming from students and that the main problem stems from parents and teachers.

Every society experiences the contradiction between the desire to renew the education system and the tendency to maintain it as it is. The desire to renew the system arises from the pressure of contemporary developments; the tendency to protect the existing is the result of the desire to provide continuity and to give confidence. As societies are changing rapidly, it is seen that education systems are changing very slowly because it is very difficult to solve this contradiction. Effors for reforming education often remain in reform projects and plans, which usually do not applied. The discourses of contemporary education are repeated continuously in the literature, but such kind of discources do not enter school and do not reflect on the student's life (Onur, 1994).

Although many arrangements have been made to improve the TRNC education system, to eliminate deficiencies and to correct mistakes, research shows that there is some problems (see Table 1) still persist. Structural problems constitute the majority of these problems.

Table 1.

Problems identified by research studies about the TRNC education system

Identified problems	Research studies conducted by:
Special education	Abbasoğlu, 2016; Saygı, 2007; Dağlı, 2009; Argün, 2015; Tabaklar, 2017; Can, 2015
Examination	Abbasoğlu, 2015;
School management	Ağdelen, 2005; Alp, 2005; Aşıksoy, 2013; Bakır, 2015; Tekyıl, 2003
School funding	Akşahin, 2017
Teaching method	Aktunç, 2010; Baysen, Güneyli and Baysen, 2012; Alışkan and Güneyli, 2016
Support to teacher	Altaylı, 2016; Basmacı, 2013; Baş, 2016; Sezer, 2013; Özyolcu, 2015; Conkbayır, 2015; Erden, 2016
Psychological Counseling and Guidance services	Arslan, 2013
Reward-Punishment	Seyhani, 2006; Özder, Seyhani and Konedralı, 2009
Audit	Pastırmacıoğlu, 2005; Bengihan 2006; Bilgin, 2005; Yenen, 2018; Erkurt, 2017
Student	Köşker, 2006; Dağsever, 2007; Cangül, 2018
Violence	Mutluoğlu, 2007; Yitik, 2016
Testing and evaluation	Yalgın, 2007; Menteş, 2012
Classroom management	Keskinoğlu, 2007; Konti, 2007
Disciplinary issues	Honca, 2012
School security	Yazıcı, 2012
Substance use	Çakıcı, 2005; Çakıcı, Çakıcı, Eş and Ergün, 2014
Internet addiction	Tok, 2014
Teacher burnout	Özberk, 2015
Internet use	Dericioğlu, 2016; Ozdamlı and Uzunboylu, 2014; Yaratan, Isman, Alibaba Erden, Caner and Canan 2008; İşman, Yaratan and Caner,

	2007
Education system	Karahanoğlu, 2015; Mertkan, 2010
In-service teacher training	Alibaba Erden and Özer, 2013; Baskan and Ayda, 2018

Duplicating such problems identified in Table 1 is possible. However, when examining studies, it is seen clearly that the most emphasized problems are related to teacher support, use of technology, supervision, school management and special education.

Members of many professional groups, including economists, psychologists, teacher trade union representatives, public policy analysts, and politicians, have been effective in setting educational policies for years and have been discussing problems. On the other hand, teachers are almost silent. However, teachers have direct experience of the practical consequences of educational policies and they have the power to determine the problems directly experienced in schools within the education system, which are not adequately discussed in public forums (McAllister, 2018).

1.1 Aim of the study

The aim of the study is to determine the opinions of the administrators and teachers teaching at primary schools, secondary schools, general high schools and vocational schools regarding the problems of the TRNC education system.

2. METHOD

2.1 Research Design

In this study, case study design was used. In case science studies, it is aimed to reveal and interpret the perceptions or perspectives of the person(s) (Yıldırım and Şimsek, 2008). Phenomology provides an in-depth approach to the nature of our daily experiences (Patton, 2014). The problems of the TRNC education system that school administrators and teachers experience, how they experience and how they describe such problems are investigated.

2.2 Study Group

The study group consisted of 36 school administrators and 26 teachers. Participants of the study consist of managers and teachers from primary school, secondary school and general high school and vocational high school.

2.3 Data Analysis

The research data were obtained with two open-ended questions asked to school administrators and teachers. First of all, the teachers were asked to answer two questions, as "Explain why you think this way?", and to list the 5 most important problems of the TRNC education system in order of importance. The responses of school

administrators and teachers constitute the data of the research. A total of 75 pages of data were obtained. The qualitative data obtained in the study were analyzed using descriptive analysis and content analysis.

First of all, the problems that teachers listed in relation to the education system of the Turkish Republic of Northern Cyprus were analyzed descriptively. In the content analysis process of the data obtained from the research, the researchers combined all the transcripts independently of each other under the specific headings of the items identified by the participants as a problem related to the TRNC education system and formed sub-themes.Then, the researchers reached a consensus by discussing the opinions they set under different themes. The reliability of the study was calculated using the formula "Reliability = Consensus / (Consensus + Disagreement) x 100" (Miles and Huberman, 1994). The reliability rate among the researchers was 86%.

3. FINDINGS

In this section, opinions of administrators and teachers about the problems of the TRNC Education System are given. First, a general picture of the problems has been framed. In the direct quotations, the participant opinions are given with the abbreviation SA1, SA2, T1, T2,…. Table 2 shows the opinions of school administrators and teachers about the problems of the TRNC Education System.

Table 2.

Current Problems of the TRNC Education System according to School Administrators and Teachers' Opinions

Problems regarding:	F	%
Teachers	26	14,94
Lack of Physical Structure and Equipment	23	13,22
Political Reasons	20	11,49
Managerial Issues	16	9,20
Educational Program	15	8,62
Families	11	6,32
School Finance	10	5,75
Migration and Its Effects	8	4,60
Duration of the Courses and Academic Calendar	7	4,02
Grade Passing System and Exams	7	4,02
Use of Technology	7	4,02
Audit	6	3,45

In-Service Teacher Training	5	2,87
Students	4	2,30
Counselling	4	2,30
Legal Regulations	3	1,72
Entrance to the University	2	1,15
Total	174	100

3.1 Problems Regading Teachers

School administrators and teachers mentioned the problems related to teachers for 26 times and stated that one of the most important problems in the TRNC education system is related to teachers. The teacher is the most important human resource of the education system. Problems related to teachers are private tutoring, teacher attitudes, low motivation, loss of reputation in the profession, frequent usage of medical reports, lack of special education as well as guidance and psychological counseling system in primary schools, lack of teachers in schools, inadequate implementation of teachers' teaching methods, less or none usage of teaching tools and equipment although there are such tools and equipment in schools and privilage by the high trade union.

The participants expressed their opinions as follows:

There are lack of teachers among the teaching staff (SA3).

The sustainability of education is disrupted due to lack of teachers at schools (T22).

The majority of teachers are not insterested in their personal professional development. Most of them force themselves to teach regularly (T10).

There should be an examination system for the teachers; and those who maintain a certain success should be allowed to continue to teach at schools. Performance evaluation should be on a continuous base. Everyone should love the profession, at least they should make effort to love the profession (T7).

Special education is an area that requires expertise. In each school, it is necessary to establish teaching staff on special education. These students cannot be integrated into schools (T14).

3.2 Problems Regarding Lack of Physical Structure and Equipment

School adminitrators and teachers mentioned the problems regarding lack of physical structure and equipment for 23 times and stated that one of the most important problems in the TRNC education system is related to physical structure and equipment. Emphasis is placed on the inadequacy of school buildings, lack of equipment in general, crowded classes, lack of infrastructure, lack of equipment in schools, lack of books, transportation, classrooms and school gardens.

The participants expressed their opinions as follows:

Phyisical problems mainly constitute inadequate number of classrooms in schools and inadequacy of accessing educational materials (SA7).

Increased WC cleaning (hygiene) facilities with higher thermal insulation and safer building infrastructure(T5).

Poor physical structure of schools also affects education negatively (T12).

The other important missing point is the physical / infrastructure deficiencies in the institutions. Because, as a result of the lack of infrastructure, the problem of not being able to go beyond the traditional methods arises (T15).

As the schools are crowded, this does not allow to use the existing facilites adequately (T17).

Reaching each child as it should be and being productive is a difficult situation in crowded classrooms (T18).

Last year, textbooks arrived schools very late and schools were opened with inadequate number of teaching staff, which showed the small part of the big picture (T20).

Currently, there is still a lack of physical space and materials in our schools to ensure the sustainability of education (T22).

3.3 Problems Regarding Political Reasons

School administrators and teachers mentioned the problems regarding political reasons for 20 times and stated that one of the most important problems in the TRNC education system is caused by political reasons. Issues related to political reasons are emphasized as education does not have a holistic approach and is not part of a state policy, as giving up while planning major changes, deficiencies in the education system, having a bad system, having populist approaches, having lack of system, lack of interdisciplinary connection and lack of contiunity, as solutions taking longer times, having deadlock, having lack of future security and lack of future motivating the students in the country, as state's being not serious in the implementation of educational policies, ignoring education in government policies, having collapsed economic and political situation the country suffers from, having problems created by continuous change of the governments, having biased attitude of trade unions and the establishment of politics in education.

The participants expressed their opinions as follows:

Each government changes the system (SA8).

The Ministry acts with political concers, not with educational concerns (SA7).

The education system in our country is no longer the state policy and government policy is applied at the basis of education problems and education is provided using this basis in schools (SA10).

In our education system, educational plannings are short-termed. I believe educational plannings should be made at least for 10 years and more (T4).

Educational plans are all inadequate, and there is a collapsed system in education (T6).

Trade unions are not interested in the development and progress of education. Their concern is mainly on political issues (T10).

In schools, ministries and even in all public institutions, there is lack of system, indifference and seriousness (T20).

While there are many issues in the TRNC where we are complaining about the education system, complaints remain in the air due to the lack of an analytical approach (T23).

Cyprus being under special circumstances, Turkish society have long been closed to the world remained under the influence of Turkey for years, as well as unfortunately could not be part of the world and developments in the world (T26).

3.4 Problems Regarding Managerial Issues

School administrators and teachers mentioned the problems regarding managerial issues for 16 times and stated that one of the most important problems in the TRNC education system is caused by problems regarding managerial reasons. Problems related to managerial reasons include having lack of vision, directing education and training, having communication cumbersome in the system, having bad managers, having applications relative by the managers, having bad governance, having bad planning, having lack of equipped managers, having lack of school-based management, having not a distinction between fully qualified employee and unqualified employee, having not a distinction between those who are qualified or unqualified in general, having lack of cooperation between stakeholders, having great distance to the city center and having insufficient number of janitors.

The participants expressed their opinions as follows:

The bureaucracy in the education system slows down the education and it is centralized (SA9).

As an administrator, there are problems in the school where we have problems communicating with other administrators (SA8).

There are school administrators who find it hard to get jobs for permanent janitors (T14).

It is a fact that we do not reach the goal fully since there is no school-based management. We cannot influence students sufficiently (T13).

The lack of educational qualifications of the administrators has a negative effect on the teacher, the student and the education (T12).

Administrators do not respect employee-non-employee discrimination. A drastic change in education is needed (T7).

3.5 Problems Regarding Educational Program

School administrators and teachers mentioned the problems regarding educational programs for 15 times and stated that one of the most important problems in the TRNC education system is caused by problems regarding educational programs and academic reasons.

Problems regarding education program and academic reasons cover insufficiency of course hours, irregularity of programs, non-renewal of the curriculum, similar curriculum in all school types, insufficient pre-school programs, insufficient foreign language teaching, non-compliance of the curriculum with course hours, the abundance of holidays, lack of creativity and insufficient application teaching-learning process in primary schools.

The participants expressed their opinions as follows:

Education programs should be rearranged according to today's conditions. Education process is not static (SA6).

The memorization type education system should be left. I notice that we go back every year more than the previous year (SA9).

I think that the most important deficiency during my career is primarily in determining on actual student needs. Therefore, training programs should be formed according to the data reflected in the needs analysis (T15).

Teaching the lessons in the lesson and modernizing the teaching methods out of the classical methods will increase the student's desire to learn. In schools, education-oriented curricula are still being followed instead of teaching, and this is not the case (T22).

For a future that will contribute to the discovery of knowledge, to encourage learning, to widen the world horizon, it is a serious problem that the traditional Turkish education philosophy cannot be replaced by contemporary Turkish education philosophy (T23).

3.6 Problems Regarding Families

School administrators and teachers mentioned the problems regarding families for 11 times and stated that one of the most important problems in the TRNC education system is caused by problems regarding families. Emphasis is placed on the inadequacy of educational background of families, the lack of responsibility that families cannot manage to give their children, the relationship between families and teachers and the factors regarding environment.

Participants expressed their opinions on problems regarding families as follows:

Families primarily struggle to make a living. Their socio-ecomomic background is particulary low at the school where I teach. This situation affects teaching and learning process at the negative way (SA4).

One of the most important problems is the family structure and its effects on the education system. In the TRNC, families seem to be quite inadequate and unconscious about child-care. This has a direct impact on education. It should be noted that education begins initially in the family (SA7).

Families are, mostly indifferent, especially families of students in vocational high schools, unable to communicate properly with the child (T5).

Most families do not provide the necessary care and support to their children in terms of education (T12).

Students of broken families... Students whose social and psychological needs are not met according to Maslow's hierarchy of needs, are not ready to learn (T14).

3.7 Problems Regarding School Finance

School administrators and teachers mentioned the problems regarding school finance for 10 times and stated that one of the most important problems in the TRNC education system is caused by problems regarding school finance. Emphasis is placed on the economics, budget shortages, teacher salaries, and the cost of English language books on problems regarding school finance.

Participants expressed their opinions on the problems regarding school finance as follows:

Schools do not have a budget to carry out activities or to buy anything. School activities are attempted to enroll with the small amount of money collected from families while registering the students at school (SA6).

Pre-school assistant teachers are not paid at a regular basis (T1).

Not sufficient level (and perhaps never) economic contribution has been made to schools (T6).

Because English language books are too expensive, it is difficult to buy them by low-income families (T8).

More importance should be given to the educational activities carried out in our country and more financial resources should be transferred to schools (T22).

In order to provide qualified education in schools, adequate budget is not allocated to public schools (T25).

3.8 Problems Regarding Migration and Its Effects

School administrators and teachers mentioned the problems regarding migration and its effects for 8 times and stated that one of the most important problems in the TRNC education system is caused by problems regarding migration and migration-based reasons. Emphasis is placed on the student profile, demographic structure, identity, citizenship, excessive migration to the country, the increase in the number of children

who do not speak Turkish in schools and multiculturalism of students on problems regarding migration and migration-based reasons.

Participants expressed their opinions on problems regarding migration and its effects as follows:

Immigration has begun to threaten our security and identity. This prevented other problems (SA2).

The region I teach is a migration receiving and emigrating region, so the number of students are not always determined in advance (SA4).

The numbers of students who do not speak Turkish have been increasing day-by-day in schools (SA9)

When students are from different cultural and economic backgrounds, there are many problems suffered from, including communication-based problems (T10).

Lack of activities such as adequate orientation activities for immigrant students is also a major problem. Students who do not know the Turkish language cause great difficulties for teachers and other students (T20).

3.9 Problems Regarding Duration of the Courses and Academic Calendar

School administrators and teachers mentioned about the problems related to the duration of the courses and academic calendar for 7 times and stated that one of the important problems in the TRNC education system was caused by the reasons based on the course-duration and academic calendar.

The participants expressed their opinions on problems regarding duration of the courses and academic calendar as follows:

There are long-term and lots of holidays (SA1).

As an adminstrator I always observe that curriculum and course hours are incompatible. Teachers find it difficult to complete their subjects (SA8).

Lesson hours are less. There is not full-time education system (T11).

 … less course hours… (T18).

Limiting the education period to half a day also affects the effective implementation of education activities (T17).

3.10 Problems Regarding Grade Passing System and Exams

School administrators and teachers mentioned about problems related to grade passing system and examination system for 7 times and stated that one of the important problems in the TRNC education system is caused by the problems regarding grade passing system and exam system. Emphasis is placed on memorization, class passing system, system based on exams, lack of assessment center, education itself, not sending sufficient students from primary to secondary education, teaching rather than

education, and teacher-centered practices in the problems related to grade passing system and exam system.

The participants expressed their opinions regarding the problems system of the class-passing and the exams are as follows:

Fair class passing system is not available. Education itself is inadequate and the system itself has been collapsed (T6).

It is very easy to pass the class and to change the section the students study. There is not any attampt to force the student to motivate more and there is not any development (T10).

Grade passing regulation ensures that Grades 6 and 7 can move to the upper class in any way. It is extremely inconvenient to me that children can move to an upper class unconditionally (T18).

3.11 Problems Regarding Technology Usage

School administrators and teachers mentioned the problems related to the use of technology for 7 times and stated that one of the important problems in the TRNC education system arises from the use of technology. Emphasis is placed on the lack of new technologies, technological deficiencies of schools, lack of technology, lack of innovation and social media.

The participants expressed their opinions on the problems regarding technology usage as follows:

There is a lack of technology in schools. Many schools do not have Internet. (SA4).

There is a lack of new technology in schools. There is a lack of new portal (T11).

The lack of technology in most schools causes students to be unable to follow technology (T12).

3.12 Problems Regarding Audit

School administrators and teachers mentioned about the problems related to audit for 6 times and stated that one of the important problems in the TRNC education system is caused by audit. Emphasis is placed on lack of audit system on problems regarding audit related problems.

The participants expressed their opinions on problems regarding inspection as follows:

I think the audit is not complete. Since the inspectors entering the class are familiar to the teacher, the audit cannot be performed effectively (SA1).

There is a lack of supervision in the education system. There is a lack of enough number of inspectors (T2).

Today, there is a problem of supervision in education. More attention should be paid to the audit. The problem of supervision is not only a problem in education but also in many other areas (T22).

3.13 Problems Regarding Teachers' In-service Teacher Training

School administrators and teachers mentioned the problems related to in-service trainings of teachers for 5 times and stated that one of the important problems in the TRNC education system is the inadequacy of teachers' in-service trainings. Emphasis is placed on inadequate trainers' training, in-service trainings, lack of self-improvement and self-renewal of teachers.

The participants expressed their opinions on the problems regarding teachers' in-service teacher training.

In-service training seminars for teachers are not enough. The same subjects are continuously taught. Those who are far away to the seminar place cannot attend to the in-service training courses regularly (T6).

In-service teacher training courses are not compulsory to attend. Most of the teachers do not tend to attend to such courses (T9).

In-service training programs for teachers and personal professional development of teachers are not sufficient (T11).

3.14 Problems Regarding Students

School administrators and teachers mentioned about student problems for 4 times and stated that one of the important problems in the TRNC education system was caused by students. Emphasis is placed on the ease of students, student profile change, security, multiculturalism, generations' insensitive to social events, and unwillingness to learn.

The participants expressed their opinions on problems regarding students as follows:

Students are reluctant to learn. In the student profile, due to the lack of numerical and verbal skills, students are not motivated enough to be open to learning (T5).

The fact that our school's students are children of low-income families of different cultures prevents us from achieving the goals we want to achieve (T8).

As students come from different cultural and economic backgrounds, there are many problems, including communication. Among the students, the number of those who are hopeful of themselves and are hopeful from their future is very low (T10).

3.15 Problems Regarding Counselling

School administrators and teachers mentioned the problems related to Psychological Counseling and Guidance for 4 times and stated that one of the important problems in the TRNC education system is the lack of Guidance and Counseling services. Emphasis is placed on children of broken families, counseling services and inadequate guidance in issues related to Guidance and Psychological Counseling.

The participants expressed their opinions on problems regarding counseling as follows:

In our country, there are so many students with impaired physical and mental health that the teachers and assistant managers on duty in schools stay helpless (T14).

The lack of guidance counselors in primary schools causes difficulties for teachers. There is not enough feedback taken for the students sent to Guidance Research Center. Child neglect is extreme and social services do not work effectively to prevent child neglect (T20).

Lack of adequate orientation to vocational technical education schools and their structural and educational deficiencies are extremely higher level (T25).

3.16 Problems Regarding Legal Regulations

School administrators and teachers mentioned the problems related to legal regulations for 3 times and stated that one of the important problems in the TRNC education system is the inadequacy of legal regulations. Issues related to legal regulations, deficiencies in the regulations and inadequacy of disciplinary regulations are emphasized.

The participants expressed their opinions on problems regarding legal regulations as follows:

Regulations are based on laws, but due to the inadequacy of statutory regulations, there are different practices applied between laws and statutes. Teachers see leave of sickness as their right and use it to the fullest (SA1).

Disciplinary regulations are out of date. We are ineffective in interfering students with the mobile phone (T11).

Some of the articles in the national education law prevent our education from adapting to the developments in the world and prevent the necessary modifications to be made on time (T26).

3.17 Problems Regading Entrance to the University

School administrators and teachers mentioned the problems related to university entrance for two times and stated that one of the important problems in the TRNC education system was caused by the inadequacy of regulations. Emphasis is placed on admitting students to the surplus departments in the university and the absence of qualification in transition to higher education in the problems related to university entrance.

The participants expressed their opinions on problems regarding entrance to the university as follows:

There are many unemployed university graduates. There are poorly qualified graduates. Country's needs are not taken into consideration when opening a department and accepting students to such departments (T13).

The students think that they do not need to learn because they already think after all, they can be accepted without problems when entering the university ((T14).

4. RESULTS, DISCUSSIONS AND SUGGESTIONS

In the current study, the aim is to determine the opinions of the school administrators and teachers serving at primary education, secondary education, general high school and vocational education about the problems of the TRNC education system. According to the opinions of school administrators and teachers, the main problems of the TRNC education system are defined as the problems with teachers, lack of physical structure and equipment, political reasons, managerial problems, education program, family, school financing, migration and its effects, course duration and academic calendar, grade passing and exam system, technology usage, audit, teacher in-service training, students, counselling, legal regulations and entrance to the university entrance.

Since school administrators and teachers mention the problems related to the teachers mostly, this shows how the teachers are the most important elements of the system. When talking about teacher training, a long-term selection process should be understood, from selection process to in-service training. In order to serve as a teacher in the TRNC, according to the teachers' law adopted in 1985, it is necessary to be a graduate of Atatürk Teacher Training Academy in order to teach in primary schools. In order to serve as a teacher in secondary schools, general high schools as well as at vocational schools, a 4-year faculty diploma and a teacher-training certificate, a pedagogical certificate, is sufficient (MEKB, 2018). Teachers are appointed after the examination held by the Public Service Commission, after the specified quota is entered. In-service teacher trainings are not compulsory. However, in-service teacher training certificates are taken into consideration while applying to certain promotions. The teacher recruitment exam consists of two sessions. The first session included questions on the constitution, the teachers' law and the educational sciences. The second session is an exam consisting of questions including field knowledge. In the exam content, the Constitution has 100 points, teachers' law is 200 points, educational sciences is 100 points and field knowledge is 600 points. Candidates who want to be appointed as teachers are required to obtain at least 600 points out of a total of 1000 points. For those who want to serve as a school principal or as an assistant school principal, the highest contribution of in-service training is 150 points out of 650 points (KHK, 2018). As can be seen, the weight of educational sciences is very low in the examination required to appoint a teacher. Considering the number of universities in the TRNC, the internship period for the teacher candidates is not sufficiently planned, whether the graduate is a holder of an education faculty diploma or a holder of a pedagogy certificate from other faculties. Pre-service teachers do not have sufficient internship opprtunities. Even after appointed as a teacher, they lack the means ot provide adequate support.

Physical structure and physical equipment of schools constitute the physical environment of the school. The physical environment is a learning environment and has an impact on students' learning (Aydoğan, 2012; Al Şensoy, & Sağsöz, 2015). The central organization of the Ministry also has duties in strengthening the physical structure and physical equipment of schools. These needs must be met at a reasonable time. In a dry

country like the TRNC, the abundance of rainfall during the last winter has caused problems in schools.

Problems related to education policies are generally seen as originating from the political system. Frequent elections, coalition governments, even if they are from the same party, frequent minister changes affect education. The basic reforms of education require political support as their preparation and implementation involves political processes (Moe, & Wiborg, 2017). However, Sarıbaş and Babadağ (2015) state that education policy is a national project. Education policy should bear the traces of the past, meet the needs of the present and be directed towards the future. Education policy should be sustainable, inclusive and developable. Although their ideologies are different, each country has a national educational policy. Education policy differs from other public services for three main reasons. This difference is due to the equality and strength of teacher unions, the opacity of the class due to the lack of sharing of teacher assessment results, and the slow emergence of results. Teacher unions are more organized and politically stronger in almost every country than stakeholders and unions in other economic sectors (Bruns, & Schneider, 2016).

In order to influence learning outcomes, reforms need to produce changes at the class level, where teachers have considerable autonomy, and reformers have limited competence to monitor implementation. It takes years for quality reforms, not to be fully implemented for years, and to impact on learning or employability that are prone to reform beneficiaries and policy makers; The losers at the stage of reform adoption are important to undermine reforms during implementation. These distinctive features have two important political consequences. First, teacher approval or teacher involvement is very important for practice. Second, reformers need to cooperate with pre-reform stakeholders, at least in the medium term (Bruns, & Schneider, 2016).

In the TRNC school system, in accordance with the teachers' law, the school principal is the person responsible for school administration. In the literature, it is emphasized that school administrators are important in terms of the effectiveness and efficiency of the school. Because school administrators, with the knowledge and skills they have, plan the future of the school, determine the direction and guide the efforts of change in the school (Garies, & Tschannen-Moran, 2005). School administrators endeavor to prevent possible conflicts in the school. However, if there is a conflict within the school, they should manage it in accordance with the school's goals and objectives (Titrek, Maral, & Barut Kızılkaya, 2015).

Problems related to the education program and academic reasons are inadequacy of course hours, irregularity of programs, non-renewal of curricula, the same curriculum applied in all schools, inadequacy of preschool programs, insufficient foreign language teaching, incompatibility of curriculum with course hours, lack of creativity and lack of teaching in primary schools. In the TRNC, a block course system is applied. After each block lesson, it is a waste of time for the teacher to reach to the next class. Yalar and Yanpar Yelken (2009) found that block lesson application negatively affects learning.

Adequately given break time after each lesson will positively affect academic achievement.

In the TRNC education system, primary and secondary school programs were renewed in 2016 within the scope of basic education program development project. The rationale for this project is that there isnot any coherent basic education program implemented at the level of basic education in the TRNC, and that the courses are generally taught in line with the textbooks (MEKB, 2016). Although children have different family backgrounds, families play an important role in supporting their children's academic success and attitudes towards school. There are many reasons to develop school, family and community partnerships. Partnerships can improve school programs and the school environment, provide family services and family support, increase parents' skills and leadership, connect families with other people in the school and community, and improve teachers in their teaching. However, the main reason for such partnerships is to help all young people to be successful in school and in their promoting life (Epstein et al., 2002).

The resource allocated to and financed by the school is scarce. However, the school is expected to provide qualified, complete education and training in accordance with the requirements of the age. In addition to the insufficient resources allocated to them, schools have had to create additional resources to keep the school alive (Hoşgörür, & Arslan, 2014).

Although migration is fundamentally a social movement, it has been one of the main tools of change that affects every aspect of life, from economic life to culture. Although migration is essentially defined as a "change movement, it is closely related to the social, cultural, economic and political structure of the society and emerged as a social event that affects the society deeply (Sayın, Usanmaz, & Aslangiri, 2016). Migrant children are highly affected by the migration process and its consequences. The problems of migrant families such as employment, education, health, housing, socialization and security are directly reflected on children. Problems and conditions encountered in the country of immigration are also difficult for children, making them disadvantaged in the country of migration. The low educational level of immigrant families, poverty, lack of social security and cultural differences make the adaptation of immigrant children more difficult. Education plays an important role in the life of the immigrant child in the new country. However, the host country is also affected by the quality of migrants, both socially and economically. What is important here is to evaluate the differences of children of different cultural and individual characteristics, and to enrich the education system (Eres, 2017).

Administrators and teachers talk about problems related to the course duration and the academic calendar. In the TRNC, the academic calendar is determined by the joint decision of the Ministry of Education and the teacher's trade unions. Duration of a course is 40 minutes. Yıldız and Kılıç (2018) state that teachers cannot educate activities due to lack of time in program change.

The exam applied is far from giving effective feedback to improve the education system. Education processes have negative effects on families and students. The exam and the private tutoring system developed by, has become the determinant of education as well assessment and assessment practices in the classrooms. Nevertheless, it is noteworthy that almost half of the participants view the exam as a solution (Büyüköztürk, 2016).

Schools are increasingly investing in technology. The use of technology in teaching enables learning to be effective (Li, 2007). However, the findings indicate that teachers need professional development in technology, pedagogy and field interaction, and it effects the teachers' opinions on their experiences while integrating technology into teaching and the adequacy of their education and training levels (Çırak, & Demir, 2014).

Audit in education is a tool to make educational experiences qualified (Yılmaz, Altun, Uygun, & Hoşgörür, 2016). Supervision is not about seeking the teacher's deficit. Adequate number of inspectors should be available in the education system, and the effectiveness of the system should be ensured through contemporary audit approaches.

In-service training is needed for teachers to develop themselves professionally. However, problems experienced in planning, implementing and evaluating in-service training programs lead teachers to develop negative attitudes regarding in-service training (Karasolak, Tanrıseven, & Konokman, 2013). In the TRNC education system, in-service training planing should be based on needs analysis.

In the TRNC education system, there are also problems arising from the inadequacy of students level, psychological counseling and guidance services and legal regulations. The change in the student's profile and the reluctance of the students, the lack of psychological counseling and guidance services in primary schools, the lack of the legal regulations, or the conflicting items in the existing regulations, are particular important problems. The rapid increase in the number of universities in the TRNC paved the way for the graduates of the TRNC high schools to enter university easily without having to take an entrance exam.

School administrators and teachers were found to be very sensitive to the problems of the TRNC education system. Education policy makers should interact with school administrators and teachers. This interaction will make it easier to identify problems. The small size of the system will enable the solution to be implemented effectively. Future researches should be conducted with the various stakeholders of the TRNC system to identify the problems of the education system.

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