Vital Problems of Primary and Secondary Schools and Solution Suggestions: A Qualitative Analysis Based on the Opinions of School Administrators[*]

Gulay ASLAN[**]

Abstract: Based on the opinions of school administrators, this study aimed to identify the vital problems of primary and secondary schools and suggest solutions to these problems. It was designed with a multiple case study method from qualitative research approaches. The study group consisted of 35 school administrators working in primary and secondary schools in Tokat province in the 2016-2017 academic year. The data were collected by interview technique. During the interviews, demographic information about school administrators as well as information on the problems of schools were collected. The data were analyzed by content analysis technique. In data collection, processing, and analysis processes, measures to increase validity and reliability were taken. In the research, 38 problems were identified under five themes related to the problems experienced in primary and secondary schools. Twelve of these problems were found to be of "vital" importance. The first three of the vital problems of the schools in the study group were 'lack of funding for schools', 'insufficient physical infrastructure of schools', and 'parents lack of interest in school'. It is recommended that the Ministry of National Education pays attention to the voices coming from the schools, reestablish the balance of authority responsibility, switch to school-based budgeting, and allocate funds to each school.

Keywords: Primary school, secondary school, problems of schools.

[*] This study was presented as a verbal statement in the Eighth International Education Management Form held in Ankara between 19-21 October 2017.

[**] Correspondence: Tokat Gaziosmanpaşa Üniversitesi, Türkiye, e-mail: gulay.aslan@gop.edu.tr

Introduction

School is one of the most important organizations people have established. What makes the school important is the tasks it undertakes. According to Başaran (2008), the task of schools is to ensure the survival of the nation together with other social institutions and in partnership. In this task, it is up to the educational institutions to ensure the socialization and acculturation of the members of the society, prepare them for social change, develop social relations, and equip every member of the nation with production skills. There are a number of educational needs that a person must satisfy in order to survive as human. The school is expected to meet these needs and transform human potentials into competences. These organizations, which prepare individuals for the future, are not institutions that maintain their existence solely through their contribution to individual goals. In addition to the individual contributions of the school, the main factor that ensures its institutionalization and dissemination is its contribution to the continuity and existence of societies. As a matter of fact, in the background of the spread of the right to get education, which has been shaped in the historical process and considered as one of the basic human rights, is this social drive (Aslan, 2017). As states realized the role of education in the production process, they have made at least some of the education they offer to their citizens compulsory. Today, not only for economic reasons but also due to changing individual, social, and cultural needs or political reasons the duration of compulsory education is prolonged.

Of course, the social, cultural, political, and economic functions of education have been determinant in the spread of education and the access of educational institutions / schools to the most remote settlements. Although education has existed since primitive societies, the association of the above-mentioned functions with educational institutions is new. It can be said that today's educational institutions and the functions expected from these institutions are the result of two important revolutions that came to the agenda in the second half of the 18th century and their effects have continued until today. The first of these is the Industrial Revolution. The revolution has largely shaped the economic function of education. Since this date, the strong connection that education has established with the economic system has been an important reason for the massive growth of education and the spread of educational institutions (Aslan, 2017). The second is the French Revolution. With the revolution, the emphasis on individual rights over the principles of *freedom*, *equality*, *fraternity* (Ercan, 1998, p.59) and the expectation from education to create national consciousness determined the political and social functions of education.

These functions caused countries, especially developed countries, to allocate significant resources to education, starting from the period following the Second World War (Adem, 1993; Ansal, 1997; Karakültük, 2012; Ünal, 1996). In this period, it is seen that the emphasis of educational economics theories on the provision of education also increased. Starting from the Human Capital Theory since the 1960s, the emphasis on the fact that the return on education investments in people is often more than physical capital investments has been one of the reasons for both countries and individuals to

turn to education. Especially since the mid-1960s, studies that calculate the returns of education to individuals and society have increased (Hesapçıoğlu, 1984; Ünal, 1996; Serin, 1979). On the other hand, the increase in the expectations of individuals and states from education and the fact that the resources allocated to education constitute a significant part of the national income have brought up the discussions on how much schools can achieve their goals.

These debates have led to the development of different audit approaches that evaluate educational organizations from within or outside. Questions such as how far educational organizations can achieve their goals, how this can be achieved better and which indicators should be based on the evaluation have become important for all countries. Schools are organizations where educational goals are tried to be achieved, and they offer / are expected to offer individuals experiences in line with these goals. The main indicator of the achievement of the school's goals is associated with the level of meeting individual and social needs and providing individuals with basic skills. (Balcı, 2014; Başaran, 2008; Berberoğlu & Kalender, 2005; Bursalıoğlu, 1991; Education Reform Initiative [ERG], 2009; TEDMEM, 2016). Revealing the existing potential of each individual, developing and transforming it into competence; raising people in accordance with the expectations of the economic, political, and social systems are among the social goals of education. On the other hand, these institutions, which have both individual and social aspects, have been the focus of interest or criticism of the society in all periods due to their functions. In addition to the ideological criticism of the school (Althusser, 2006; Apple, 2004; Bourdieu, 2015; Bowles ve Gintis, 1996; Freire, 2010; İnal, 1996, 2004; Ünal, 2005), the criticisms made on the level of realizing the goals of schools (Gardner, 2008, p. 82; Schlechty, 2014), predictions that the current forms of schools will disappear in the future (Ellis, 2005; Hesapçıoğlu, 1996; Tezcan, 1998), or the discussions on the non-school society (Illich, 2006) are some of these.

Leaving aside the discussions on an unschooled society, it is possible to put the criticisms directed at the school in two groups. The first group of criticisms concerns the ontological existence of schools. These are the thinkers who express that the system must be changed in order for schools to achieve their goals, and who deal with school or education in relation to the capitalist system. It is the criticisms that argue that it is not possible for the school to develop all aspects of the individual in the capitalist system and that education, as such, cannot liberate the individual (Althusser, 2006; Apple, 2004; Bourdieu, 2015; Bowles ve Gintis, 1996; Freire, 2010; Kurul, 2019; Mayo, 2012). Hence, they are systemic criticisms. The second is in-system criticism or evaluations of what needs to be done in order to make schools more effective and achieve the intended goals. The most important of these is effective school research (Balcı, 1988; 2014; Clark, Lotto ve Astuto, 1984; Cohn ve Rossmiller, 1987; Hesapçıoğlu, 1991). Criticism or evaluations made over the reflection of technological developments, economic, or social changes on the school / education constitute an important place in criticism within the system (Schlechty, 2014). In this context, the criticism of the school is based on the fact that the functions and operations of schools

cannot be considered independent of scientific, technological, and social changes; therefore, educational institutions should be sensitive to these changes. According to Başaran (2008), society can neither be with school nor without school. It is impossible to apply some of the criticisms directed at the school; others suggest establishing schools of different nature. It is natural to criticize the school like any other social unit. All these criticisms are also necessary to create a better educational relationship and interaction pattern in society.

Schools today face a series of changes and transformations from their functions to their operations. According to Schlechty (2014), there has probably never been a period in history in which social changes have had such a strong impact on schools today. In order for schools to cope with this change, they must deal with a range of variables from the way they are managed to organizational structures, from forms of financing to their relationships with parents. Moreover, according to Faubert (2009), schools are increasingly held accountable to more and more educational authorities and the wider community they belong to (parents, students). This requires continuous evaluation of the activities in schools in order to improve them, and at the same time being accountable to the society for the public resources it uses. As a matter of fact, when the national and international literature is examined, it is observed that the studies on evaluating, developing, and accountability of schools have increased. It can also be said that cultivated school research constitutes a considerable amount of literature, especially in the context of school development studies (Anderson, 2005; Balcı, 2014; Clark , Lotto ve Astuto, 1984; Cohn ve Rossmiller, 1987; Faubert, 2009; Plowright, 2007; Saunders, 1999; Şahin, 2006; Turan ve Zıngıl 2013).

Today, schools are going through a process in which 'school-based management' forms, in which school components have the word and authority, come to the fore, rather than being units managed and directed only by central administrations (Apple & Beane, 2011; Balcı, 2014; Schlechty, 2014). From the systems point of view, the school is the basic system. The intermediary is the reason for the existence of the upper systems and the upper system. When the basic system disappears, the reason for the existence of the intermediary upper systems - the provincial and district organizations - and the upper system - the central organization - also disappears (Başaran, 2008). For this reason, it can be said that efforts to improve education should start with the basic system or should focus on the basic system. Meanwhile in Turkey, in the center of educational policy-making process, it is also known that the main system actors are far from their views and suggestions. This can lead to the result that educational policies are sometimes far from the reality or problems faced by schools. This situation points to the incompatibility of policy and practice; thus, it can mean that prescriptions written to schools from the center are not obeyed. In such a structure, training employees are reduced to technicians who follow the instructions of the upper system, and their discretionary power is removed. However, according to Bursalıoğlu (2004), the main guide of the school administrator should be professional values system and legal principles. As a matter of fact, in the school-based management approach, it is aimed to create a psychological sense of ownership by giving teachers and administrators

more responsibility and discretion. Thus, it is assumed that education employees will become stronger and they will make more effective practices in schools as a professional value system will form (Walberg, 1992 cited in Balcı, 2014).

In the literature, there are various studies or evaluations on the problems that directly or indirectly concern the school. A significant portion of the studies examining the problems of schools are conducted with a quantitative approach. It is seen that it is examined within the framework of the reasons determined by the researcher based on the literature (Akça & Yaman, 2009; Çınkır, 2010; Demirtaş, Üstüner & Özer, 2007; Göksoy, Emen & Aksoy, 2013). This may mean limiting the answers of the research participants to the point of view of the researcher. On the other hand, it can be said that this problem has largely been overcome with the use of qualitative methods mainly after 2010 in studies on the problems of schools (Akbaba & Turhan, 2016; Aktaş, 2018; Aslanargun & Bozkurt, 2012; Hoşgörür & Arslan, 2014). In a significant part of the studies on the problems of the education system or schools, problems are listed as lack of system integrity and lack of consideration of their relationship with higher systems. However, it is seen that this has been exceeded in a limited number of studies (Deveci & Aykaç, 2019; Karakütük & Özbal, 2019). This research differs from the literature for three reasons. Firstly, while creating the themes, the duties of school administrators were taken into account. Each of the task areas has been accepted as a theme. In this way, instead of presenting an independent set of problems, it was aimed to show the weight of the problems in the school administrators' areas of duty. Second, a methodological diversification was provided in the research. Although the research was carried out with a qualitative approach, it was aimed to guide those who direct the education policy by determining the vital problems of the schools with the Pareto analysis. Third, different from the majority of the studies on the subject in the national literature, the opinions of the administrators regarding the solution were also determined. In addition, it was determined which system or systems were within the jurisdiction of the solution proposals within the framework of the current legislation and based on expert opinion.

The purpose of this study was to determine vital problems of primary and secondary schools and suggest solutions for these problems based on the opinions of school administrators. It is meaningful to define the problems faced by school administrators, one of the most important actors of the basic system, from the primary data source. It is essential not only to define these data, but also to develop policies starting from and towards the school. School is the basic system. All other educational systems exist for the basic system. Therefore, the change in Turkey that started from the development of the education system and schools have an understanding of the need to change thinking and problem-solving oriented school. It is hoped that the research will contribute to this process.

Method

This study, aimed to determine the vital problems of primary and secondary schools and suggest solutions for these problems based on the opinions of school administrators working in public schools. It was designed with the multi-case study method as one of the qualitative research methods. Case studies are a type of research that seeks answers to how and why questions about a current situation under study, and provide in-depth data collection for the researcher (Yin, 2014 as cited in Akar, 2016). In this study, this method was chosen because the problems faced by the schools were determined in depth and answers were sought for how and why questions.

Study Group

In this qualitative study maximum diversity sampling was preferred as a purposeful sampling method. The aim here is to create a relatively small sample and to reflect the diversity of individuals who may be a party to the problem studied in this sample (Yıldırım & Şimşek, 2018). Personal variables such as seniority, gender, and age were taken into account when determining school administrators. In addition, it was ensured that the schools where the administrators worked were at different levels (primary and secondary schools), different settlements (village, district center, city center), and different socio-economic environments (lower-middle-upper). In this way, it was aimed to capture diversity in terms of schools and therefore the problems experienced. Accordingly, 35 school administrators (school principal or vice principal) working in primary and secondary schools in Tokat in the 2016-2017 academic-year constituted the study group of the study. Personal information about school administrators is given in Appendix 1.

Data Collection

Data were collected through interviews. For this purpose, an interview form consisting of semi-structured questions was developed by the researcher. While preparing the interview form, three experts from the field of educational sciences were consulted, and a pre-trial was made with the principals of two schools outside the study group. After these applications, the form was finalized. In the semi-structured form, there are ten questions, eight for determining the demographic characteristics of school administrators and two for determining the problems experienced in schools and solution suggestions. The interviews were conducted by visiting schools in April-May 2017. 16 of the school administrators did not allow voice recording, and these interviews were recorded by the researcher. 19 interviews were conducted by taking audio recordings. Interviews were completed in the 30-40 minute interval. During the interview, the school administrators were asked "What are the problems you encounter in your school?" Eight questions were directed to determine demographic information as well as "What are your suggestions for solutions to the problems you encounter in

your school?". To deepen the interviews, "Can you explain this problem a little more?", "What do you mean by this?" "Is it possible for you to exemplify?" questions.

Data Analysis and Interpretation

The data obtained in the research were analyzed by content analysis technique. A total of 22-hour interviews were held with 35 school administrators, and the tape recordings were deciphered by the researcher and transformed into an interview text of approximately 105 pages. The texts were classified and organized according to the answers given to the guiding questions. Legislation and literature were used while creating themes. In the literature, it was seen that there is a general consensus regarding the duties of education administrators. Accordingly, the duty areas of education managers are: 'management of training programs', 'management of student affairs', 'management of employee affairs', 'management of support affairs and budget'. Therefore, themes were created based on the problems experienced in these areas in the research. Problems that were not covered in any of these areas were given under the 'Other' theme.

As the last step of the analysis phase, the themes and sub-themes obtained were presented to the opinion of an expert on educational sciences and qualitative research, and inter-coder reliability analysis was performed on the themes obtained. Reliability = [Consensus / (Consensus + Disagreement)] X 100 formula (Miles & Huberman, 1994) was used in this process and the reliability level between coders was calculated as 86.8%. In addition, it was determined that which system (s) (basic system, intermediary upper system and upper system) were within the jurisdiction of the suggestions expressed by school administrators. Expert opinion was also used when determining the responsible systems. First of all, the solution suggestions expressed by the school administrators were listed, and based on this list, both the researcher and an expert from the field of educational sciences made separate codes for the authorized system (s). At the last stage, these codes were compared and the percentage of compliance was calculated for the responsible system (s) that will make solution proposals. Accordingly, in four of the thirty-three items, there was a difference of opinion. The percentage of compliance was 87.9%.

Pareto analysis was conducted in order to determine the "vital" (Balcı, 2000) problems of the schools within the scope of the research. Pareto analysis is an analysis that helps to find the most important factors by ranking the data on a particular subject from the highest frequency to the lowest. According to the analysis, 80% of the causes of a problem show vital causes while 20% show other causes (Karuppusami & Gandhinathan, cited in 2006. Küçüker, 2018a). Pareto analysis is a widely used approach in decision-making processes in the field of management (Aktan, 2012). The following steps were followed in using the technique. First of all, the themes and sub-themes determined based on the content analysis were ranked in descending order according to the frequency of repetition, and the cumulative sums and cumulative percentages were calculated. Based on these calculations, the Pareto chart was drawn

and the 80% limit was shown in the chart. The problems in the area where the cumulative percentage reaches 80 in the graph are considered as vital problems of the schools within the scope of the research.

Precautions Regarding the Validity and Reliability of the Study

In qualitative research, validity is related to the accuracy of scientific findings, and reliability is related to the repeatability of scientific findings (Yıldırım & Şimşek, 2018). Accordingly, some measures have been taken to increase the validity and reliability of the study. These are: (i) While developing a semi-structured form to increase the internal validity (credibility) of the research, the relevant literature was examined. At this stage, a pre-interview was held with two school administrators, and these opinions and expert opinions were used while finalizing the form. In addition, within the scope of the study, the purpose of the study was explained in order for the school administrators to express their opinions sincerely without any worry or fear, explanations were made to eliminate the anxiety of the administrators who did not want to be recorded, but the interviews with the administrators who did not want to be recorded were made by taking notes. After the interviews were deciphered, participant confirmation was received. At this stage, the findings were summarized and presented to the participants, and a confirmation meeting was held. In addition, the participants were asked whether there were any statements they would like to add or remove regarding the interview texts. In order to increase the credibility of the research, a methodological variety was provided. The findings obtained from the thematic analysis of the interview data were analyzed with different techniques (content analysis, Pareto analysis and graphing), and diversity was strengthened. Thus, it was tried to be ensured that the data collected during the interview process reflected the real situation. (ii) In order to increase the external validity (transferability) of the research, the research process and what was done in this process were explained in detail. In this context, the research model, study group, data collection tool, data collection process, data analysis, and interpretation were described in detail. In addition, in order to increase the external validity of the research, it was tried to provide maximum diversity in the study group. Particular attention has been paid to include schools that accept students from different socio-economic environments, are located in different residential areas, and have different levels (primary and secondary schools). (iii) In order to increase the internal reliability (consistency) of the research, all of the findings were given directly without comment and supported by direct quotations from the opinions of the participants. In order to increase the reliability of the study, expert opinion was used at every stage of the research (preparing the semi-structured form, checking the data transferred to the computer environment, creating themes and sub-themes, and deciding on responsible systems). In addition, a faculty member working in the field of educational sciences and experienced in qualitative research methods made coding independently of the researcher, and by comparing the codes, the agreement percentages were calculated. (iv) A detailed description has been made to increase the external reliability (verifiability) of the study. Findings were written in detail, participant codes were

arranged and presented in a way that allows to check the consistency of the data in the findings section.

Findings

In this section, the findings obtained from the analysis of the data collected in line with the purpose of the research are presented without comment. In the presentation of the findings, first the problems experienced in schools are given under themes, then each theme with its sub-themes. In the following section, the problems of the schools were examined by Pareto analysis based on the views of all participants to identify vital problems. Finally, the responsible system (s) that are expected to be solved by school administrators with solutions to the problems of schools have been determined.

Findings Concerning the Problem Areas of Schools

In the research, primarily the problems of primary and secondary schools were identified in order to identify vital problems. Accordingly, it is possible to group the problems experienced in schools under five themes (Figure 1).
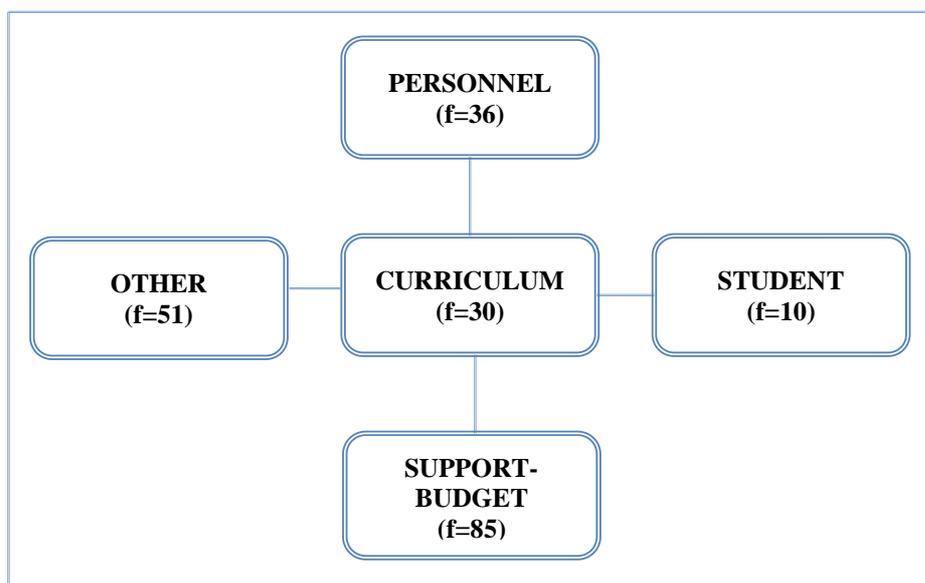
Figure 1. Problem areas of schools

As seen in Figure 1, problems related to support and budget affairs (f = 85) were experienced mostly in primary and secondary schools, and problems related to student affairs were experienced at least (f = 10).

Problems encountered in support and budget work in schools

According to school administrators, the problems faced by schools in support and budget matters are given in Table 1. Accordingly, the main problems faced by schools

are the lack of budgets and the fact that MoNE does not allocate funds for schools (Table 1). 33 of the thirty-five participants stated that the schools' lack of budgets was the first problem area. Some of the expressions of the participants gathered under this theme are as follows (Three dots in square brackets […] indicate the expressions that are not included here, and the texts show the expressions changed by the researcher).

> *Our economic problems are huge, especially in primary education, high schools have budgets sent by the state. But in primary schools, including this primary school and secondary school, unfortunately there is no budget for both. The state only covers the electricity, water, and fuel costs of the schools. Other than that, it does not support in any way. It is forbidden to collect school fees anyway. Recently, sports money had been collected, and they were banned. Therefore, our hands are completely tied. In no way, the parents voluntarily bring or give us money. But imagine a lot of problems every day in a school with 1700 students; There are many places that are broken and destroyed. Maybe dozens of door handles change every day, to say the least. Believe me, we can't even afford photocopying. That way, the troubles are huge economically. […]. (P20, Male, Principal, Middle School)*

School administrators mentioned the lack of infrastructure, equipment, and materials as well as budget problems. One of the managers stated the following.

> *Physical problems are too many. Children's playground is very limited. School gardens are usually very small, as schools are in the city center, where children can throw off their energy, and space is limited, especially since children of this age are at full play age. In fact, our biggest problem is that we wish there was a gym in every school. […] Children need to throw their energy in places like gymnasiums. Physical problems are a lot, as we said. It doesn't end with counting. (P5, Male, Principal, Primary and Middle school)*

Another school principal mentioned that although the central school is in particular, the lack of material is also at an advanced level.

> *First of all, physical problems come first. Indeed, the situation of schools and classes is deplorable. Classrooms are too crowded, insufficient, we cannot say anything technologically anyway. Because even a computer or a projector is a luxury in the class. None, so in most classrooms we don't even have the most basic technological tools. There aren't even basic items. Even the simplest of maps cause a lot of trouble. (P16, Male, Asst., Middle School)*

Table 1.

Problems Encountered by Schools in Support and Budget Affairs

Code Problems	Sub Theme	Sample expressions
SB1	Schools lack of funds	P1- *"Primary schools primarily have financial problems. No allowance is given except for Imam-hatip secondary schools. "* P9- *"The biggest problems are economic problems. Such a problem occurs because there is no allowance directly from the National Education."*
SB2	Inadequate physical infrastructure of schools (classrooms, laboratories, sports halls, dining halls, libraries,	P6- *"The school where I work is a transport center school. Students come to our school from seven transportation centers. However, we do not have a cafeteria. The physical condition of*

	gardens, etc.)	*our school is not suitable for the transportation center. "* *P27- "Currently, our school does not have a laboratory. It has no library. In general, I can say that these problems are 80% of the schools in Tokat, there are similar problems."*
SB3	Equipment, material, and technological deficiencies	*P19- "The material deficiencies of the servants are too much. Let's say you need a sphere. You want a sphere from the province, no. We are trying to find from other schools. "* *P28- If you ask "Are the schools suitable for education? Yes, we only have classes in our dry building. There is no area where students can be active, do social activities, there are no materials. The Fatih project may solve this problem, but the current situation of the schools is deplorable."*
SB4	The current class to be crowded	*P22- "Our main problem is that the classes are too crowded, the schools are physically inadequate."* *P26- "The classes are too crowded. Normal education is required. But here the conditions of the country are not ready for this."*
SB5	Having primary and secondary schools together	*P7- "As we took in many parts of Turkey's current middle school and elementary school combined the same garden, using the same building. This poses a big problem. "*
SB6	Inequalities between schools	*P35- "I have been working as an assistant manager for 32 years. I've seen a lot, but one of the things that really upset me is inequality. While some of the schools have all the facilities, it saddens me that some don't even have water. "*
SB7	Parents not wanting to donate to the school	*P1- "Parents refrain from donating to the school. The most important reason for this is the politicians saying "do not donate to the school". Unfortunately, this puts us in a very difficult situation. "*

Some school administrators mentioned that the class sizes were too crowded. One of the participants stated the following.

> *Let me tell you about the primary school because I work in primary school. Personally, our physical facilities are very insufficient. Let me say it for my own school. Our classes are small, our students are very crowded for now, we are in a region that constantly receives immigration due to the constant new construction. This situation makes it difficult for education to reach its purpose. (P12, Male, Asst., Primary School)*

With the start of twelve-year compulsory education, primary schools have been separated into primary and secondary schools. However, in this process, some schools were used jointly in many provinces due to lack of infrastructure. As a matter of fact, two school administrators (P2, P7) stated that this was an important problem. It is

observed that the participants talked about the problems experienced in the use of the same spaces, especially by children with different developmental levels.

> *Many secondary schools and primary schools use the same garden and the same building, and this is a big problem. Just as a boy was running, he fell suddenly and hit a little boy. It causes such injuries. Minors and big ones should be separate. Minors can take negative behaviors of adults as an example. (P2, Male, Asst., Middle School)*

On the other hand, some school administrators mentioned that there are significant differences between schools in terms of environment and facilities and that these differences, combined with the differences arising from the socio-economic level of the parents, deepen the inequalities between schools. One of the participants stated the following.

> *[…] The high-quality difference of schools and inequalities between schools are another problem of education; There are very good schools, very bad schools. I say it in this sense: schools that have made a name in some way and stayed in the city center are more supported. Families with a good socio-economic level send their children to these schools. When the aside schools like ours lose the good students in their regions to these schools, a huge difference in academic success emerges. Inequalities become irreversible when combined with the environment, possibilities and parent profile. The first priority should be to eliminate this problem in Turkey cliff. Otherwise, the exams will change, but the results will not. (P33, Male, Principal, Middle School)*

Problems encountered in curriculum affairs in schools

In the education system it creates, the state transforms the behaviors it wants to see in the people it will train into an education curriculum and sends it to schools. The main function of education administrators is to manage the education curriculum. Other functions of management exist to support the implementation of the education curriculum. Every activity to be done at school to realize the aims of education is a part of the education curriculum (Başaran, 2008). Therefore, it can be said that all of the problems experienced in schools directly or indirectly affect the implementation of the education curriculum.

Although all of the problems encountered in schools affect the education curriculum indirectly, under this theme, direct problems affecting the implementation process of primary and secondary school curricula were given. Education administrators mentioned eight problems under this heading. Accordingly, the problem most frequently mentioned by school administrators was the frequent change of the education curriculum. Two of the participants stated the following.

> *[…] Another problem is the constant renewal of the curriculum or legislation. As the teachers say, something else comes out without getting used to one in general. It's hard to keep up with the pace. As such, we cannot provide a standard. There is no order. (P27, Male, Principal, Primary School)*

> *Since our education system and education policies are permanent and not permanent, it is seen that the most important problems stem from this. The exam system has changed five times in the last 10 years. So, it's a really big problem that such a general system changes the exam every two years. The students do not know which system to use to prepare for the exam. Students' motivation is also declining. Because education is a process, even the worst system should be tried for at least 5-10 years so that its deficiencies are fully seen. Like a puzzle. (P7, Male, Principal, Middle School)*

Some school administrators mentioned that especially the secondary school curriculum was intense. These participants emphasized that the curriculum was not suitable for the developmental characteristics of children in its current form.

> *Although our curriculum has been updated recently, I think it is heavy. I think 35 hours of lessons per week is too much. Because primary school children are more play-age children, I think that being subjected to a 35-hour curriculum at school prevents them from living their childhood. (P6, Male, Principal, Middle School)*

Table 2.

Problems Encountered in Curriculum Affairs in Schools

Code Problems	Sub Theme	Sample expressions
C1	Frequent changes in the training curriculum	P3- "Curriculum changes in developed countries are being piloted. You also look at us, the system has changed overnight. […] It was neither done in eight years of uninterrupted basic education, nor in 4 + 4 + 4. Applications were made oppressive. " P11- "In general, we cannot read a book we publish for years. Does science always change, brother? Are the molecules changing? Pasteur changing? Are general theories changing? In my opinion, it should not be tampered with with such curricula, subjects and systems. "
C2	Intensive training curriculum	P18- The teachers cannot train the curriculum due to its intensity. " P30- There are studies on the curriculum. I know it closely. I don't want to comment without seeing it, but they eliminated it 2-3 times, still heavy. We are trying to fill the minds of children with all the necessary and unnecessary. This causes distress in children. "
C3	Early school starting age	P21- "Admitting young children to school is a problem. The Ministry made a regulation, left the sending job to the permission of the parents. The consciousness level of the guardian is certain. Children in that age group [60 months] are still being victimized. "
C4	Failure to equip students with life skills	P17- "The most important problem is that schools cannot provide children with life skills. We have a system disconnected from life "
C5	Multigrade class implementation	P4- "In a school with multigrade class, since I am the principal teacher, I teach 3rd and 4th grades together. Therefore, we do it with homework and teachers. I devote two hours to a subject that a school in the center devotes four hours to. At first, we have trouble with this. "
C6	Double shift schooling	P20- "There is no classroom, so double shift schooling started. Double shift schooling training is a problem in itself. The children start at 7:00 in

		the morning and end at 18:00 in the evening. It is a problem for those who start early and for those who come out in the evening."
C7	Frequent changes in the exam system	P22- "As educators, we have difficulty following the regulations regarding the examination system in our country. You exist, you account for the parent."
C8	Exam-oriented education system	P6- "When this is the success evaluation criterion of schools [exam] What is the average of the school in the TEOG exam? How many students did you send to the science high school? […] Schools have to reflexively focus on this issue both as administrators and teachers."

School administrators mentioned many problems that directly affect the achievement of the goals of educational programs, such as the young age of starting school, the inability to teach students life skills, multigrade class implementation, double shift schooling, frequent changes in the examination system, and the education system being exam oriented.

Problems encountered in personnel affairs in schools

It is seen that a significant part of the problems under this theme were problems that do not stem from the internal dynamics of the schools and that it was often not possible for the school to produce solutions. According to school administrators, teachers' professional inadequacies were the leading problems of schools arising from their education employees. Other problems expressed under this theme were the inadequacy of the number of teachers or support staff, the high level of burnout of teachers, the employment of substitute teachers, the decrease in the social reputation of the teaching profession, the limited authority of the school administrators, the increase in grouping among teachers, and the lack of staff security of school administrators. Some of the managers' views under this theme are as follows:

When some of our teachers come to our schools as teachers, they are not equipped to teach students effectively. Our teachers who have been appointed due to reasons arising from the faculty they study in and their individual deficiencies such as not completing their internships have professional inadequacies. The level of readiness is not appropriate. […]. (P11, Male, Principal, Middle School)

When we go to schools, the product grown by universities, including us, we are in a very bad situation. We are not trained enough, we fail in many areas. […]. (P22, Male, Principal, Primary School)

Table 3.

Problems Encountered in Personnel Affairs in Schools

Code Problems	Sub Theme	Sample expressions
P1	Teachers' professional inadequacies	P18- "Teachers generally use the method of direct instruction, cannot put the knowledge obtained in theory into practice."

		P13- *"Teachers do not feel the need to renew themselves. Anyhow, there is an established order, I have classes given to me, I have guidebooks. There is no need for this. This is a problem in itself. "*
P2	Lack of teachers and support staff	P4- *"School cleaning, garden, maintenance of buildings all fall to teachers. We are experiencing difficulties with the staff to make them work. The villagers have no time to help us as they have to work a lot in the fields. We only have the support of a few parents. "* P10- *"Due to the high number of students in schools, class sizes are increasing every year. Parallel to this, the number of teachers should increase."*
P3	High burnout levels of teachers	P13- *"[…] When we come to the education and training dimension, especially the level of burnout of our teachers exhausts us."* P31- *"The burnout levels of teachers are high. Let me put it this way, after working their twentieth year, there is an extinction in teachers. They both have difficulty being motivated and are also exhausted "*
P4	Substitute teacher employment	P35- *"Another problem is the substitute teacher. What is a substitute teacher, a situation I cannot understand. Don't be a shepherd for God's sake! […] These things do not work like this, it has an education, a process."*
P5	Decreasing social prestige of the teaching profession	P2- *"Another important problem is the loss of prestige and attempts to devalue the teaching profession due to both political and social approaches."*
P6	The limited authority of school administrators	P31- *"A lot falls on our school principals. Here, our Ministry needs to authorize more school principals."*
P7	Increase in groupings among teachers	P3- *"Grouping in schools has increased. There was a great degree of grouping in the school where my wife, the teacher, and my wife work. It is said to be the same in other schools."*
P8	School administrators lack staff security	P3- *"With the law numbered 6528, the staff guarantee of school administrators has been removed. School administrators do not feel safe in terms of administration right now. That's the first problem."*

Another problem experienced in schools was the lack of teachers and support staff. Although the requirement for teachers differed according to schools, the lack of support personnel was a particularly common problem. As a matter of fact, observations made in schools did not include this problem; however, during the interviews this problem was at a higher level than stated. On the other hand, while temporary solutions such as employing contracted personnel for the support personnel problem and getting support from parents in village schools were applied, it was more serious that there was a need for teachers in some branches. Regarding the need for teachers in their schools, two of the administrators stated the following:

> *Although it differs according to schools, the need for teachers, civil servants, and especially attendants is at a high level. For example, cleaning is very important, but I don't have a cleaning staff where there are so many children. […]. (P21, Male, Principal, Primary School)*

> *Especially our lack of teachers is a serious problem. Especially in Guidance and English branches. We have nearly two thousand students in our school and only one counselor teacher. So, what can a counselor do with so many students? It does not exist in other districts and villages anyway. This is a serious problem. Because children at this age definitely need guidance. (P17, Male, Principal, Primary and Middle School)*

Some school administrators mentioned that teachers' burnout levels were high. One of the managers stated the following:

> *[…] First of all, the years of seniority of the teachers working in our school are 13-14 years, so they are not very old. But there is a great number of burnout of teachers due to some practices in the country. […] Unions play an excessively active role in the appointment of school administrators, and the reflection on teachers is mostly due to the idea that people who are close to political power are assigned to work, and the thought of discrimination or not performing the assigned duties increases the level of burnout of teachers. […]. (P3, Male, Principal, Primary School)*

On the other hand, problems such as meeting the teacher needs of schools with substitute teachers, decreasing the social prestige of the teaching profession, limited authority of school administrators, increase in groupings among teachers, and lack of staff security of school administrators are other problems faced by administrators regarding employee services in schools.

Problems encountered in student affairs at schools

In this study, the least expressed problems by the participants in terms of both the frequency of repetition and the variety of problems they expressed were those related to the students. There could be two reasons for this situation. Firstly, the problems to be encountered in primary and secondary schools regarding student affairs may be relatively simple compared to other levels, and secondly, the authorities of school administrators regarding student affairs may be more in number than other fields. School administrators expressed seven different problems under this theme. These were; lack of deterrence in disciplinary punishments, difficulty in maintaining discipline in dress, low socio-economic level of students, inability to direct students according to their interests and abilities, lack of education of children from the village, adaptation problems of bussed students, and inclusion of students who do not want to study in compulsory education. One of the school administrators stated the following:

> *School administrations and teachers should have influence and authority on discipline. For example, recently I said 'I will cut his hair' because a student wanted to dye his hair. He said, "I write a petition, because the school principal is raping my hair. (P11, Male, Principal, Middle School)*

Table 4.

Problems Encountered in Student Affairs at Schools

Code Problems	Sub Theme	Sample expressions
S1	Disciplinary penalties are not deterrent	P2 "Another problem is disciplinary events. The fact that disciplinary penalties are not deterrent in primary and secondary schools brings along the lack of discipline in the educational environment. "
S2	Difficulty in maintaining discipline in dressing	P14- "We have problems with students regarding dress code."
S3	Low socio-economic levels of students	P14- "The low socio-economic level of the students and the lack of studying at home is also a challenge for us."
S4	Not being able to guide students according to their interests and abilities	P17- "Unfortunately, we cannot guide children according to their abilities because our current referral system is based on centralized exams."
S5	Lack of educational infrastructure for children from the village	P3- "The pre-education information of the children coming from the village is very incomplete, this affects the quality of the education."
S6	Adaptation problems of mobile students	P9- "Mobile teaching is a waste of time and adaptation problems for students. […] It would be more appropriate if schools were opened in the center of three or four villages."
S7	Inclusion of students who do not want to study in compulsory education	P32- "The problem in secondary schools is that students who do not want to study continue to these schools because of 4 + 4 + 4 uninterrupted education."

Two school administrators stated that giving up uniforms in schools made it difficult to maintain discipline. On the other hand, the low socio-economic level of the students, the inability to direct the students according to their interests and abilities, the lack of education of the children from the village, the adaptation problems of the bussed students, and the enrollment of students who do not want to study in compulsory education were among the other stated problems.

Other problems in schools

In the study, problems that could not be classified under the themes of support-budget, program, employee, and student affairs were collected under the 'other' theme. It is seen that the problems expressed under this theme were mainly related to the macro level education policies, parents, and school environment. Participants mentioned eight different problems under this heading. Regarding parents, the indifference of parents towards school and low education level of parents were among the most emphasized problems. One of the school administrators stated the following:

> Parents' indifference towards their children is at the top of the problems arising from parents. So, they are not in contact with the school. In fact, let me tell you humorously, some parents have two or three students in our school and cannot tell their classes exactly. In other words, he comes to ask for a student certificate and I say, 'what grade he is in'. He cannot answer exactly. The low

education level of parents is also a big problem. In other words, he cannot help his child or direct him. The teacher gives homework to the student, but the parents can neither reads or writes. He cannot help the student. (P34, Male, Principal, Primary School)

Table 5.

Other Problems in Schools

Code Problems	Sub Theme	Sample expressions
O1	Parents' indifference to school	P23- "*Fifty percent of our parents are parents who visit school almost once or twice a year.*" P31- "*Parents' indifference is another problem. Especially after the 3rd grade of primary school, there is a break in parents. It is very difficult to warm the parents to the school, especially if they are unsuccessful when they see academic success or failure in their child.*"
O2	Frequent change in education policies	P7- "*[...] Education policies in Turkey is changing very often. There is a lot of intervention. Different factors come into play. Education has turned into a jigsaw puzzle. This is very dangerous and there is no consistency between the decisions taken. […] *" P35- "*It's been thirty-five years since I got into this business. It has been played with the system continuously in recent years. Every government that comes to power is trying to put forward its own hegemony.*"
O3	Low education level of parents	P4- "*Parents should follow a little bit of the curriculum and have the capacity to help us. Since we are a village school, we find it difficult to find parents who can help us in this part. *" P11- "*The lack of education and training knowledge of our parents has a negative effect on the management of the school.*"
O4	The school environment is bad	P9- "*Another problem is the environmental factor. If the neighborhood is bad, the quality of students and parents also decrease. In some circles, there may be a tendency towards bad habits *"
O5	Difficulty in transferring the problems to the upper system	P2- "*And perhaps the most important problem is that we have difficulties in conveying the problems in the school because the teacher does not have a minister.*"
O6	Privatization in education	P3- "*The privatization trend that started in healthcare has a problem gradually spreading to education. The pioneers of this are the lack of allowance for schools, the lack of assistant services, the practices of substitute teachers, the incentives given to the private sector […] all these reduce the quality of schools. Escape from public schools begins […] This will mean subcontracting of education in the long term.*"
O7	Too many bureaucratic jobs and obstacles	P12- "*Bureaucracy puts us in trouble. There is a lot of correspondence, a lot of things. Bureaucratic*

Code Problems	Sub Theme	Sample expressions
		obstacles are a nuisance. As an administration, our job is almost bureaucratic. I read a lot of correspondence daily. It comes daily, so you have to answer all of them. I think we need to reduce them a little bit so that we can do work for education."
O8	Schools are not autonomous	*P31- "It is necessary to establish an autonomous structure for schools. In other words, I should not do everything in line with the orders and instructions of the National Education Directorate."*

Frequent change in education policies was another problem frequently expressed by administrators. School administrators emphasized that education policies should be state policies beyond everyday politics. On the other hand, in the process of designing education policy in Turkey, taking the opinions of employees' education was often seen as a problem as well that was not executed based on scientific data. One of the participants stated the following:

> *First of all, I think there is an education policy problem in our country. We have a system that is constantly changing according to daily political conflicts. In this respect, stitches cannot be fixed in schools. This is the main problem in primary schools. Therefore, we must have a consistent policy-making process based on research results, not based on arbitrary practices. The views of training workers should be able to be included in the process. Education cannot be an arbitrary field, nobody should be able to say "I did it, it happened. […]. (P22, Male, Principal, Primary School)*

The poor environment of the school, the difficulty in transferring the problems to the upper system, the existence of privatization in education, the high number of bureaucratic work and obstacles, and the lack of specific schools were among the other problems expressed by school administrators.

Results of Pareto Analysis on Vital Problems of Schools

Pareto analysis was conducted to determine the vital problems of the schools. The results of the Pareto analysis are given in Figures 2 and 3. Accordingly, schools had 38 problems. As a result of the Pareto analysis, 12 of these problems were found to be vital. These 12 problems constituted 80% of the problems faced by schools (Appendix 2).
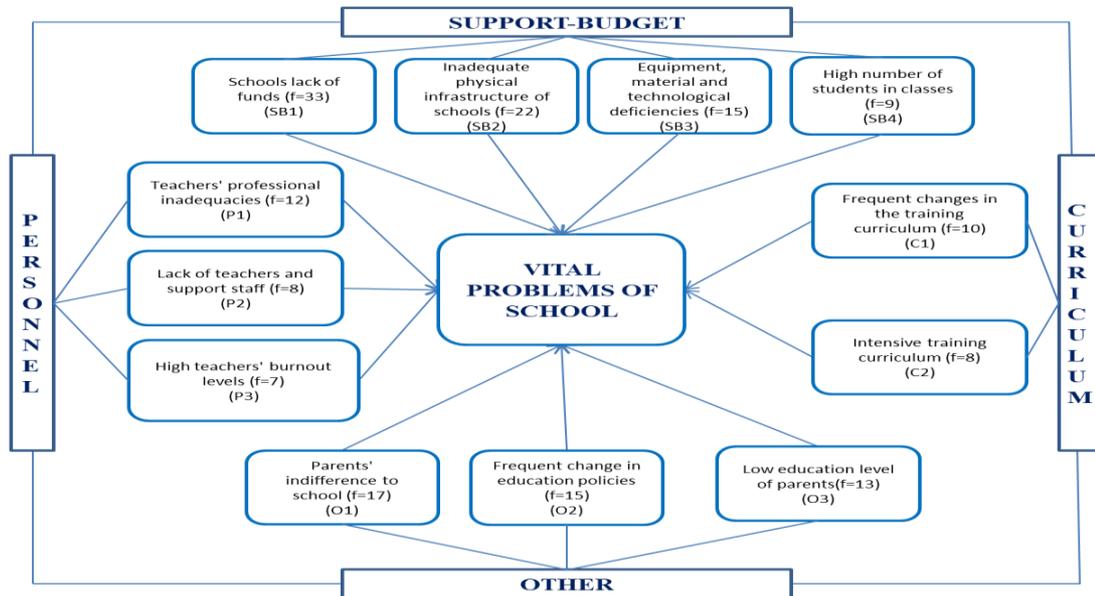
Figure 2. Pareto analysis results regarding the vital problems of schools

According to Pareto analysis, the vital problems of the schools were; lack of funds for schools, insufficient physical infrastructure of schools, parents' lack of interest in school, frequent changes in education policies, lack of equipment, materials and technology, low education level of parents, vocational insufficiency of teachers, frequent changes in education programs, crowded class sizes, lack of teachers and auxiliary staff, intense training programs, and high levels of burnout of teachers (Figure 2-3).
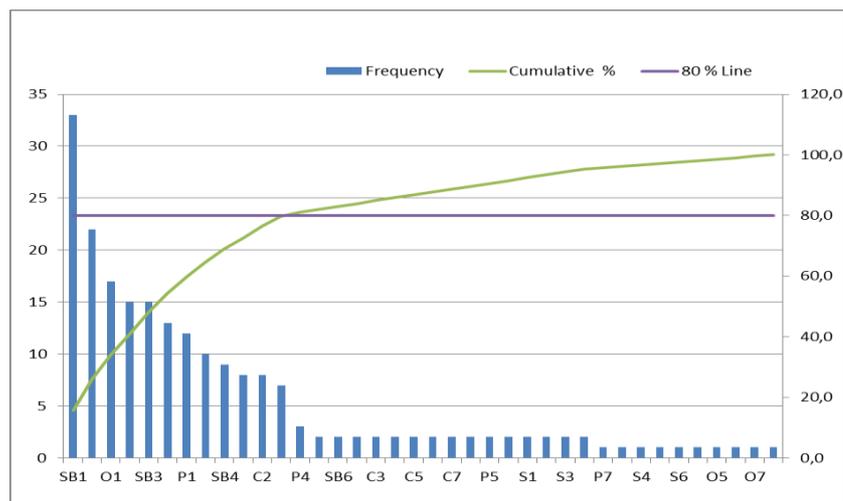
Figure 3. Pareto analysis chart on the vital problems of schools

Findings Regarding the Solution of the Problems of Schools

Schools (basic system), which constitute the most important pillar of the education system, are the places where educational activities actually take place. According to

Bursalıoğlu (1991, p. 6), the task of the school administration is to keep the school alive in accordance with its objectives. The suggestions for the solution of the problems of school administrators, who are expected to keep the school alive in accordance with its objectives, are important. For this reason, in the study, school administrators were asked about their solution suggestions for the problems they encountered in schools. Suggestions are presented under themes parallel to the problems and in alphabetical order.

In Turkey, the school administrators and teachers, the policy-making process regarding the training activities carried out or never be said that a great deal of outside or they have a say in the decision-making process. Mostly, training employees try to fulfill their duties within the framework of the legal legislation that regulates the training process such as laws, regulations, directives, and circulars and in line with the targets included in the training programs. The imbalance of authority and responsibility of school administrators, who are generally not decision makers but practitioners regarding their work, is frequently mentioned (Bursalıoğlu, 1991). For example, one of the managers stated the following during the interviews:

> *[…] There are so many problems. You will say that what are you doing? We cannot do much about the solution. […] We do not have the right to intervene, as most of them are system-related problems […]. (P3, Male, Principal, Primary School)*

School administrators regarding the problems encountered in support and budget affairs in schools made four recommendations: allocating more budgets for infrastructure investments, transitioning to a school-based budgeting system, determining the equipment, material and technological needs of schools and meeting the needs of schools in order of priority, developing standards for the environment and facilities of schools, and monitoring these standards on a school basis. It is seen that all of these suggestions fall within the jurisdiction of the upper system, that is, the central organization. It is seen that the basic system (school) and intermediary upper systems (district and provincial organizations) can contribute to the monitoring studies in the standards established for the schools (Table 7).

Ten suggestions were presented regarding the problems experienced in the program in schools. Solutions such as reducing the weekly course hours in secondary schools, associating the programs with life, increasing the weight of social activities in the programs, and saving the education system from being exam-oriented are suggestions for the content of existing programs. However, school administrators also made suggestions involving structural changes. For example, returning to the 5 + 3 system in primary and secondary schools, making preschool education compulsory, ending the combined classroom practice, and reorganizing mobile teaching were among these suggestions. In addition, administrators thought that measures should be taken to eliminate the difference in quality between schools. None of the solution proposals made regarding the size of the program were only within the jurisdiction of the basic system or intermediary parent system. Of these, they can contribute to the intermediary upper system and the upper system, regarding the inclusion of more social activities in

school programs and measures to eliminate the difference in quality between schools. It is seen that all of the recommendations regarding the size of the program are within the jurisdiction of the upper system (Table 7).

Table 7.

Solution Suggestions and Authorized Systems for the Problems of Schools

Problem Area	Solution Recommendations	Authorized Systems		
		Basic System	Tool Upper System	Upper System
Support-Budget	More budget should be allocated for infrastructure investments.			X
	School-based budgeting system should be introduced.			X
	The equipment, material and technological needs of the schools should be determined and met in order of priority.	X	X	X
	Standards regarding the environment and facilities of schools should be developed and these standards should be followed.	X	X	X
Curriculum	Double shift schooling implementation should be stopped.			X
	The education system should be saved from being exam oriented.			X
	In primary and secondary schools, the 5 + 3 system should be returned.			X
	Social activities should be included more in school programs.	X		X
	Measures should be taken to eliminate the difference in quality between schools.	X	X	X
	Preschool education should be made compulsory.			X
	Weekly course hours in secondary schools should be reduced.			X
	Programs should be associated with life.			X
	Pilot applications should be made in system changes.			X
	Mobile teaching should be rearranged.			X
Personnel	Inservice training needs of training employees should be determined and met seriously.	X	X	X
	Activities that will increase the motivation level of education employees should be organized.	X	X	X
	The personal rights of education employees should be improved.			X
	Employees' opinions should be taken in training regulations.		X	X
	School administration should be permanent.			X
	The powers of school administrators should be increased.			X
	The need for teachers, civil servants, and assistant attendants in schools should be met.		X	X

Problem Area	Solution Recommendations	Authorized Systems		
		Basic System	Tool Upper System	Upper System
	Selection criteria of teacher candidates for Education Faculties should be revised.			X
	Teachers' internship practice should be reviewed.			X
	Policies should be developed to improve the dignity and professional development of the teaching profession.		X	X
	Substitute teacher employment should be abandoned.		X	X
Student	Primary and secondary school gardens should be separate.		X	X
	Security guards should be employed in every school		X	X
	The powers of teachers and administrators regarding disciplinary penalties should be increased.			X
	Go back to school uniforms.	X	X	X
Other	Education policies should not change frequently, they should be consistent and based on scientific studies.			X
	Activities aimed at raising awareness of parents in schools should be increased.	X		
	Schools should be autonomous.			X
	Home visits should be increased.	X		

School administrators made eleven suggestions regarding employee problems. These were; to meet the inservice training needs of education employees, to take measures to increase their motivation levels, to improve their personal rights, to take the opinions of employees in educational regulations, to make school administrators permanent, to increase the authorities of school administrators, to meet all kinds of employee needs of schools, to review the training and selection process of teachers, to suggest policies aimed at increasing the prestige of the teaching profession, to improve teachers' professional development, and to give up the employment of substitute teachers. It is possible to take measures at the basic system level regarding the suggestions of determining the in-service training needs of the training employees and increasing the motivation levels of the employees. However, it is seen that all of the solution proposals under this theme are within the jurisdiction of the intermediary upper system and upper system (Table 7).

In this research, the least problem was expressed under the theme of student services. School administrators made four suggestions under this theme. These were; primary school and secondary school gardens should be separated, security guards should be employed in each school, the authority of teachers and administrators in disciplinary penalties should be increased, and school uniforms should be returned. Apart from returning to school uniforms, two other suggestions require regulation regarding the legislation, and separating the school gardens is in the task of the intermediary upper system and upper system (Table 7).

Four suggestions were presented for the problems under the other theme. These were; education policies should not be changed frequently, they should be consistent and based on scientific studies, increase the activities aimed at raising the awareness of parents in schools, autonomy of schools, and increase home visits. It is seen that suggestions other than activities for parents are under the authority of the parent system (Table 7).

Discussion, Conclusions, and Recommendations

The ability of each level of education to fulfill the educational goals expected of it, besides its individual returns, has perhaps much more vital social benefits and consequences. In this sense, the functions expected of primary and secondary schools in Turkey, how it can perform, is one of the basic questions. This level, which can be defined as primary education, can directly or indirectly determine the effectiveness of other levels of education. Failure to realize the functions expected from this level may affect the effectiveness of other levels due to the cumulative nature of education. According to Uluğ (1998), the effectiveness of a system is proportional to its power to meet the expected functions. The more the system's power to respond to the needs decreases, the more difficult it is to survive and maintain its social dynamism. In this study, the problems experienced in primary and secondary schools were tried to be determined from the primary source, based on the opinions of school administrators, and in a sense, variables that reduced the effectiveness of the system were determined.

During the interviews conducted on the problems of primary and secondary schools, 38 problems under five themes were identified. As a result of the Pareto analysis, 12 of these problems were found to be of vital importance. According to this, the vital problems of primary and secondary schools within the scope of the research were 'lack of funds for schools',' lack of physical infrastructure of schools', 'parents' indifference to school', 'frequent changes in education policies',' lack of equipment, materials and technology', 'low education level of parents', 'professional inadequacies of teachers', 'frequent changes in educational programs', 'crowded class sizes', 'lack of teachers and support staff', 'intense training programs', and 'teachers' high levels of burnout '. Four of the vital problems were under the theme of support and budget, three were under the theme of employee, two were under the program, and three were under other problems.

The problem of 'lack of allowances for schools' frequently emphasized by administrators reflects a reality regarding primary and secondary schools. There is no budget allocated from the center of the primary and secondary schools in Turkey. The expenses of these schools such as heating, lighting, water, and telephone are covered by the special provincial administration budgets. There are no allowances that can be used for other expenses that may occur during the education process or for the operating expenses of schools. On the other hand, the exception to this was brought to İmam Hatip secondary schools in 2012, and the Ministry started to allocate funds to

the middle of the relevant schools (Aslan, 2015). This finding is consistent with the findings of other studies conducted directly or indirectly on schools. For example, Yolcu and the Council (2009) found that primary schools collected money from parents under 60 different names due to the lack of budgets. In a study conducted by ERG (2009), it was found that the lack of centralized budgets of primary and secondary schools deepens the inequalities in education and increases the difference in quality between schools. There is a similar finding in Aslan's (2015) study. In a study of primary and secondary schools, Aslan found that the lack of school budgets deepens educational inequalities. In addition, Deveci and Aykaç (2019) analyzed the questions in basic education with the meta-synthesis method over 61 studies, and 32.3% of 387 problems were found to have infrastructure and financing problems. In this research, support services (infrastructure) and budget problems constitute an important part of all problems. In this context, it is recommended that the Ministry of National Education immediately adopt school-based budgeting and develop objective criteria that take into account the environment and facilities of schools in allocation of funds.

Problems such as "insufficient physical infrastructure of schools", "having equipment, material and technological inadequacies", and "crowded class sizes" identified among vital problems in the research are directly related to the investment budget of education. MoNE budget data support these vital problems identified in the research. Turkey examined the distribution when compared to the year-allocated funds for investment in education, investment in the consolidated budget of MNE investment rate in 2000 of 28.4% and 8.7% in 2019. Similarly, the share allocated to investments in the MoNE budget was 19.9% in 2000 and 4.9% in 2019. In the same period, the number of students studying in formal education (primary, secondary and higher education) institutions, excluding open education, was 13,616,708 in 2000 and 16,529,169 in 2019 (MEB, 2019, p.54). These data are consistent with the opinions of school administrators. The data show that the MoNE has largely withdrawn from educational investments, and the effects of this are seen in schools. There are many studies on the budget, infrastructure, and equipment deficiencies experienced by schools (Akbaba & Turhan, 2016; Aktaş, 2018; Başar, 2000; Çınkır, 2010; Deveci & Aykaç, 2019; Hoşgörür & Arslan, 2014; Karakütük & Özbal, 2019; Kayıkçı, 2014; Korkmaz, 2005; Köse & Şaşmaz, 2014; Sarıbaş & Babadağ, 2015).

In the research of Heyneman and Loxley (1983), who have a significant place among effective school research, it has been found that in low-income countries, the environment and facilities provided by the school are more important than individual differences in the academic success of the student. Heyneman and Loxley explained this result by the limited educational opportunities of the less developed countries and the high inequality between schools. As a matter of fact, some administrators drew attention to the difference in quality between schools, although it was not seen among the vital problems in this study. Problems identified in the research such as "coexistence of primary and secondary schools", "combined classroom practice", and "double shift schooling" were also other problems related to the infrastructure that support the limitation of educational opportunities. For this reason, the ages of the schools should

be determined, physical and equipment deficiencies should be eliminated according to a priority order, and differences between schools should be minimized.

In the research, 'parents' indifference towards school' and 'parents' low education level were other vital problems. Low education level of parents may be one of the reasons for indifference towards school. As a matter of fact, the higher the education level of the parents, the higher the academic success of the children (Akyol, Sungur & Tekkaya, 2010; Alomar, 2006; Aslan, 2017; Hortaçsu, 1994; Öksüzler & Sürekçi, 2010; Özer & Anıl, 2011; Yılmaz, 2000) There are studies that determine that family is important in success (Aslan, 2017; Keçeli-Kaysılı, 2008; Küçüker, 2018b; Yıldız, 1999). On the other hand, these two vital problems are also related to the socio-economic levels of the parents. According to the State Planning Organization and the World Bank (2010) study has completed 84.0% of the poor in Turkey or basic education or are illiterate. 35.0% of this group and 19.0% of those who do not complete basic education live below the poverty line. In particular, poor parents with low socioeconomic status have vital concerns outside of the educational agenda which may be one of the reasons for lack of interest in school (Küçüker, 2018b). On the other hand, there are studies revealing that the policies pursued by schools for students with low socio-economic level are insufficient. In Aslan's (2019) research aiming to evaluate the aid policies followed in schools for poor students with low socio-economic level, it has been determined that there are no common systematic policies pursued for poor students, the policies depend on the budgets of parent-teacher associations and on extra-budgetary private income sources created by the school in various ways, and are insufficient. Aslanargun (2007) found the reasons for parents' indifference to school in his research conducted in the form of scanning. He mentioned that many variables such as education level of families, income levels, number of children, negative attitudes towards school and teachers, and residence status in villages or cities have effects. Regarding these two problems, although there are some precautions to be taken in schools, macro level economic and social policies should be followed to increase the life and awareness of parents.

On the other hand, although it is not identified among the vital problems in this study, "the low socio-economic level of the students" and "the parents' unwillingness to donate to the school" expressed by the administrators reflect the situation of parents and schools. These problems both confirm the above determination and may be one of the reasons of indifference towards the school. Primary and secondary schools that do not have a budget may request donations from parents within the scope of family cooperation to the school which may cause parents to distance themselves from school more. As a matter of fact, we believe that these requested donations damage the school-family cooperation. There are studies on this issue when it causes various non-pedagogical problems between parents and school (Kavak, Ekinci ve Gökçe, 1997; Yolcu, 2007; Zoraloğlu, Şahin ve Fırat, 2004).

Among the vital problems of schools are the frequent changes of 'education policies' and 'educational programs'. Frequent changes in education programs can of course be considered as a part of education policies. However, in this study, in order to make the

problem regarding training programs visible, the statements of the administrators on this issue were taken as a separate sub-theme. Education policies, due to the nature of education, have to have long perspectives because a student who starts primary school today will graduate from higher education after 16 years if he never fails. But in Turkey, the life of many regulations on the education system, the average is two to three years, is not long lasting enough to cover a student's graduation process. When the education policies of the last ten to fifteen years are examined, it is possible to come across many regulations that justify these problems expressed by school administrators. This problem can be seen even when exams that regulate the transition from primary education to secondary education are examined. For example, the entrance exam for high schools was removed in 2005 and the Secondary Education Exam was replaced in 2007, and the Placement Exam (SBS), which required to take the exam in the 6th, 7th and 8th grades, was replaced in 2007. The life of this exam was three years, the high school transition exam was rearranged in 2010, the number of exams was reduced from three to one, and by 2013, SBS left its place to the Basic Education Transition Exam (TEOG) (Aslan, 2017). This exam was abolished in 2017, and a dual structure was replaced. In the majority of high schools, "address-based placement" and in a small number of "qualified" high schools, a new pass exam was introduced. It is possible to increase these examples.

These regulations were implemented without taking the opinions of the training employees and often without pilot applications, and the practices were abandoned for short periods in terms of training policies. As a matter of fact, school administrators mentioned that both education employees and parents had difficulties in following these policy changes. Such changes in the education system bring along uncertainties. Schlechty (2014, p.158) states that the biggest challenge facing education administrators today is managing the chaos caused by uncertainty. In this study, school administrators stated that frequent changes in the legislation, both in terms of education programs and other policies regulating the education system, negatively affected education. There are studies supporting this finding. In a study conducted by Karaman Kepenekçi with school administrators in 2004, it was found that school administrators complained about the frequent changes in the education legislation.

Another vital problem expressed by school administrators was that "the training programs are intense". It is seen that especially the administrators who expressed this problem were working in secondary schools. In 2012, compulsory education was increased to 12 years, the duration of education levels was rearranged, and structural changes were made in the system. With this regulation, the weekly course hours of middle schools were increased to 35. However, some school administrators mentioned that secondary school students had difficulty in lifting this burden because they are still children of play age. In addition, it was stated that the elective courses in schools have turned into compulsory electives due to the lack of teachers and infrastructure, and there is no real diversity in the programs regarding the interest of the child. As a matter of fact, studies on elective courses support this finding (Tanrıverdi & Kardaş, 2013; Yayla & Tat, 2013). This finding is consistent with the research findings of Deveci and

Aykaç (2019). In the related research, it was determined that 16.0% of the questions in basic education are program problems.

Although not among the vital problems, some administrators also mentioned other problems related to the program such as "the inability to equip students with life skills", "the young age to start school", and "the education system being exam-oriented". Although the problems of not being able to equip students with life skills and the education system being exam-oriented have been on the agenda of the education system for a long time, the low age of starting school came to the agenda with the regulation made in 2012. With the relevant regulation, it has been made compulsory for 60-month-old children to start primary school. At the time of the legal regulation, scientific reports were prepared in well-established universities regarding the problems that this regulation would create (Ankara University [AU], 2012; Boğaziçi University [BU], 2012; Middle East Technical University [METU], 2012), (Başar, 2013; Küçüker, 2016). As a matter of fact, some school administrators stated in the study that the age of starting primary school was small.

Problems related to training employees were also identified in the research. Among these, "teachers 'professional inadequacies", "lack of teachers and support staff", "teachers' high burnout levels" were among the vital problems. Some school administrators mentioned that teachers were not trained in a qualified pre-service period and that they were not in an effort to improve themselves during their service. This finding is consistent with the research findings conducted by Okçabol et al. (2003). 1324 senior high school students, 2,088 teachers, 951 teachers participated in the study, and it has been carried out in Turkey working with 310 instructors in faculties of education. In the related study, 54% of teacher candidates, 40% of teachers and 34% of instructors think that the courses related to the field conducted in education faculties are insufficient to teach those courses. 63% of the teacher candidates and teachers and 50% of the lecturers think that the education provided in the education faculties is inadequate. In the research, in the evaluations about teachers, 26% of senior high school students stated that they disagreed with the following statements 'know their subjects well', 33% 'know the innovations in education', 37% 'encourage us to be creative', and 39% 'against our criticisms'.

In addition to the professional inadequacies of teachers, their quantitative inadequacies were among the vital problems. Some school principals mentioned the need for teachers, especially in Guidance and English branches. As a matter of fact, school administrators think that substitute teacher employment was also a problem. These two problems are related to one another. Because in cases where there is no permanent or contractual employment, governors in provinces and district governors in districts can appoint teachers. There are many studies on the problems created by substitute teachers in the education system (Bayram, 2009; Kiraz ve Kurul, 2018; Öğülmüş, Yıldırım ve Aslan, 2013; Polat, 2013; Şahin, 2008; Torun 2010). The lack of support staff, which plays an important role in keeping the school ready for education, has been widely observed in schools.

On the other hand, high burnout levels of teachers is another vital problem. Problems that occur due to teacher burnout do not only concern that person, but also reflect on students, school, parents, and immediate environment. This situation can have negative effects on the quality and quantity of education services and reduce the effectiveness of education services (Arslan & Aslan, 2014). There are many studies supporting the findings on teachers' burnout levels (Akçamete, Kaner & Sucuoğlu, 2001; Aksoy, 2007; Arslan & Aslan, 2014; Bağcı & Karagül, 2013; Çağlayan, 2012; Erçen, 2007; Girgin, 1995; Gündüz, 2006; Kayabaşı, 2008; Yüksel, 2009). For example, Cemaloğlu and Şahin (2007) found in a study they conducted in Ankara that the depersonalization and emotional exhaustion levels of senior teachers and the depersonalization levels of primary school teachers were high. On the other hand, the "decrease in the social prestige of the teaching profession" and "an increase in the groupings among the teachers", which were identified in this study other than vital problems, may cause teachers to decrease motivation levels and increase their burnout levels. More research on this climate in schools may contribute to the provision of educational services.

Although not among the vital problems, many problems have been identified in this research. Although some of these have been discussed above in the context of their relationship to vital problems, the aforementioned problems are; inequalities between schools, disciplinary punishments not deterring, difficulty in maintaining discipline in dress, poor environment of the school, lack of educational infrastructure for children from the village, lack of staff security of school administrators, adaptation problems of students who do not want to study and their enrollment in compulsory education. It can be concluded that problems such as privatization in education, excessive bureaucratic work, and obstacles preventing the effective functioning of the education system should be investigated in depth.

One of the most striking findings of this research is that almost all of the solution proposals put forward by the managers are within the jurisdiction of the upper system. This finding points to two points. The first points out to the central structure of the Turkish Education System, and the second, again in relation to the first point, to the imbalance of authority-responsibility in the education system. According to Uluğ, the main function of schools, which are the basic systems of TES, is to produce educational services. The school system, manpower, technology, equipment, knowledge, etc. required for the production of education is dependent on upper systems. This dependence is one of the main reasons why schools are often inadequate to increase educational quality. Therefore, the poor functioning of the school system ultimately causes the entire education system to fall short. According to Bursalıoğlu (1991), there are imbalances between the authorities and responsibilities of school administrators. While the authorities are concentrated in the upper system (central organization), the responsibility lies largely in the school. As a matter of fact, school administrators have also mentioned other problems such as 'limited authority', 'schools not being autonomous', and 'difficulty in transferring problems to the higher system'.

Identifying the problems faced by schools is important for developing effective education policies. Because without solving the problems faced by schools, the goals of education cannot be fully achieved. School administrators are people who are directly dealing with the problems faced by the education system and have to develop solutions. Therefore, their views on the education system should be the basic data for developing the system, solving education problems, and providing a quality education. School administrators' and teachers' views are rarely used in educational policy-making process in Turkey. It is recommended that those who direct education policies hear the voices coming from the basic system, re-establish the balance of authority and responsibility, and involve education employees in decision-making processes regarding education through democratic means. On the other hand, it is essential for "school administration" to become professional and to develop the leadership and problem-solving competencies of administrators. In this context, in the Ministry's appointment of school administrators, it is indispensable to bring the postgraduate education requirement, appoint graduates of educational management programs of universities, and in the long term, YÖK's opening of undergraduate programs of this discipline not only solve the problems of schools but also improve schools.

References

Âdem, M. (1993). *Ulusal eğitim politikamız ve finansmanı*. Ankara: Ankara Üniversitesi Eğitim Bilimleri Fakültesi Yayınları No:172.

Akbaba, A. ve Turhan, M. (2016). İlköğretim okul binalarının fiziksel sorunlarına ilişkin öğretmen görüşlerinin incelenmesi (Van il örneği). *KTÜ Sosyal Bilimler Enstitüsü Sosyal Bilimler Dergisi, 6*(12), 341-357.

Akça, F. ve Yaman, B. (2009). Okul yöneticilerinin problem çözme davranışlarını etkileyen faktörleri incelemeye yönelik bir çalışma. *Kastamonu Eğitim Dergisi*, *17*(3), 767-780.

Akçamete, G., Kaner, S. ve Sucuoğlu, B. (2001). *Öğretmenlerde tükenmişlik, iş doyumu ve kişilik*. Ankara: Nobel Yayınları.

Aksoy, S. U. (2007) *Eskişehir ili özel eğitim kurumlarında çalışan öğretmenlerin tükenmişlik düzeylerin değerlendirilmesi* (Yayımlanmamış yüksek lisans tezi). Eskişehir Osmangazi Üniversitesi, Eskişehir.

Aktan, C. C. (2012). Organizasyonlarda toplam kalite yönetimi. *Organizasyon ve Yönetim Bilimleri Dergisi, 4*(2), 235-262.

Aktaş, H. İ. (2018).*Türk eğitim sisteminin sorunlarının incelenmesi* (Yayınlanmamış yüksek lisans tezi). Gaziantep Üniversitesi, Eğitim Bilimleri Enstitüsü, Gaziantep.

Akyol, C., Sungur, S. ve Tekkaya, C. (2010). The contribution of cognitive and metacognitive strategy use to students' science achievement. *Educational Research and Evaluation, 16* (1), 1-21.

Alomar, B. O. (2006). Personel and family paths to pupil achievement. *Social Behavior and Personality, 34*(8), 907–922.

Althusser, L. (2006). *İdeoloji ve devletin ideolojik aygıtları*. İstanbul: İthaki Yayınları.

Anderson, J. A. (2005). *Accountability in education* . International Acedemy of Education. 12 Nisan 2020 tarihinde https://unesdoc.unesco.org/ark:/48223/pf0000140986 adresinden erişildi.

Ansal, H. (1997). Bilim, bilim politikası ve üniversiteler (E. Akalın, H. Aydoğdu ve R. Saraoğlu, Yay. Haz.). *Bilim ve emek süreci* içinde (s. 187-193). İstanbul: Bağlam Yayıncılık.

Apple, M. W. (2004). *Neoliberalizim ve eğitim politikaları üzerine eleştirel yazılar* (F. Gök, çev. ed.). Ankara: Eğitim Sen Yayınları.

Apple, M. W. ve Beane J. A. (2011). *Demokratik okullar* (M. Sarı, çev.). Ankara: Dipnot yayınları.

Arslan, G. ve Aslan, G. (2014). Eğitim hakkı bağlamında zihin engelli bireylere eğitim veren öğretmenlerin tükenmişlik düzeylerinin değerlendirilmesi (Tokat ili örneği). *Eğitim Bilimleri Araştırmaları Dergisi, 4*(2),49-66. doi http://dx.doi.org/10.12973/jesr.2014.42.4

Aslan, G. (2015). An analysis regarding the equality perceptions of educational administrators. *The Anthropologist, 20*(1, 2), 40-49.

Aslan, G. (2017). Öğrencilerin temel eğitimden ortaöğretime geçiş (TEOG) sınav başarılarının belirleyicileri: Okul dışı değişkenlere ilişkin bir analiz. *Eğitim ve Bilim*, *42*(190), 211-236.

Aslan, G. (2019). Aid policies regarding poor students with low socioeconomic levels at schools: reconsidering social justice. *Kastamonu Education Journal, 27*(5), 2203-2220. doi:10.24106/kefdergi.3394

Aslanargun, E. (2007). Okul - aile işbirliği ve öğrenci başarısı üzerine bir tarama çalışma. *Sosyal Bilimler Dergisi, 18,* 119-135.

Aslanargun, E. ve Bozkurt, S. (2012). Okul müdürlerinin okul yönetiminde karşılaştığı sorunlar. *Gaziantep University Journal of Social Sciences, 11*(2), 349-368.

AÜ. (2012). *Ankara Üniversitesi Eğitim Bilimleri Fakültesi'nin 222 sayılı ilköğretim ve eğitim kanunu ile bazı kanunlarda değişiklik yapılmasına dair kanun teklifi'ne ilişkin görüşü*. 15 Mayıs 2014 tarihinde http://dosyalar.hurriyet.com.tr /Ankara-universitesi-gorusu.pdf adresinden erişildi.

Bağcı, H. ve Karagül, S. (2013). Türkçe öğretmenlerinin mesleki tükenmişlik düzeyi. *Mehmet Akif Ersoy Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 5*(8), 184-193.

Balcı, A. (1988). Eğitim yöneticisinin yetiştirilmesi. *Eğitim Bilimleri Fakültesi Dergisi*, *21*(1-2), 435-448.

Balcı, A. (1988). Etkili okul. *Eğitim ve Bilim, 12*(70), 21-30.

Balcı, A. (2000). *Örgütsel gelişme kuram ve uygulama*. Ankara: Pegem A Yayıncılık.

Balcı, A. (2014). *Etkili okul ve okul geliştirme* (7. bs.). Ankara: Pegem Akademi.

Başar, M. (2013). 60-66 ay aralığında ilkokula başlayan öğrencilerin kişisel öz bakım ve ilk okuma-yazma becerilerinin öğretmen görüşlerine göre değerlendirilmesi. *Turkish Studies, 8(8)*, 241-252.

Başar, M. A. (2000). İlköğretim okullarının işgören ve fiziki olanakları. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi, 8*(8), 134-140.

Başaran, İ. E. (2008). *Türk eğitim sistemi ve okul yönetimi*. Ankara: Ekinoks yayınevi.

Bayram, G. (2009) *Öğretmenlerin istihdam biçimi farklılıkları ve yarattığı sorunlar: Ankara'da çalışan ücretli ve sözleşmeli öğretmenlerin görüşlerine dayalı bir araştırma* (Yayımlanmamış yüksek lisans tezi). Ankara Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.

Berberoğlu, G. ve Kalender, İ. (2005). Öğrenci başarısının yıllara, okul türlerine, bölgelere göre incelenmesi: ÖSS ve PISA analizi. *Eğitim Bilimleri ve Uygulama, 4*(7), 21-35.

Bourdieu, P. (2015). *Pratik nedenler* (H.U.Tanrıöver, çev.). İstanbul: Hil Yayınları.

Bowles, S. ve Gintis, H. (1996). *Demokrasi ve kapitalizm* (6.bs.). İstanbul: Ayrıntı Yayınları.

Bursalıoğlu, Z. (1981). *Eğitim yöneticisinin yeterlikleri*. Ankara: Ankara Üniversitesi Eğitim Fakültesi Yayını.

Bursalıoğlu, Z. (1991). *Okul yönetiminde yeni yapı ve davranış* (7. bs.). Ankara: Pegem Yayınları.

Bursalıoğlu, Z. (2004). Önsöz. Y. Özden (Eds.). *Eğitim ve okul yöneticiliği el kitabı* içinde. Ankara: Pegem Yayıncılık.

BÜ. (2012). *5.1.1961 tarih ve 222 sayılı ilköğretim ve eğitim kanunu ile bazı kanunlarda değişiklik yapılmasına dair kanun teklifi hakkında Boğaziçi Üniversitesi Eğitim Fakültesi'nin ilk görüşü*. 15 Mayıs 2014 tarihinde http://www.fed.boun.edu.tr/form_files/ Bogaziçi_Üniversitesi_Egitim_Fakültesi'nin_İlköğretim_ve_Eğitim_Kanun_Taslağı_ile_İlgili_İlk_Görü şü.pdf adresinden erişildi.

Cemaloğlu, N. ve Şahin D. E. (2007). Öğretmenlerin mesleki tükenmişlik düzeylerinin farklı değişkenlere göre incelenmesi. *Kastamonu Eğitim Dergisi*, *15*(2), 465-484.

Clark , D. L., Lotto, L. S., & Astuto,T. A. (1984). Effective schools and school improvement: a comparative analysis of two lines of inquiry. *Aducational Administration Quarterly 20*(3), 41-68. https://doi.org/10.1177/0013161X84020003004

Cohn, E. ve Rossmiller, R. A. (1987). Research on effective schools: implications for less developed countries. *Comparative Education Review, 31*(3), 377-399.

Çağlayan, A. (2012). Birleştirilmiş sınıf öğretmenlerini tükenmişlik düzeyleri (Yayımlanmamış yüksek lisans tezi). Atatürk Üniversitesi, Eğitim Bilimleri Enstitüsü, Erzurum.

Çınkır, Ş. (2010). İlköğretim okulu müdürlerinin sorunları: sorun kaynakları ve destek stratejileri. *İlköğretim Online, 9*(3), 1027-1036.

Demirtaş, H., Üstüner, M. ve Özer, N. (2007). Okul yönetiminde karşılaşılan sorunların öğrenci ve okul ile ilgili değişkenler açısından incelenmesi. *Kuram ve Uygulamada Eğitim Yönetimi, 51*, 421-455.

Deveci, Ö. ve Aykaç, N. (2019). Temel eğitimde yaşanan sorunları inceleyen çalışmaların değerlendirilmesi: Bir meta-sentez çalışması. *Eğitimde Nitel Araştırmalar Dergisi – Journal of Qualitative Research Education, 7*(1), 277-301. doi:10.14689/issn.2148-2624.1.7c1s.13m

DPT-DB. (2010). *Türkiye'de yoksulluk ve eşitsizliklerdeki değişmeler (2003-2006)*. Çalışma Raporu Sayı: 1. 19 Şubat 2019 tarihinde http://documents.worldbank.org/curated/en/551771468160520948/pdf/754380NWP0Box30u ality0ChangesTurkey.pdf/ adresinden erişildi.

Ellis, A. (2005). *Building schools for the future, an opportunity to personalise learning and fundamentally re-think the business of education*. White Paper - Microsoft Corporation.

Ercan, F. (1998). *Eğitim ve kapitalizm: Neo-liberal eğitim ekonomisinin eleştirisi*. İstanbul: Bilim Yayıncılık.

Erçen, A. E. Y. (2007). Öğretmenlerin mesleki tükenmişlik düzeyleri mersin ilinde karşılaştırmalı bir inceleme. *Çukurova Üniversitesi Eğitim Fakültesi Dergisi, 3*(34), 1-8.

ERG. (2009). *Eğitimde eşitlik politika analizi ve öneriler*. İstanbul: Sabancı Üniversitesi Yayınları.

Faubert, V. (2009), *School evaluation: Current practices in OECD countries and a literature review*. OECD Education Working Papers, No. 42, OECD Publishing. http://dx.doi.org/10.1787/218816547156

Freire, P. (2010). *Ezilenlerin pedagojisi*. İstanbul: Ayrıntı Yayınları.

Gardner, H. (2008). Okulun değişen rol ve işlevi. *80. Yıl uluslararası eğitim forumu eğitim hakkı ve gelecek perspektifleri I.* içinde (s. 81-97). Ankara: Türk Eğitim Derneği Yayınları.

Girgin, G. (1995). *İlkokul öğretmenlerinde meslekte tükenmişliğin gelişimini etkileyen değişkenlerin analizi ve bir model önerisi* (Yayımlanmamış doktora tezi). Dokuz Eylül Üniversitesi, Sosyal Bilimler Enstitüsü, İzmir.

Göksoy, S., Emen, E. ve Aksoy, C. (2013). Okullarda güvenlik sorunu. *Millî Eğitim Dergisi*, *200*, 123-139.

Gündüz, B. (2006). Öğretmenlerde tükenmişliğin akılcı olmayan inançlar ile bazı mesleki ve kişisel değişkenlere göre yordanması. *Türk Psikolojik Danışma ve Rehberlik Dergisi, 26*(3), 17-33.

Hesapçıoğlu, M. (1984). *Türkiye'de insangücü ve eğitim planlaması*. Ankara: AÜ Eğitim Bilimleri Fakültesi Yayınları.

Hesapçıoğlu, M. (1991). Etkili okul araştırmaları, eğitimde nitelik geliştirme. Eğitimde Arayışlar I. Sempozyumu. (13-14 Nisan). İstanbul: Kültür Koleji Gn. Md. Eğitim Araştırma Geliştirme Merkezi.

Hesapçıoğlu, M. (1996). Bilgi toplumunda eğitim ve okulun geleceğine ilişkin düşünceler. *Yeni Türkiye Dergisi Eğitim, 2*, 21-28.

Heyneman, S. ve Loxley, W. (1983). The distribution of primary school quality within high- and low-income countries. *Comparative Education Review, 27*(1), 108-118.

Hortaçsu, N. (1994). Parents' education level, popularity, individual cognitions, and academic performance: An investigation with turkish children. *The Journal of Genetic Psychology, 155*(2), 179-189.

Hoşgörür, V. ve Arslan, İ. (2014). Okul örgütünün finansal kaynaklarının yönetimi sorunu (Yatağan ilçesi örneği).*Trakya Üniversitesi Eğitim Fakültesi Dergisi, 4*(1), 91-102.

Illich, I. (2006). *Okusuz toplum*. İstanbul: Şule Yayınları.

İnal, K. (1996). *Eğitimde ideolojik boyut*. Ankara: Doruk Yayıncılık.

Karakütük, K. (2012). *Eğitim Planlaması*. Ankara: Elhan Yayınevi.

Karakütük, K. ve Özbal, E. Ö. (2019). Eğitim yöneticilerinin yaşadıkları sorunlar ile sorun çözmede kullandıkları teknikler. *Millî Eğitim Dergisi*, *48*(223), 33-60.

Kavak, Y., Ekinci, E. ve Gökçe, F. (1997). İlköğretimde kaynak arayışları. *Eğitim Yönetimi, 3*(3), 309-320.

Kayabaşı, Y. (2008). Bazı değişkenler açısından öğretmenlerin mesleki tükenmişlik düzeyleri. *Sosyal Bilimler Dergisi, 20*, 191-212.

Kayıkçı, G. (2014). *İlköğretim kurumlarının mali kaynak sorunları ve okul müdürlerinin çözüm uygulamaları (Bingöl ili örneği)* (Yayınlanmamış yüksek lisans tezi). Atatürk Üniversitesi, Eğitim Bilimleri Enstitüsü, Erzurum.

Keçeli-Kaysılı, B. (2008). Akademik başarının arttırılmasında aile katılımı. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi, 9*(1), 69-83.

Kepenekçi, Y. K. (2004). İlköğretim okulu yöneticilerinin eğitim mevzuatına ilişkin görüşleri. *Eğitim Bilimleri ve Uygulama, 3*(6), 159-174.

Kiraz, Z. ve Kurul, N. (2018). Türkiye'de öğretmen işsizliği ve ataması yapılmayan öğretmenler hareketi. *Mersin Üniversitesi Eğitim Fakültesi Dergisi, 14*(1), 270-302.

Korkmaz, İ. (2005). İlköğretim okullarının karşılaştıkları finansman sorunları. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 2*(14), 429-434.

Köse, A ve Şaşmaz, A. (2014). *İlköğretim kurumlarının mali yönetimi.* 10 Nisan 2020 tarihinde http://www.egitimreformugirisimi.org/wp-content/uploads/2017/03/ERG_MaliYonetimArastirmaRaporu.pdf adresinden erişildi.

Kurul, N. (2019). *Başka bir eğitim hikayesi*. Ankara: Siyasal kitapevi.

Küçüker, E. (2016). A comparison of the academic achievements of students with different primary school entrance age. *Education*, *137*(1), 46-58.

Küçüker, E. (2018a). Kırsal kesimde yaşayan kız çocukların örgün ortaöğretimi terk etme nedenleri. *Eğitim ve Bilim*, *43*(195), 97-117.

Küçüker, E. (2018b). Üç öykü üzerinden "okul terki": Eğitimsizlik, yoksulluk, ataerkillik. Eğitim Bilim Toplum 16(64), 94-119.

Mayo, P. (2012). *Özgürleştiren praksis (*H. H. Aksoy ve N. Aksoy, çev.). Ankara: Dipnot yayınları.

MEB, (2019). *Milli eğitim istatistikleri örgün eğitim 2018/2019 yılı*. Ankara: MEB Strateji Geliştirme Başkanlığı Yayınları.

Miles, M. B. ve Huberman, A. M. (1994). *An expanded sourcebook qualitative data analysis*. California: Sage Publications.

ODTÜ. (2012). *5.1.1961 tarih ve 222 sayılı ilköğretim ve eğitim kanunu ile bazı kanunlarda değişiklik yapılmasına dair kanun teklifi hakkında ODTÜ Eğitim Fakültesi ilköğretim bölümü görüşü*. 15 Mayıs 2014 tarihinde http://fedu.metu.edu.tr/sites/fedu.metu.edu.tr/files/ilkveortaogretimdeyapilanmaonerisiodtuegitimfakultesigorusu.pdf adresinden erişildi.

Okçabol, R., Akpınar, Y., Caner, A., Erktin, E., Gök, F. ve Ünlühisarcıklı, Ö. (2003). *Öğretmen yetiştirme araştırması*. Ankara: Eğitim-Sen Yayınları.

Öğülmüş, K. Yıldırım, N. ve Aslan, G. (2013). Ücretli öğretmenlerin görevlerini yaparken karşılaştıkları sorunlar ve ücretli öğretmenlik uygulamasının okul yöneticilerince değerlendirilmesi. *İlköğretim Online*, 12(4), 1086-1099, [Online]: http://ilkogretim-online.org.tr

Öksüzler, O., Sürekçi, D. (2010). Türkiye'de ilköğretimde başarıyı etkileyen faktörler: Bir sıralı lojit yaklaşımı. *Finans Politik & Ekonomik Yorumlar*, *47*(543), 79-89.

Özer, Y. ve Anıl, D. (2011). Öğrencilerin fen ve matematik başarılarını etkileyen faktörlerin yapısal eşitlik modeli ile incelemesi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 41,* 313-324.

Plowright, D. (2007). Self-evaluation and ofsted inspection developing an integrative model of school improvement. *Educational Management Administration & Leadership, 35*(3) 373–393.DOI: 10.1177/1741143207078180

Polat, S. (2013). Ücretli öğretmenlik istihdamının yarattığı sorunlar üzerine nitel bir araştırma. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi, 28*, 67-88.

Sarıbaş, S. ve Babadağ, G. (2015). Temel eğitimin temel sorunları. *Anadolu Eğitim Liderliği ve Öğretim Dergisi, 3*(1), 18-34.

Saunders, L. (1999) Who or what is school 'self'-evaluation for?. *School Effectiveness and School Improvement, 10*(4), 414-429.

Schlechty, P. C. (2014). *Okulu yeniden kurmak* (Y. Özden, çev). Ankara: Nobel Yayınevi.

Serin, N. (1979). *Eğitim ekonomisi*. Ankara: Ankara Üniversitesi Basımevi.

Şahin, İ. (2006). *İlköğretim müfredat laboratuar okullarının okul geliştirme süreci açısından incelenmesi* (Yayınlanmamış doktora tezi). Dokuzeylül Üniversitesi, Eğitim Bilimleri Enstitüsü, İzmir.

Şahin, Ö. (2008) Yalancıktan öğretmenlik" ve kadınlar/ Yeni liberal eğitim düzeninde yenilenmiş öğretmen istihdam rejimi". E. A. Ateş & H. Çağlayan (Ed.). *Eğitim ve bilim işkolunda çalışan kadınların sosyal hakları ve iş güvencesi* içinde (s.68-96). Ankara: Eğitim-Sen Yayınları.

Tanrıverdi, S. ve Kardaş, F. (2013). Öğretmenlerin, idarecilerin ve okul psikolojik danışmanlarının ortaokullarda seçmeli ders sürecine ilişkin görüşlerinin incelenmesi: Van ili örneği. *Kesintli On iki Yıllık Zorunlu Eğitim Modelinde Seçmeli Dersler Sempozyumu*, Van, 24-25 Haziran. 11 Nisan 2020 tarihinde https://www.yyu.edu.tr/images/files/sempozyum.pdf#page=72 adresinden erişildi.

Taymaz, H. (2019). *Okul yönetimi* (11. Bsk.). Ankara: Pegem Yayınları.

TEDMEM, (2016). *OECD yetişkin becerileri araştırması: Türkiye ile ilgili sonuçlar*. Ankara: Türk Eğitim Derneği Yayınları.

Tezcan, M. (1998). Gelecekte eğitim (21.yüzyılın okulları üzerine). *Yeni Türkiye Dergisi 21.Yüzyıl Özel Sayısı*, *4*, 821-828.

Torun, F. (2010). *Farklı statülerde çalışan öğretmenlerin öğretmenlik mesleğine bakışları (Isparta ili örneği)* (Yayınlanmamış yüksek lisans tezi). Süleyman Demirel Üniversitesi, Sosyal Bilimler Enstitüsü, Isparta.

Tural, N. ve Karakütük, K. (1991). Eğitim politikası. *Eğitim ve Bilim, 15*(82), 16-39.

Turan, S. ve Zıngıl, G. (2013). *Okulu değerlendirme teori, araştırma ve uygulama*. Ankara: Pegem Akademi.

Uluğ, F. (1998). Eğitim sisteminde değişme yapısal uyum sorunları. *Kuram ve Uygulamada Eğitim Yönetimi*, *14*, 153-166.

Ünal, L. I. (1996). *Eğitim ve yetiştirme ekonomisi*. Ankara: Epar yayınları.

Ünal, L. I. (2005). Öğretmen imgesinde neo-liberal dönüşüm. *Eğitim Bilim Toplum*, *11,* 4-15.

Yayla, A. ve Tat, O. (2013). Öğretmen perspektifinden seçmeli ders uygulaması: problemler ve çözüm önerileri, Kesintli On iki Yıllık Zorunlu Eğitim Modelinde Seçmeli Dersler Sempozyumu, Van, 24-25 Haziran 2013. 11 Nisan 2020 tarihinde https://www.yyu.edu.tr/images/files/sempozyum.pdf#page=72 adresinden erişildi.

Yıldırım, A. ve H. Şimşek. (2018). *Sosyal bilimlerde nitel araştırma yöntemleri* (11. Bsk.). Ankara: Seçkin Yayıncılık.

Yıldız, N. (1999). *Çocukların okul başarısında aile ve çevresel faktörlerin rolü: orta ikinci sınıf öğrencileri ile ilgili bir araştırma* (Yayımlanmamış yüksek lisans tezi). Marmara Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.

Yılmaz, A. (2000). *Eşler arasındaki uyum ve çocuğun algıladığı anne – baba tutumu ile çocukların, ergenlerin ve gençlerin akademik başarıları ve benlik algıları arasındaki ilişkiler* (Yayımlanmamış doktora tezi). Hacettepe Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.

Yolcu, H. (2007). *Türkiye'de ilköğretim finansmanının değerlendirilmesi* (Yayımlanmamış doktora tezi). Ankara Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.

Yolcu, H. (2011). Decentralization of education and strengthening the participation of parents in school administration in Turkey what has changed. *Educational Scencies: Theory & Practice*, *11*(3),1229-1251.

Yolcu, H. ve Kurul, N. (2009). Evaluating the finance of primary education in Turkey within the context of neo-liberal policies. *International Journal of Educational Policies, 3*(2), 24-45. ISSN: 1307-3842

Yüksel, B. (2009). *Özel eğitim ve genel eğitim öğretmenlerinin tükenmişliklerine etki eden değişkenlerin irdelenmesi (*Yayımlanmamış doktora tezi). Ankara Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.

Zoraloğlu, Y. R., Şahin, İ. ve Fırat, N. Ş. (2004). İlköğretim okullarının finansal kaynak bulmada karşılaştıkları güçlükler ve bu güçlüklerin okula etkileri. *Eğitim Bilim Toplum*, 2(8), 4-17.

Author

Dr. Gülay Aslan works as an associate professor in the field of Educational Sciences. His areas of interest include political economy in education, gender in education, the right to education of disadvantaged groups, critical education studies, neo-liberal education policies and equality in education.

Contact

Assoc. Prof. Gulay ASLAN, Tokat Gaziosmanpaşa University, Faculty of Education, Department of Educational Sciences, Tokat. e-mail: gulay.aslan@gop.edu.tr

Appendix 1. *Personal Information on School Administrators*

Item Number	Sex	Age	Title	Teaching Seniority (Year)	Administrator Seniority (Year)	Ed. Level	School administration Period (Y/ M)	School Village	Socio-economic level of the school[†]
P1	Male	38	School principal	10	5	Primary	1/--	City	Middle
P2	Male	48	Assistant principal	6	20	Middle	1/4	Town	Low
P3	Male	43	School principal	3	17	Primary	5/--	City	Middle
P4	Male	36	Assistant principal	13	6	Pr./ Mid.	6/--	Village	Low
P5	Male	50	School principal	24	5	Primary/ Middle	2/--	City	Middle
P6	Male	47	School principal	18	4	Middle	2/--	City	Middle
P7	Male	43	School principal	10	2	Middle	2/--	District	Low
P8	Male	58	Assistant principal	17	12	Primary	6/--	City	High
P9	Male	46	School principal	3	19	Primary	2/--	Town	Low
P10	Male	50	School principal	11	9	Middle	1/7	City	Middle
P11	Male	52	School principal	15	8	Middle	4/--	City	Middle
P12	Male	37	Assistant principal	13	2	Primary	1/5	Town	Middle
P13	Male	47	School principal	8	21	Middle	4/--	City	High
P14	Male	58	School principal	4	30	Middle	7/--	City	Middle
P15	Male	40	School principal	17	10	Primary	3/--	Village	Low
P16	Male	38	Assistant principal	16	1	Middle	-/10	City	Middle
P17	Male	36	School principal	5	6	Pr./ Mid.	1/--	City	High
P18	Male	50	School principal	18	10	Primary	1/--	Village	Low
P19	Kadın	43	Assistant principal	16	4	Primary	4/--	Town	Low
P20	Male	42	School principal	16	4	Middle	4/--	City	Middle
P21	Male	50	School principal	18	9	Primary	6/--	Town	High
P22	Male	35	School principal	7	8	Primary	3/--	City	High
P23	Male	45	School principal	11	14	Primary	5/--	City	Middle
P24	Male	58	School principal	4	28	Middle	7/--	Town	Middle
P25	Male	39	School principal	3	11	Middle	6/--	City	Low
P26	Male	38	Assistant principal	6	6	Primary	5/--	Village	Low
P27	Male	37	School principal	10	5	Primary	2/--	Village	Low
P28	Male	41	School principal	12	7	Middle	1/--	Town	Middle
P29	Male	39	School principal	3	11	Middle	1/--	City	High
P30	Male	50	School principal	20	3	Middle	1/5	Town	Middle
P31	Male	37	Assistant principal	4	11	Middle	1/5	City	High
P32	Male	51	School principal	3	29	Middle	2/--	District	Middle
P33	Male	42	School principal	15	6	Middle	1/--	Village	Middle
P34	Male	42	School principal	4	14	Primary	1/5	Village	Low
P35	Male	55	Assistant principal	3	32	Primary	24/--	City	Low

[†] The socio-economic levels of the schools were created based on the views of the administrator.

Appendix 2. *Pareto Analysis Results on Vital Problems of Schools*

Code	Expression	Frequency (f)	Cumulativ Total	Cumulative %
SB1	Schools lack of funds	33	33	15,6
SB2	Inadequate physical infrastructure of schools	22	55	25,9
O1	Parents' indifference to school	17	72	34,0
O2	Frequent change in education policies	15	87	41,0
SB3	Equipment, material and technological deficiencies	15	102	48,1
O3	Low education level of parents	13	115	54,2
P1	Teachers' professional inadequacies	12	127	59,9
C1	Frequent changes in the training curriculum	10	137	64,6
SB4	High number of students in classes	9	146	68,9
P2	Lack of teachers and support staff	8	154	72,6
C2	Intensive training curriculum	8	162	76,4
P3	High teachers' burnout levels	7	169	79,7
P4	Substitute teacher employment	3	172	81,1
SB5	Having primary and secondary schools together	2	174	82,1
SB6	Inequalities between schools	2	176	83,0
SB7	Parents not wanting to donate to the school	2	178	84,0
C3	Early school starting age	2	180	84,9
C4	Failure to equip students with life skills	2	182	85,8
C5	Multigrade class implementation	2	184	86,8
C6	Double shift schooling	2	186	87,7
C7	Frequent changes in the exam system	2	188	88,7
C8	Exam-oriented education system	2	190	89,6
P5	Decreasing social prestige of the teaching profession	2	192	90,6
P6	The limited authority of school administrators	2	194	91,5
S1	Disciplinary penalties are not deterrent	2	196	92,5
S2	Difficulty in maintaining discipline in dressing	2	198	93,4
S3	Low socio-economic levels of students	2	200	94,3
O4	The school environment is bad	2	202	95,3
P7	Increase in groupings among teachers	1	203	95,8
P8	School administrators lack of staff security	1	204	96,2
S4	Not being able to guide students according to their interests and abilities	1	205	96,7
S5	Children from the village have educational deficiencies	1	206	97,2
S6	Adaptation problems of mobile students	1	207	97,6
S7	Inclusion of students who do not want to study in compulsory education	1	208	98,1
O5	Difficulty in transferring the problems to the upper system	1	209	98,6
O6	Privatization in education	1	210	99,1
O7	Too many bureaucratic jobs and obstacles	1	211	99,5
O8	Schools are not autonomous	1	212	100,0