

## Halk Eğitimi Merkezi Yöneticilerinin Karşılaştığı Yönetimsel Sorunlar ve Çözüm Önerileri

### Administrative Problems and Solutions Encountered by Public Education Center Managers

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#### Özet

Bu çalışma, halk eğitimi merkezlerinin karşılaştığı yönetimsel sorunları ve çözüm önerilerini incelemektedir. Halk eğitimi; bireylerin mesleki, genel ve okuma-yazma gibi temel eğitim ihtiyaçlarını karşılayan yaygın eğitim faaliyetleridir. Ancak merkezler, kurs planlamasında yaşanan aksaklıklar, fiziki mekân eksiklikleri, usta öğretici yetersizlikleri ve kursiyer devamsızlığı gibi çeşitli zorluklarla karşılaşmaktadır. Literatür taraması yöntemiyle yapılan analizde, e-Yaygın sistemindeki teknik problemler, kırsal bölgelerde yeterli kursiyer bulunamaması, bağımsız hizmet binalarının yetersizliği ve engelli bireylere uygun mekân eksikliği gibi temel sorunlar belirlenmiştir. Ayrıca, usta öğreticilerin mesleki yeterlilik ve iş güvencesi sorunları ile kursiyerlerin yalnızca belge almak için kurslara katılması da önemli yönetimsel problemler arasındadır. Çözüm önerileri arasında; e-Yaygın sisteminin iyileştirilmesi, merkezlere bağımsız binalar kazandırılması, usta öğreticilere yönelik hizmet içi eğitimlerin artırılması ve kursiyer motivasyonunu yükseltecek uygulamaların geliştirilmesi yer almaktadır. Bu çalışma, halk eğitimi merkezlerinin yönetimsel sorunlarını bütüncül bir bakış açısıyla değerlendirmektedir.

**Anahtar Kelimeler:** Halk Eğitimi Merkezleri , Yönetimsel Sorunlar, e-Yaygın Sistemi.

#### Abstract

This study examines the administrative problems faced by public education centers and proposes potential solutions. Public education consists of non-formal educational activities that aim to meet individuals basic educational needs in areas such as vocational training, general education and literacy. However, these centers encounter various challenges, including issues in course planning, lack of physical facilities, insufficient qualifications of master trainers and irregular attendance of trainees. Through a literature review, the inability to find enough participants in rural areas, the inadequacy of independent service buildings and the lack of accessibility for individuals with disabilities. Furthermore, the insufficient professional qualifications and job security of master trainers, as well as trainees attending courses merely to receive certificates, are also highlighted the e-Yaygın system, providing independent and well-equipped buildings for the centers, increasing in-service training opportunities for master trainers and developing strategies to enhance trainee motivation. This Study provides a comprehensive evaluation of the administrative challenges faced by public education centers.

**Keywords:** Public Education Centers , Administrative Problems, e-Yaygın Sytem..

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## 1. INTRODUCTION

Public education covers all activities carried out within the scope of non-formal education in order to meet the educational needs of individuals who have never entered the formal education system or who have been excluded from formal education in areas such as vocational, general and literacy (Geray, 2002: 53; Güler, 2004: 4). According to the Regulation on Non-Formal Education Institutions of the Ministry of National Education, public education is lifelong education and training activities that support the economic, social and cultural development of individuals (MEB, 2006:12).

In our country, public education centers generally organize programs for adult individuals and contribute to their social and psychological development as well as increasing their knowledge and skills. The courses offered in these centers support the personal development of individuals and aim to increase the participation of women in economic and social life (Duman, 2007:18). In this context, the effectiveness of public education centers largely depends on the smooth functioning of management processes. However, when the studies in the literature are examined, it is seen that the administrators working in public education centers face various administrative problems. The most important of these problems are disruptions in the process of planning courses, inadequacy of physical spaces, lack of communication with master trainers, and difficulties in meeting the demands of trainees (Selçuk, 2017:34; Dolanbay, 2014:22). In particular, physical infrastructure deficiencies and the lack of independent service buildings stand out as the main factors that prevent these institutions from providing effective services.

In this context, the main purpose of the research is to address the managerial problems faced by public education center managers in Türkiye. In addition, it is to analyze specific areas such as course planning processes, physical infrastructure deficiencies, master instructor assignment processes and relations with trainees and to develop concrete solutions for these problems. Within the scope of the research, answers to the following questions will be sought:

What are the main challenges faced by public education center managers in the course planning process?

What are the effects of physical infrastructure deficiencies on the education quality of public education centers?

What are the problems experienced in the process of assigning master trainers?

What are the reasons for high rates of absenteeism among trainees?

What managerial measures can be taken to solve these problems?

This study will bring together the findings obtained from field research in the light of the existing information in the literature and offer solutions for improving the management processes of public education centers.

## 2. CONCEPTUAL FRAMEWORK

Public education, as a part of non-formal education, is the activities that aim to meet the educational needs of individuals outside formal education in areas such as vocational, general and literacy (Geray, 2002:53; Güler, 2004:4). According to the Regulation on Non-Formal Education Institutions of the Ministry of National Education, public education includes "lifelong education and training activities that support the economic, social and cultural development of individuals." (MEB, 2006:12)

Public Education Centers are institutions that offer free courses in literacy, vocational-technical and general fields to individuals of all age groups from seven to seventy. These centers aim to contribute

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to individuals' social and psychological development as well as their acquisition of knowledge and skills. They also serve social goals such as increasing women's participation in economic and social life (Duman, 2007:18). The main function of Public Education Centers is to support social development by organizing programs suitable for the interests and needs of individuals. The objectives of Public Education Centers include ensuring that individuals acquire vocational skills, increasing literacy rates, adapting to technological developments and strengthening social cohesion (MEB, 2020:5). In addition, these centers also undertake the task of developing programs in line with local needs while supporting individuals to acquire habits of living together.

Before the republican regime, public education was mostly limited to traditional methods. Madrasas, akhism organizations and guilds were the basic building blocks of public education in this period. With the Declaration of the Republic Regime, public education gained a more systematic structure. The 1928 literacy mobilization and the Foundation of the People's House were important steps in this process (Okçabol, 1996:146). Village institutes contributed to the spread of public education by training teachers in rural areas (Nazlı & Özer, 2021:1422).

Today, public education centers operate under the authority of the General Directorate of Lifelong Learning. These centers diversify their educational services by developing programs according to the needs of local communities. They also aim to reach a wider audience by offering education on digital platforms (Selçuk, 2017:34). Public Education Centers operate under the Ministry of National Education and are active in every province and district of our country. They aim to contribute to individuals' lifelong learning and meet their educational needs. Through the courses offered at Public Education Centers, individuals receive education in many areas such as literacy, vocational skill development, and cultural and artistic enrichment. These institutions are important not only for personal development but also for social integration, employment, and cultural cohesion. The duties of Public Education Centers include planning courses, assigning and training instructors for the courses, collaborating with institutions, and ensuring the participation of target groups (such as disadvantaged individuals, illiterate individuals, and those with poor socio-economic status) in these educational programs.

The effective management of Public Education Centers (PECs) is of critical importance in terms of the quality of learning opportunities offered to individuals outside of formal education. PEC administrators are not merely individuals who carry out administrative tasks; they are also leaders who represent the institution, carry out strategic planning, and coordinate learning processes. In this context, administrators fulfill both their duties based on regulations and play a guiding role in the organizational development processes.

In the study conducted by Yazıcı (2022), the roles of Public Education Center administrators are evaluated as follows: "When assessed in terms of the learning organization discipline, administrators are to some extent effective in areas such as systems thinking, personal mastery, mental models, shared vision, and team learning." However, the same study also emphasizes that "there are deficiencies in decision-making and collaboration processes." This indicates that administrators face certain limitations in practicing some fundamental leadership skills.

In the context of internal institutional leadership, Yazıcı (2022) describes the roles of administrators as "effective in teaching and designing roles, but more passive in the role of serving." This evaluation indicates that administrators' leadership styles are more focused on directing and planning, while their participatory and supportive aspects have room for improvement.

Similarly, Yılmaz (2010) states that Public Education Center administrators "possess transformational leadership qualities," highlighting that they stand out in areas such as "vision-setting, inspiring others, and innovation." These qualities contribute not only to managing the current state of the institution but also to shaping its future direction.

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In another study on the main challenges faced by administrators, Nazlı and Özer (2021) highlight issues such as “planning, inadequate physical infrastructure, lack of qualified instructors, and time management.” It is stated that these problems complicate administrators’ decision-making processes and negatively affect the overall efficiency of the institution.

All these findings reveal that Public Education Center administrators should not only act as implementers but also take on the roles of policy-makers, communicators, and change managers. Therefore, in order to be effective leaders, administrators need to be supported in areas such as “shared decision-making, technology integration, employee motivation, and the development of institutional culture” (Tanır, 2006).

The management processes of Public Education Centers cover critical areas such as course planning, physical infrastructure management and the assignment of master trainers. The effective execution of these processes directly affects the service quality of the centers. However, factors such as lack of physical space, insufficient personnel and digital infrastructure problems cause various difficulties in these processes (Dolanbay, 2014:22). Finally, public education centers stand out as important institutions that not only provide individuals with knowledge and skills but also support social development. In order to increase the effectiveness of these centers, it can be said that developing solutions for administrative problems is important for the effectiveness of Public Education Centers.

### **3. ADMINISTRATIVE PROBLEMS FACED BY PUBLIC EDUCATION CENTER MANAGERS**

Public Education Center managers face various problems in the course planning process. These problems arise from factors such as lack of technological infrastructure, insufficient staff, inability to analyze local needs correctly, and technical problems arising from the e-Yaygın system (Nazlı & Özer, 2021:1422). The course planning process includes stages such as determining courses according to the demands of the public, appointing master trainers and creating course calendars. However, the problems encountered in this process can negatively affect the effectiveness of the courses and reaching the target audience.

In recent years, the e-Yaygın system has made course application and planning processes more systematic in public education centers. However, technical problems in this system bring additional workload to administrators. For example, the content of course programs is not clear enough and systemic errors in master instructor applications are among the common problems (MEB, 2024:15). In addition, bureaucratic processes such as the need for additional commission approval during the management of off-calendar applications increase the workload of administrators (Gürün HEM, 2024).

There are also various difficulties in finding and assigning master trainers. The opening of courses may be delayed due to the insufficient education level of master instructors and the fact that some applications are made with incorrect or incomplete documents (Selçuk, 2017:12). In addition, errors in the scoring system of master instructors and applications of unsuitable candidates bring additional burden to administrators (Nazlı & Özer, 2021:1423).

Accurate analysis of local needs is also critical in course planning. However, in some public education centers, these analyses are not carried out effectively enough. When courses cannot be organized in accordance with the demands of the public, problems such as trainees' lack of interest and low participation rates arise (Balcı et al., 2024:42). It can be said that these problems prevent public education centers from achieving their goals.

In the process of creating the course calendar, managers should be careful to avoid overlaps with requests from different time periods. However, some courses cannot be offered due to the minimum

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participation requirement of 12 people (Selçuk, 2017:14). This creates dissatisfaction for both managers and trainees.

Public Education Centers face various problems related to the physical conditions of service buildings and course locations while conducting non-formal education activities. These problems negatively affect the effectiveness and efficiency of public education centers and reduce the quality of educational services provided to the society. When the literature is examined, the following studies on the subject show that most of the public education centers do not have independent service buildings and that the existing buildings are generally inadequate (Balcı et al., 2024:36). Due to the inadequacy of service buildings, public education centers are forced to operate in other public buildings or temporary spaces. This situation makes it difficult for institutions to create their own identities and negatively affects the sustainability of educational activities (Nazlı and Özer, 2021:1423).

Existing buildings generally do not have sufficient number of classrooms and workshops. The inadequacy of the tools and technical equipment required for the opening of courses is also an important problem (Selçuk, 2017:14). Especially in rural areas, difficult access to course locations and difficulties in supervising these areas increase the workload of administrators (Balcı et al., 2024:42). In addition, the fact that service buildings are not suitable for the access of people with disabilities draws attention as an important deficiency. This situation, which restricts the access of disabled individuals to courses, reduces the inclusiveness of public education centers and prevents disadvantaged groups from benefiting from education (Nazlı and Özer, 2021:1424).

The inadequacy of the tools and equipment used in public education centers is also a noteworthy problem. The lack of materials used in courses limits the learning process at the theoretical level and reduces the efficiency of applied training (Nazlı & Özer, 2021:1423). Due to these deficiencies, the learning experiences of the trainees are negatively affected and it becomes difficult for the courses to achieve the intended goals.

Master trainers working in Public Education Centers have an important role in carrying out non-formal education activities. However, various problems related to the educational level and professional competencies of master trainers can negatively affect the effectiveness of these centers. Studies reveal that a large number of master trainers do not have sufficient education level and the quality of courses decreases due to their lack of professional knowledge (Nazlı and Özer, 2021:1422; Balcı et al. 2024:36).

The lack of clarity in the criteria used in the appointment of master instructors and the uncertainties in the legislation is one of the main problems experienced in this process. In current practices, it is stated that due to the lack of clear criteria for the appointment of master instructors, in some cases, people who do not have sufficient qualifications can be appointed to these positions (Nazlı and Özer, 2021:1423). In addition, it has been stated that most of the master instructors do not have sufficient knowledge on pedagogical formation or adult education (Selçuk, 2017:14).

Another important problem related to master trainers is the lack of continuity of employment. Master trainers working without tenure are usually employed seasonally, which has negative effects on both job security and motivation (Balcı et al., 2024:42). This structure, which does not ensure continuity, can also disrupt the training processes of trainees. In addition, problems such as lack of materials and administrative support that master trainers face at the course sites also make their work difficult. Failure to provide materials suitable for the demands of the trainees and communication problems with administrators reduce the efficiency of the courses (Nazlı and Özer, 2021:1424). In addition, problems such as increased competition among master trainers and the inability to distribute the workload fairly are also frequently mentioned (Balcı et al., 2024:37).

Problems related to trainees in Public Education Centers are among the important factors that negatively affect the effectiveness of non-formal education activities. The most important of these

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problems is the absenteeism problems of the trainees. Most of the trainees do not attend the courses regularly and this situation makes it difficult for the courses to achieve the targeted learning outcomes. Especially due to the nature of adult education, absenteeism rates are quite high as trainees are not under strict supervision as in formal education (Ayanoğlu et al., 2023:34).

The demands of trainees pose another challenge for managers. Trainees often request courses to be offered when and where they want, but it is not possible to meet these demands due to the minimum participation requirement of 12 people. Especially in rural areas, this requirement is even more difficult to meet (Ayanoğlu et al., 2023:36). In addition, it has been reported that some trainees attend courses with the sole purpose of receiving a certificate and are absent after receiving the certificate. This situation negatively affects both the regular functioning of the courses and the motivation of other participants.

Competition among trainees is another problem in public education centers. Especially in vocational and technical courses, competition between trainees working in the same sector can create unrest in the training environment (Ayanoğlu et al., 2023:37). In addition, the fact that some trainees attend courses only for the purpose of creating a social environment can reduce the efficiency of the training. Finally, problems related to the supervision and transportation of course locations are also among the problems experienced with trainees. It is stated that the difficult access to the course locations outside the central building and the problems experienced in the supervision of these areas reduce the satisfaction of both administrators and trainees (Ayanoğlu et al., 2023:38).

In order to solve these problems, it is suggested that the minimum participation requirement should be relaxed and lower participation requirements should be applied in rural areas. In addition, in order to reduce absenteeism rates, motivational activities should be organized for trainees and strategies should be developed to increase their commitment to the training process.

Administrators of Public Education Centers (PECs) face various challenges in the course planning process. These issues stem particularly from factors such as the lack of technological infrastructure, insufficient staff, inadequate analysis of local needs, and technical problems associated with the e-Yaygın system (Nazli & Ozer, 2021:1422). The course planning process includes several stages such as identifying courses based on public demand, assigning master trainers, and preparing course schedules. However, the problems encountered during this process can negatively affect the effectiveness of the courses and their reach to the target audience.

In recent years, the e-Yaygın system has made course application and planning procedures more systematic within Public Education Centers. However, the technical issues within the system have placed an additional workload on administrators. For example, the unclear structure of course content and system-related errors during master trainer applications are among the frequently reported problems (MoNE, 2024:15). Additionally, bureaucratic processes such as the requirement for extra commission approval for off-calendar applications increase the administrators' workload (Gurun PEC, 2024).

Various challenges are also encountered in the process of finding and assigning master trainers. Delays in course initiation may occur due to insufficient educational backgrounds of master trainers and applications submitted with incorrect or incomplete documentation (Selcuk, 2017:12). Furthermore, errors in the master trainer evaluation system and applications from unqualified candidates add to the administrative burden (Nazli & Ozer, 2021:1423).

Accurate analysis of local needs is also critically important in course planning. However, in some PECs, such analyses are not conducted effectively. When courses are not aligned with public demand, problems such as a lack of interest and low participation arise (Balci et al., 2024:42). This situation can hinder the PECs from achieving their intended goals.

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In the international literature, similar findings have been noted. Smith and colleagues (2019) emphasized that technological infrastructure deficiencies present significant barriers to educational planning processes and increase the burden on administrators (Smith, Brown & Taylor, 2019).

When creating course calendars, administrators must be careful to avoid scheduling conflicts resulting from requests received at different times. However, the requirement of a minimum of 12 participants to open a course often renders some courses unfeasible (Selcuk, 2017:14). This leads to dissatisfaction among both administrators and trainees.

To address these challenges, it is recommended to increase the number of administrative staff at PECs, improve the technical aspects of the e-Yaygın system, and conduct more effective local needs analyses. Additionally, regular in-service training programs should be organized to enhance the qualifications of master trainers, and assignment processes should be made more transparent.

Johnson and Lee (2021) have pointed out that the insufficient analysis of local needs lowers the success of non-formal education programs, particularly having more serious consequences in rural areas. Participatory planning methods are recommended as a solution to this issue (Johnson & Lee, 2021).

Public Education Centers face various issues regarding the physical conditions of service buildings and course venues during the implementation of non-formal education activities. These problems negatively impact the effectiveness and efficiency of PECs, thereby lowering the quality of educational services provided to the public. Research shows that a large number of PECs do not have independent service buildings and that existing buildings are generally inadequate (Balci, Saytas & Altun-Dinc, 2024:36). Due to insufficient facilities, PECs are often forced to operate in other public buildings or temporary locations. This situation makes it difficult for institutions to establish their own identity and adversely affects the sustainability of educational activities (Nazli & Ozer, 2021:1423).

It has been noted that current buildings generally lack an adequate number of classrooms and workshops. The lack of tools, materials, and technical equipment required to open courses is also a significant issue (Selcuk, 2017:14). Especially in rural areas, difficult access to course venues and challenges in monitoring these areas increase the workload of administrators (Balci et al., 2024:42). Moreover, the inaccessibility of service buildings for individuals with disabilities is a major shortcoming. This situation limits access to courses for people with disabilities, reducing the inclusiveness of PECs and hindering disadvantaged groups from benefiting from education (Nazli & Ozer, 2021:1424).

The insufficiency of materials used in PECs is another notable issue. The lack of course materials limits the learning process at a theoretical level and reduces the effectiveness of practical training (Nazli & Ozer, 2021:1423). As a result, trainees' learning experiences are negatively affected, making it difficult for the courses to achieve their intended goals.

Master trainers working at PECs play a crucial role in the execution of non-formal education activities. However, various problems regarding the educational background and professional qualifications of these trainers can adversely affect the effectiveness of these centers. Studies show that most master trainers do not have a sufficient level of education, and due to a lack of professional knowledge, the quality of courses declines (Nazli & Ozer, 2021:1422; Balci et al., 2024:36).

One of the fundamental issues in assigning master trainers is the lack of clear criteria and ambiguities in regulations. It has been noted that, in some cases, individuals who do not meet the required qualifications are appointed due to the lack of transparent criteria in the current practices (Nazli & Ozer, 2021:1423). Moreover, many master trainers lack pedagogical formation or sufficient knowledge in adult education (Selcuk, 2017:14).

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Martinez and Silva (2020) emphasized that supporting the professional development of master trainers significantly improves the quality of education and participant satisfaction. They stress the need for regular in-service training and clear assignment criteria (Martinez & Silva, 2020).

Another important issue concerning master trainers is the lack of continuity in employment. Since most of them work without a permanent position, they are usually employed on a seasonal basis, which negatively impacts job security and motivation (Balci et al., 2024:42). This lack of continuity can also disrupt trainees' educational processes. Additionally, problems such as inadequate materials at course venues and a lack of administrative support complicate the work of master trainers. The inability to provide materials in line with trainees' demands and communication problems with administrators reduce the efficiency of courses (Nazli & Ozer, 2021:1424). Furthermore, increasing competition among master trainers and the unequal distribution of workload are also frequently mentioned problems (Balci et al., 2024:37).

To address these issues, it is recommended that regular in-service training programs be implemented to support the professional development of master trainers. Moreover, legal regulations should be introduced to make assignment criteria clear and transparent. Improving the personal rights of master trainers and ensuring employment continuity will also help solve these problems.

Problems related to trainees in PECs are among the major factors negatively affecting the effectiveness of non-formal education activities. One of the most common problems is absenteeism. A significant number of trainees do not attend courses regularly, which hinders the achievement of intended learning outcomes. Due to the nature of adult education, trainees are not under strict supervision as in formal education, which results in high absenteeism rates (Ayanoglu, Gunerhan Sadik, Sadik & Erbas, 2023:34).

Trainees' demands pose another challenge for administrators. Trainees often request that courses be opened at their preferred time and location, but meeting these demands is difficult due to the minimum participation requirement of 12 people. This is especially challenging in rural areas (Ayanoglu et al., 2023:36). Additionally, it has been noted that some trainees participate in courses solely to obtain certificates and become absent once they receive them. This negatively affects both the regular operation of courses and the motivation of other participants.

Competition among trainees is another problem observed in PECs. In vocational and technical courses, competition among trainees working in the same sector can lead to discomfort in the educational environment (Ayanoglu et al., 2023:37). Moreover, some trainees join courses solely to expand their social circle, which can reduce the efficiency of education. Finally, problems related to the supervision and accessibility of course venues are also among the issues concerning trainees. Difficulty in accessing off-site course locations and challenges in monitoring these areas reduce satisfaction among both administrators and trainees (Ayanoglu et al., 2023:38).

When the literature studies on the problems faced by Public Education Center administrators are examined, it is seen that the problems are generally grouped under similar headings. These problems are listed as insufficient physical and financial resources, lack of personnel, course planning and organization problems, communication problems with master trainers and trainees, digital infrastructure deficiencies and lack of cooperation with local administrations.

Ayas et al. (2007) draw attention to the problems encountered in the course planning and organization phase. The problems encountered in the planning of courses are generally due to the individual demands of the trainees and attendance problems. For better planning, it is suggested that the number of trainees should be reduced and the courses should be made more flexible.

Toktaş and Serençelik (2007) focus on the communication problems of public education center administrators with master instructors and trainees. The education level of master instructors and their

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lack of knowledge of the legislation cause various problems between administrators and master instructors. In order to solve this problem, it is stated that the education level of master instructors should be increased and in-service trainings should be provided regularly.

Dolanbay (2014) emphasizes that one of the most important problems of public education centers is the lack of physical infrastructure. Many public education centers serve in buildings that do not belong to them and this situation reduces the quality of education of the institutions. In addition, the lack of tools and equipment also negatively affects the educational activities of the centers. Dolanbay suggests that in order to solve these problems, independent buildings belonging to the institutions should be provided and sufficient budget should be allocated.

Selçuk (2017) states that another important problem faced by administrators is the lack of personnel. Especially the insufficient number of administrative staff increases the workload of the existing staff and reduces the quality of service. In order to solve this problem, it is stated that a sufficient number of qualified personnel should be employed.

Nazlı & Özer (2021), in their study on the problems faced by public education center administrators and their solution suggestions, stated that administrators have difficulties due to frequent legislative changes. In addition, problems such as lack of cooperation with local governments and low level of interest of the society in public education centers were discussed.

Yapar and Şentürk (2022), in their study on the problems experienced by women trainees in public education centers, emphasized that especially women trainees could not participate regularly in courses due to transportation, child care and economic constraints. In order to solve these problems, it was suggested to increase transportation opportunities and provide childcare services with the support of local governments.

Demir and Karaca (2021), in their study on digital transformation and technology use in public education centers, stated that public education centers have difficulty in managing distance education processes due to their lack of technological infrastructure. In order to solve this problem, it was stated that the digital infrastructure should be strengthened and the staff should receive training on the use of technology.

Peker et al. (2021) examined the reasons for participation and satisfaction perceptions of trainees in the courses organized in public education centers. The research conducted in the case of Erzin district deals with the motivation of the trainees and their evaluations of the course processes. The findings show that trainees participate in courses for reasons such as acquiring vocational skills, socialization, personal development and increasing their employment opportunities. It was also found that trainees were generally satisfied with the course content and training processes, but there were some areas in need of improvement. The research reveals that course programs should be organized in accordance with the needs of the trainees in order to increase the effectiveness of public education centers.

Gürsoy (2022) addressed the problems faced by public education center directors in a local context in his study on the case of Erzurum Province. In the study, problems such as physical infrastructure deficiencies, budget insufficiency and lack of cooperation with local governments came to the fore. It was stated that managers should be authorized and local resources should be used more effectively to solve these problems.

Peker et al. (2023) examined the effectiveness of public education center programs in Türkiye in terms of developing human capital and combating poverty. The study, conducted in Antalya, Muğla, Van and Hatay provinces, evaluates the role of public education centers in providing individuals with vocational skills, increasing employment opportunities and ensuring social mobility. Findings show that public education programs are effective at varying levels depending on regional differences and offer

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important opportunities especially for disadvantaged groups. The study offers several recommendations for improving public education policies and making programs more efficient.

In the MEB (2024), Nevşehir Strategic Plan, targets were set for the development of non-formal education activities in public education centers. In the research, issues such as lack of participation of individuals in need of special education, promotion problems and access problems were discussed. As a solution, it was suggested that promotional activities should be increased and access facilities should be provided. Finally, studies in the literature offer suggestions such as building independent service buildings, providing sufficient budget, increasing the number of staff, making course planning more flexible, increasing the education level of master trainers, strengthening cooperation with local governments, improving digital infrastructure and increasing promotional activities to solve the problems faced by public education center managers.

#### 4. LITERATURE REVIEW

When the literature studies on the problems faced by Public Education Center administrators are examined, it is seen that the problems are generally grouped under similar headings. These problems are listed as insufficient physical and financial resources, lack of personnel, course planning and organization problems, communication problems with master trainers and trainees, digital infrastructure deficiencies and lack of cooperation with local administrations.

Ayas et al. (2007) draw attention to the problems encountered in the course planning and organization phase. The problems encountered in the planning of courses are generally due to the individual demands of the trainees and attendance problems. For better planning, it is suggested that the number of trainees should be reduced and the courses should be made more flexible.

Toktaş and Serençelik (2007) focus on the communication problems of public education center administrators with master instructors and trainees. The education level of master instructors and their lack of knowledge of the legislation cause various problems between administrators and master instructors. In order to solve this problem, it is stated that the education level of master instructors should be increased and in-service trainings should be provided regularly.

Dolanbay (2014) emphasizes that one of the most important problems of public education centers is the lack of physical infrastructure. Many public education centers serve in buildings that do not belong to them and this situation reduces the quality of education of the institutions. In addition, the lack of tools and equipment also negatively affects the educational activities of the centers. Dolanbay suggests that in order to solve these problems, independent buildings belonging to the institutions should be provided and sufficient budget should be allocated.

Selçuk (2017) states that another important problem faced by administrators is the lack of personnel. Especially the insufficient number of administrative staff increases the workload of the existing staff and reduces the quality of service. In order to solve this problem, it is stated that a sufficient number of qualified personnel should be employed.

Nazlı & Özer (2021), in their study on the problems faced by public education center administrators and their solution suggestions, stated that administrators have difficulties due to frequent legislative changes. In addition, problems such as lack of cooperation with local governments and low level of interest of the society in public education centers were discussed.

Yapar and Şentürk (2022), in their study on the problems experienced by women trainees in public education centers, emphasized that especially women trainees could not participate regularly in courses due to transportation, child care and economic constraints. In order to solve these problems, it was suggested to increase transportation opportunities and provide childcare services with the support of local governments.

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## **5. METHOD**

In this study, literature review and content analysis methods were used to examine the administrative problems of public education centers and the solution suggestions for these problems. The literature review method is an approach that aims to create a theoretical framework by systematically analyzing the existing knowledge on a specific research topic. The sources used in the study were obtained from academic databases such as Dergipark, YÖK Thesis Center and Google Scholar. The keywords used in the search included "public education centers", "administrative problems", "non-formal education", "master instructor problems" and "trainee problems". When document review was conducted on this subject, a total of 45 academic sources were examined and 28 of them were found suitable for the scope of the study and included in the analysis.

The collected data were evaluated by content analysis method. Content analysis is a qualitative research method that allows data to be grouped under themes and these themes to be interpreted. In this

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study, content analysis was conducted under four main themes: course planning problems, physical space deficiencies, problems with master trainers and problems with trainees. During the coding process, the findings in the literature were systematically analyzed and the results showing parallelism under each theme were brought together. During the coding process, both explicit (manifest) and implicit (latent) contents were taken into consideration; the consistency between the coding was calculated as 90% by cross-checking by an independent researcher. The relationships between the themes were evaluated and the findings were interpreted by comparing them with other studies in the literature.

Thanks to these methods, the main problems encountered in the administrative processes of public education centers were systematically analyzed and solutions were developed for these problems. The scientific reliability of the study was enhanced by clearly stating the selection criteria of the sources used in the literature review and explaining the content analysis step by step.

## 6. FINDINGS

In this study, the administrative problems of public education centers are examined under four main headings: course planning problems, physical space deficiencies, master instructor qualification problems and problems related to trainees. It is seen that these problems are handled similarly in the literature and are in parallel with the studies conducted.

There are various difficulties in the process of course planning in public education centers. The inability to organize courses in accordance with the individual demands of trainees, technical problems in the e-Laygın system, and the inability to meet the minimum participation requirement of 12 people in rural areas negatively affect this process (Ayanoglu et al., 2023:36). In addition, insufficient analysis of local needs in the creation of course calendars leads to trainees' lack of interest and low participation rates (Selçuk, 2017:14). In order to solve these problems, more flexible planning and relaxation of participation requirements in rural areas are recommended (Ayas et al., 2007).

The fact that most of the public education centers do not have independent service buildings causes these institutions to operate in other public buildings or temporary spaces. This situation negatively affects the sustainability of educational activities (Nazlı and Özer, 2021:1423). Problems such as the fact that existing buildings generally do not have sufficient number of classrooms and workshops, lack of equipment, and are not suitable for access by disabled individuals also increase physical space inadequacies (Balcı et al., 2024:36). Dolanbay's (2014) study is in line with these results and states that independent buildings should be provided and sufficient budget should be allocated.

The lack of professional qualifications of master trainers and uncertainties in their appointment processes stand out as an important problem. Lack of job security and seasonal employment of master trainers, who work without tenure, lead to loss of motivation (Selçuk, 2017:12). In addition, lack of pedagogical formation and insufficient knowledge about adult education also reduce the quality of courses (Toktaş & Serençelik, 2007). In order to solve these problems, regular in-service training programs should be implemented and the process of assigning master instructors should be made transparent.

The high absenteeism rates of the trainees and their participation in the courses only to obtain documents negatively affect the regular functioning of the courses (Ayanoglu et al., 2023:34). Especially in rural areas, transportation difficulties and economic context increase absenteeism rates (Yapar and Şentürk, 2022:35). It was also stated that female trainees cannot attend courses regularly due to their responsibilities such as childcare. It is recommended to provide transportation support and childcare services to solve these problems.

These findings comprehensively reveal the main administrative problems faced by public education centers. In this analysis, which is in line with other studies in the literature, solution

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suggestions such as providing independent service buildings (Dolanbay, 2014), supporting the professional development of master trainers (Toktaş & Serençelik, 2007) and making flexible planning for the demands of trainees (Ayas et al., 2007) come to the fore.

## 7. CONCLUSION AND RECOMMENDATIONS

This study examined the problems encountered in the administrative processes of public education centers and suggested solutions to these problems. The findings reveal that public education centers face serious challenges in four main areas: course planning, physical space deficiencies, master instructor qualification problems, and problems with trainees. These problems directly affect the effectiveness of public education centers and the quality of educational services they provide to the society.

In order to solve these problems, it is recommended that the number of administrative staff of public education centers be increased, technical deficiencies of the e-Yaygın system be eliminated and local needs analyses be conducted more effectively. In addition, regular in-service training programs should be organized to improve the qualifications of master trainers and the appointment process should be made more transparent. It is also recommended that regular in-service training programs to support the professional development of master trainers be implemented to solve these problems. In addition, the criteria for the appointment of master instructors should be made clearer and more transparent through legislative amendments. Improving the personal rights of master instructors and ensuring the continuity of their work will also contribute to the solution of these problems.

It was observed that the difficulties experienced in the course planning process arose due to the minimum participation requirement, especially in rural areas, and technical difficulties in the e-Yaygın system. This makes it difficult to create training programs in line with the demands of trainees. Physical space deficiencies are manifested in problems such as the lack of independent buildings for public education centers, inadequacy of existing buildings, and lack of accessibility for people with disabilities. The lack of professional qualifications and job security of master trainers is also an important factor that reduces the efficiency of courses. In addition, problems such as high absenteeism rates of trainees and the fact that they attend courses only for the purpose of obtaining a certificate negatively affect the training processes.

This study contributes to the literature in the following ways: A systematic framework is presented by bringing together the findings in the existing literature on the administrative problems of public education centers. In addition to the findings that are in line with the studies in the literature, concrete suggestions such as flexible planning in rural areas, supporting the professional development of master trainers and developing strategies to increase the motivation of trainees are presented. For example, the physical space deficiencies emphasized by Dolanbay (2014) were addressed in more detail in this study, and the importance of arrangements for the access of disabled individuals was especially emphasized. The need for professional development of master trainers, as expressed by Toktaş and Serençelik (2007), was evaluated in a broader context in this study and increased job security was suggested. Finally, a comprehensive approach is needed to improve the administrative processes of public education centers. In this context, steps such as providing independent service buildings, strengthening digital infrastructure, implementing regular in-service training programs for master trainers, and flexible planning in rural areas are of great importance. These recommendations will both enable public education centers to provide more effective services and contribute to social development.

These results are in line with the studies in the literature. For example, Dolanbay (2014) emphasized the need to eliminate physical space deficiencies; Toktaş and Serençelik (2007) emphasized the importance of supporting the professional development of master trainers. The study by Ayanoğlu et al. (2023) emphasized the importance of flexible planning in rural areas.

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The solution to the administrative problems faced by public education centers is critical to ensure that these institutions provide more effective and efficient services. In order to solve course planning problems, the technical infrastructure of the e-Yaygın system needs to be strengthened. Elimination of systemic problems will make course application and planning processes more efficient. It is also recommended to relax the minimum participation requirement in rural areas and allow courses to be opened with fewer participants. Conducting more comprehensive local needs analyses will contribute to the organization of courses in line with the demands of the public. In order to overcome physical space deficiencies, public education centers should be provided with independent service buildings, and existing buildings should be made accessible to persons with disabilities. Elimination of technical equipment deficiencies and diversification of training materials will also improve the quality of training activities.

Regular in-service training programs should be implemented to solve the problems related to master teachers and the lack of pedagogical formation should be eliminated. The criteria for assigning master instructors should be clarified and transparency should be ensured in this process. Increasing the job security of master instructors working without staff and ensuring continuity will both increase motivation and contribute positively to the quality of education. In order to solve problems related to trainees, motivational activities should be organized to reduce absenteeism rates, and support mechanisms should be established to meet the needs of trainees. Especially for female trainees, transportation support should be provided and childcare services should be offered. In order to accelerate digital transformation processes, the technological infrastructure of public education centers should be modernized and staff should be trained in the use of technology. Finally, it is recommended that public education centers develop projects to strengthen cooperation with local governments. With the support of local governments, transportation, promotion and physical infrastructure problems can be solved. Promotional activities should be expanded to increase public awareness of public education centers and their role in social development should be emphasized. These recommendations will not only solve the current problems of public education centers, but will also help them become more inclusive and innovative.

It is recommended that more comprehensive research be conducted to solve the administrative problems faced by public education centers. In particular, studies can be conducted on strategies for developing cooperation models with local governments, accelerating digital transformation processes and increasing the role of public education centers in society. In addition, special projects should be developed to address problems such as transportation and childcare experienced by female trainees in public education centers. In order to improve the administrative processes of public education centers, it is of great importance to implement applied projects supported by field research. Such projects can contribute to social development by enabling public education centers to provide more effective services.

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