EKOLOJİK SİSTEM KURAMI LENSİNDEN TÜRK EĞİTİM POLİTİKASININ ÇOKLU KATMANLARI*

MULTIPLE LAYERS OF TURKISH EDUCATIONAL POLICY THROUGH THE LENS OF ECOLOGICAL SYSTEM THEORY

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ÖZ: Bu araştırmanın amacı, Türk eğitim sisteminin mevcut politikasının Bronfenbrenner'ın ekolojik sistem kuramı çerçevesinde seçilmiş mevzuat ekseninde çözümlenmesidir. Araştırmada, nitel araştırma yöntemlerinden durum çalışması deseni kullanılmıştır. Türk eğitim sisteminin yapısıyla ilgili mevzuat ve resmî belgeler çalışma grubunu oluşturmaktadır ve ölçüt örneklem yönteminden faydalanılmıştır. Dokümanların seçilmesinde, Türk eğitim sisteminin genel yapısına yön veren güncel politika belgeleri ölçüt alınmıştır. Araştırmanın verileri ekolojik sistem kuramın katmanları çerçevesinde doküman analizi tekniğiyle analiz edilmiştir. Araştırmanın sonuçlarına göre Türk eğitim sisteminin niteliğinin geliştirilmesi için kapsamlı politikaların üretilmeye çalışıldığı, ailelerin istenen düzeyde eğitim sistemine dahil edilemediği ve öğretmenlerin mesleki gelişimini destekleyen politikaların güçlendirilmesi gerektiği belirlenmiştir. Ayrıca hem okul finansmanı hem de okulların fiziksel imkanlarının güçlendirilmesine yönelik çabalar yoğun olmakla birlikte, eğitim paydaşlarının beklentilerinin karşılanabilmesi için daha fazla çabaya ihtiyaç duyulduğu sonucuna ulaşılmıştır. Finansman yapısının eğitim ihtiyaçlarını karşılamada yeterli olmadığı, laiklik ve demokrasi ilkelerinin uygulamada sürdürülmesi, geliştirilmesi ve yerleştirilmesinde zorluklar olduğu ve yatırımların verimliliğinde sorunlar olduğu görülmektedir.

ABSTRACT: The aim of this study is to analyse the existing policy of Turkish educational system on the axis of selected legislation within the framework of Bronfenbrenner's ecological system theory. In the research, the study was designed as a qualitative case study. Legislations and official documents related to the structure of Turkish educational system constitute the study group of the research and criterion sampling method was used. In the selection of the documents, the existing political documents which regulate the general structure of Turkish educational system were taken into consideration and the research data were analysed by document analysis technique within the framework of layers of ecological system theory. According to the results of the study, it was determined that comprehensive policies were tried to be developed in order to improve the quality of the Turkish education system, families could not be included in the education system at the desired level and policies that support the professional development of teachers should be strengthened. In addition, it was concluded that although the efforts for both school financing and strengthening the physical facilities of the schools were intense, more efforts were needed to satify the expectations of the stakeholders.It is seen that the financial structure is not sufficient to meet the needs of education, there are difficulties in maintaining, developing and placing secularism and democracy in practice and problems in the efficiency of the investments.

Anahtar sözcükler: Türk eğitim sistemi, ekolojik sistem kuramı, politika doküman analizi.

Keywords: Turkish education system, ecological system theory, policy document analysis.

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GENİŞ ÖZET

Bronfenbrenner ekolojik sistem kuramını, insan ve çevre arasındaki etkileşimin önemini kabul eden ilk kuramcılardan biri olan Kurt Lewin'in çalışmalarına dayandırmaktadır (Johnson, 2008). Bronfenbrenner'e (1979) göre ortamdaki anlık ilişki yoğunluğu mikrosistem olarak adlandırılır. Mikrosistemler, geçmiş ve şimdiki rolleri, bireyleri ve bir kişinin kendi etkileşimlerinde yaşadığı faaliyetleri içermektedir (Woodside, Caldwell ve Spurr, 2006). Mezosistem, gelişmekte olan kişinin aktif olarak katıldığı iki veya daha fazla ortam arasındaki ilişkileri içermektedir ve mezosistem bir mikrosistemler sistemidir. Gelişen ve değişen kişi yeni bir ortama taşındığında yeni bir mezosistem oluşur veya genişler (Bronfenbrenner, 1979). Ekolojik ortamın iç içe yapısındaki bir sonraki seviye sürekli gelişmekte ve değişmekte olan kişiyi doğrudan içermeyen ancak kişiyi etkileyen olayların meydana geldiği bir ortam olarak tanımlanan ekzosistemdir (Bronfenbrenner, 1977). Makrosistem inançları, kültürleri ve kültürleri oluşturan alt kültürleri/yaşam tarzlarını ifade eden yapıları temsil etmektedir. Bu tür kalıplar belirli insan gruplarının maruz kaldığı alt düzey sistemler arasında benzerliklere yol açmaktır (Bronfenbrenner, 1977). Kronosistem, zaman içinde dış sistemlerin gelişimi veya akışının bir tanımıdır ve kronosistem modelleri kısa veya uzun bir süreyi kapsamaktadır (Bronfenbrenner 1979). Her bir katmanda TES'in politika analizinin, Malen ve Knapp'in (1997) ifadelerine çoklu bir perspektif sunması, Türk eğitim sisteminin karmaşık ve kapsamlı yapısının ekolojik sistem kuramının her bir katmanı içerisinde analiz ünitelerine ayrılarak incelenmesini kolaylaştırabilir ve eğitim politikalarının büyük resminin ortaya konulmasına yardımcı bir çerçeve olabilir. Cardno'ya (2008) göre politika analizi politika üretenlere yarar sağlayabilir ve bir sistemin mevcut ihtiyaçlarını karşılayabilmesi için de düzenli olarak yapılmalıdır. TES içinde üretilen politikaların analizi eğitim sisteminin ihtiyaçlarını karşılaması, paydaşların sisteme verimli bir şekilde katkı sağlayabilmesi ve sistemin öğrencinin üstün yararı doğrultusu açısından makro çerçevede görülmesi önem taşımaktadır. Özetle TES'in büyük ve karmaşık yapısı yönetilme ve sistemi işlevsel çalıştırma sorunu olduğunu göstermektedir. Bu doğrultuda TES'in politikaları bütüncül bir yapı içerisinde politika analiziyle görülebilir. Böylece ekolojik sistem kuramının her bir katmanında sorunların tanımlaması ve çözüm önerilerinin geliştirilmesi sağlanabilir. Hem ekolojik sistem kuramının sunduğu analitik çerçeve hem de politika analizi TES için verimliliği ve işlevselliği yüksek, çocuğun üstün yararını gözeten etkili politikalar üretilmesinde rol oynayabilir. Bu görüşlerden hareketle, bu araştırmanın amacı ekolojik sistem kuramının tüm katmanlarında bir yapılanması olan TES'in yapısını ilgili mevzuat ve politika belgeleri kapsamında analizini yapmaktır. Bu araştırmanın, problemi, Türk eğitim sisteminin mevcut özellikleri ekolojik sistem kuramına göre politika analizi yoluyla nasıl betimlenebilir? sorusuna yanıt aramaktır.

Yöntem

Araştırmada nitel araştırma yöntemlerinden durum çalışması deseni kullanılmıştır. Bu çalışma betimsel durum çalışması desenlerinden bütüncül tek durum desen ile tasarlanmıştır (Yin, 2012). Bu araştırmada incelenen durum, Türk eğitim sisteminin ekolojik sistem kuramına göre politika analizidir. Araştırmada amaçlı örnekleme yöntemlerinden ölçüt (amaçlı) örnekleme kullanılmıştır. Buna göre, Türk eğitim sisteminin mevcut özelliklerinin ekolojik sistem kuramı bağlamında politika analizi yapmak amaçlanmıştır. Araştırmada verilerin analizinde MAXQDA paket yazılım programından faydalanılmıştır. Araştırmada verilerin tamamı iki defa baştan sona okunmuştur. Bu okumalar sonucunda ham verilerin analiz edilmesi için en uygun analiz biriminin "cümle" olmasına karar verilmiştir. Verilerin analiz edilmesi için kodlama işlemi yapılmıştır. Temaların altında yer alacak alt temalar ve kodlar, kodlama işlemi ile keşfedilmiştir. Bu kapsamda verilerin analiz edilmesi, kontrol edilmesi vb. süreçler için ".mx18" dosyaları olan veritabanları oluşturulmuştur.

Bulgular

Analiz edilen yedi belgede (Türkiye Cumhuriyeti Anayasası, 1739 sayılı Milli Eğitim Temel Kanunu, 222 Sayılı İlköğretim ve Eğitim Kanunu, 2547 sayılı Yükseköğretim Kanunu, 2023 Eğitim Vizyonu Belgesi, PISA 2018 Türkiye Ön Raporu, Education at a Glance 2019) toplamda 1.173 kodlama yapılmıştır. En fazla kodlama yapılan doküman 388 kodlamayla B1 koduyla "2023 Eğitim Vizyonu Belgesidir". En fazla kodlama yapılan ve alt temaya sahip olan tema (katman) dokuz alt tema ve 584 kodlamayla ekzosistemdir. Ekolojik sistem kuramının tüm katmanlarında Türk eğitim sisteminin politika analizi sunulmuştur. Beş katmanda (temada), 25 alt tema ve 102 kod ortaya çıkmıştır. Mikrosistem katmanı daha çok öğrenci, öğretmen ve aile üzerinde şekillenmektedir. Mezosistem katmanı okul yöneticileri ve okulların fiziki yapıları ve finansmanlarına odaklanmaktadır. Kodlamanın en yoğun olduğu ekzosistem katmanında öğrencinin doğrudan etkileşimde olmadığı ancak yasal bağlamda eğitim sistemini düzenleyen makro uygulamalara yer verildiği görülmektedir. Yönetim, planlanama, ekonomi, denetim, insan kaynakları ve yasal düzenlemelere yönelik alt temaların yer aldığı görülmektedir. Kültürel boyutun incelendiği

makrosistemde evrensel ve milli değerlerin öğrencilere kazandırılması, Atatürkçülük ve eşitliğin ön planda yer aldığı sonucuna ulaşılmıştır. Zamanın değişim etkisinin merkezde olduğu kronosistemde ise eğitim sisteminin çağdaş ve bilimsel bir eksende geliştirilmesinin amaçlandığı süreğen başarıların hedeflendiği ve gelişim için teknolojiden faydalanmanın önemine dair bulgulara ulaşılmıştır.

Sonuç ve Tartışma

Genel olarak TES'teki yetersizliklerin nedenleri olarak dikey örgütlenme, rutin işlerin çokluğu, zaman sorunu ve yöneticilerin geliştirilmelerinin güçlüğü olduğu belirtilmektedir (Onural, 2005). Okul yöneticiliğinin profesyonel bir meslek olarak kabul edilmediği ve bu konu üzerinde önemle durulmadığı (Balyer ve Gündüz, 2011) ve Türk eğitim sisteminin kalabalık sınıfları, ezberci eğitim sistemi, öğretmen niteliği, finansman sorunları, eğitime erişim eşitsizliği sorunları (Yılmaz ve Altınkurt, 2011), öğretmenin mesleki gelişimi ve hizmet içi eğitimi, mesleki yönlendirme eksikliği, nitelikli eğitim yöneticisi yetiştirilmesi ve atanması (Kösterelioğlu ve Bayar, 2014), öğretmenlerin mesleki gelişimleri için yapılan çalışmaların yeterli ve faydalı olmadığı (Boydak-Özcan, Şener ve Polat, 2014), sonucunda öğretmen adaylarının TES'e karşı olumsuz algılara sahip olduğu (Gözler, 2017), sürekli değişen eğitim sistemi, öğretmen yetiştirilme yöntemi ve sistemin ezberci yapısı (Özdemir ve Kaplan, 2017), okulların donanımı, sınav sistemi, öğretmenlerin niteliği gibi birçok temel sorunun halen devam ettiği (Çetin, Yazar, Aydın ve Yazıcı, 2018), eğitim sistemindeki sorunların kaynağı olarak sistemin kendisi, siyaseti ve sık değişimlerin olduğu (Tosun, 2018), araştırma bulgularına ulaşılmıştır. Özetle TES ekolojik sistem kuramı bağlamında incelendiği bu araştırmada uluslararası belgelerde Türk eğitim sistemine yönelik ortaya çıkan olumsuz bulgulara rastlanılmışken, eğitim sisteminin gelişmesi için ortaya çıkan raporlarda genel anlamda planlamada ve gelecekte arzu edilen Türk eğitim sisteminin yol haritasından söz edilmektedir. Eğitim sistemini düzenleyen mevzuatta ise sistemin korunmasına, geliştirilmesine ve belirli bir disiplin çerçevesinde bürokratik yapının yürütülmesine/sürdürülmesine odaklanıldığı sonuçları ortaya çıkmaktadır. Bu sonuçlara göre yapılan politika analizi ile mevzuatta sınırların ve hedeflerin genel anlamda belirlendiği ancak bunların işlevselliği, sahaya dönüklüğü ve bölgeler, kültürler arası farklılıkları dikkate yeterince fazla dikkate alamamasından dolayı nitelikli eğitimde nitelikli sonuçlar alınmasında güçlükler yaşandığı ifade edilebilir.

INTRODUCTION

Turkish education system (TES) has a complex and multi-layered structure with over one million teachers and 18 million students at the age of compulsory education. This structure is sometimes brought to agenda with unwieldiness in its operation (Boyacı, 2009) and budget problems (Gedikoğlu, 2005), and often with inequality of opportunity and lack of supervision (Özyılmaz, 2013). In addition to these main problems, low quality of educational outputs (Yılmaz and Kartal, 2011), length of study period, quality of course books, intertwining of education and politics (Kartal, 2013), constantly changing education system, infrastructure deficiencies, teacher training system (Özdemir and Kaplan, 2017), inaccuracies in educational planning (Yeşil and Şahan, 2015), and the concentration of authorities on upper stages depending on vertical organization (Onural, 2005; Karataş, 2012) are among the other problems of the educational system. Analysis of the multi-layered aspect of TES within the framework of ecological system theory can provide a useful analytical framework in defining the problems of the education system, determining and developing primary areas in policies, and determining the areas open for improvement in educational policies. Hence, as Johnson (2008) stated, Bronfenbrenner's ecological system theory can be used as a convenient and useful alternative to the linear models that form the basis of education policies. This theory is appropriate for modelling the development of an organization and specifically defining the complex systems of a school district or even a school. According to Cardno (2018), theories are useful in understanding the consequences of the child's environmental factors such as poverty, basic needs and services, lack of access to education, and poor relationships. In this regard, ecological system theory can be beneficial in terms of analysing the current situation and producing new policies about how TES's policies take into account the relations between human and environment and how the holistic structure is in policy production for the best interest of the child.

Policy analysis is an applied social science discipline to generate and transform policy-related information that can be used to solve policy problems (Laswell, 1971, as cited in Hajer, 2003). According to Hajer (2003), policy analysis is a meaningful way of organizing information and aims to understand the quality of policy making in terms of both content and process. According to Cardno (2018), policy analysis provides information on policy documents to both researchers and policy makers in understanding education policies. Policy analysis focuses on the questions of "what", "how" and "why" (Gale, 1999, as cited in Bradbury, 2020). Besides, policy analysis in education can provide an analytical framework for revealing the importance of cultural contexts of educational institutions (Jie, 2016) and for understanding the individual and culture in a holistic aspect. According to Burns, Warmbold-Brann and Zaslofsky (2015), an ecological model addresses system problems and can also be useful in examining the individual needs of students facing the most serious challenges. It can be useful to analyse the policy of TES in order to understand the general structure, operation and functions of the educational system and to apprehend the system holistically.

Policy analysis of TES in ecological system theory

Bronfenbrenner's ecological system theory is one of the most known theoretical frameworks in human development (Vélez-Agosto et al., 2017). Bronfenbrenner bases his ecological system theory on the study of Kurt Lewin, one of the first theorists recognizing the importance of interaction between human and environment (Johnson, 2008). Ecological system theory has five layers. These are microsystem, mesosystem, exosystem, macrosystem and chronosystem. According to Bronfenbrenner (1979), immediate relationship intensity in the environment is called microsystem. Microsystems include past and present roles, individuals, and activities people experience in their own interactions (Woodside, Caldwell, and Spurr, 2006). Mesosystem includes relations between two or more environments in which the developing person actively participates. For instance, it is the relations among home, school, neighbourhood and peer group for a child, and it is the relations among family, work and social life for an adult. Therefore, mesosystem is a system of microsystems. When the developing and changing person moves to a new environment, a new mesosystem is formed or expanded (Bronfenbrenner, 1979). The next stage in the intertwined structure of ecological environment is exosystem, which is defined as an environment where events that do not directly involve constantly developing and changing person but affect him or her occur (Bronfenbrenner, 1977). Macrosystem represents beliefs, cultures and structures which express the subcultures/lifestyles forming cultures. Such patterns lead to similarities between lower-stage systems to which particular groups of people are exposed (Bronfenbrenner, 1977). Chronosystem is a definition of the development or flow of external systems over time, and chronosystem models comprise a short or long

period (Bronfenbrenner, 1979). The fact that TES's policy analysis on each layer provides a multiple perspective to the statements of Malen and Knapp (1997) can facilitate the examination of the complex and comprehensive structure of TES by dividing it into analysis units within each layer of ecological system theory, and can help to reveal the bigger picture of educational policies.

Education ecosystem is defined as a network of educational areas that offer students various learning experiences throughout their learning life cycle through individual and institutional elements and are interconnected with a dynamic development (Handayani, 2018). It also includes a wide range of shareholder environments related to the education ecosystem, home and school (Amirulloh, 2019). According to Burns, Warmbold-Brann and Zaslofsky (2015), a researcher using ecological approach can reveal the roles of environment in solving problems by addressing the variables that affect student. According to Shulock (1999), policy analysis is a tool of democratic process in solving problems and can lead to better policies.

When it is considered how much the policies produced in TES meet the needs of education system and its stakeholders, problems such as poor life standards of teachers and inefficacy of opportunities for their professional development (Gedikoğlu, 2005), education system based on rote-learning (Yılmaz and Altınkurt, 2011), malfunction of school system and thus, incapable educational system (Uluğ, 1998), inadequacy of cultural and social activities in schools (Memduhoğlu and Meriç, 2014), high number of students in classes (Kartal, 2013) draw attention. According to Potochnik and Romans (2015), education ecosystem is dynamic and affects the social, political and cultural structure of the school system and is also affected by this structure. Additionally, education ecosystem consists of many interconnected parts both horizontally and vertically (Niemi, 2016). With the policy analysis of TES, it is aimed to reveal the direction, purpose and functionality of the policies produced in solving these and similar problems. In this regard, according to Collins (2005), policy analysis is not simple and its scope is wide. In addition, policy analysis draws attention to overlooked views and ideas in policy making and decision-making and tries to eliminate inequality (Weiss and Bucuvalas, 1980, as cited in Mayer, Van Daalen, and Bots, 2004).

According to Cardno (2008), policy analysis can benefit policy makers and should be conducted regularly in order for a system to meet its current needs. Analysis of the policies produced within TES is crucial for meeting the needs of the education system, enabling the stakeholders to contribute to the system efficiently and seeing the system in a macro framework in terms of the superior benefit of the student. In a nutshell, the large and complex structure of TES indicates that there is a problem of managing and operating the system functionally. Accordingly, the policies of TES can be seen through policy analysis in a holistic structure. Thus, description of the problems and development of solution recommendations can be provided in each layer of the ecological system theory. Both the analytical framework offered by the ecological system theory and the policy analysis can play a role in the production of effective policies for TES with high efficiency and functionality and that consider the best interests of the child. Based on these opinions, the aim of this research is to analyse the construct of TES, which has a structuring at all layers of the ecological system theory, within the scope of the relevant legislation and policy documents. The problem of this study is to seek an answer to the question of how the current features of Turkish education system can be described through policy analysis according to ecological system theory.

METHOD

Case study design, one of the qualitative research methods, was used in the study. Case study is an approach that focuses on an event, place, subject, time or other physical constraints (Creswell, 2012). This study is a holistic single case pattern, which is the first type of descriptive case study designs from case studies (Yin, 2012). The case examined in this study is the policy analysis of Turkish education system according to the ecological system theory.

Study group

Criterion (purposive) sampling, one of the purposeful sampling methods, was used in the study. Criterion sampling includes the selection of participants meeting pre-determined criteria (Polit and Beck, 2017) and examining cases meeting a severity criterion (Patton, 2002). In this study, it is aimed to make a policy analysis of the current features of Turkish education system within the context of ecological system theory. For this purpose, the legislation and official documents related to the structure of Turkish education system constitute the study group of this research. The following criteria were taken into account in selecting the documents.

- ✓ Laws forming the general framework of Turkish education system,
- ✓ Constitution binding the laws comprising the general framework of Turkish education system,
- ✓ Documents presenting a macro perspective in international education indicators,
- ✓ Documents presenting Turkish education system's course of action in the near and far future,
- ✓ The current status of all these documents and laws are the criteria used in the selection of the study group.
- ✓ Constitution providing the fundamental regularity of the Republic of Turkey, two of the basic laws of the Ministry of National Education, the basic law regulating the higher education system, the document presenting the most up-to-date course of action of the National Education system, and two reports from international reports presenting a comprehensive perspective were selected as criteria. Among the documents meeting these criteria, the research is limited to the seven documents presented below.

In this context, the documents meeting the above criteria are presented in Table 1 below.

Table 1.
Laws, legal documents and reports used in study group

Code	Document type	Document Name
K1	Law	Constitution of Turkey
K2	Law	Basic Law of National Education No. 1739
K3	Law	The Primary Education and Training Law No. 222
K4	Law	Higher Education Law No. 2547
B1	Document	2023 Education Vision Document
R1	Report	PISA 2018 Preliminary Report for Turkey
R2	Report	Education at a Glance 2019

In Table 1, there are four laws, one national document and two international reports as documents. These are the laws demonstrating the general structure of Turkish national education, the document explaining the overall vision of the Ministry of Education after the year of 2018 and the report presenting the state of Turkey on an international scale. In this regard, the features of the ecological system theory's layers were taken into consideration in the analysis of the documents and the explanations stating Turkish education system were focused.

Data collection tools

Data collection tools are the documents presented in Table 1. Within this context, the documents in Table 1 were analysed through document analysis. Documents can include direct observations, interviews, documents, archive files and official documents. Findings in case studies are built around the consistency of data from these sources, and these results can be expressed in both quantitative and qualitative terms (Yin, 2000). Document analysis has a number of strengths: it takes less time, it requires choosing data instead of collecting data, many documents are available online, there is no need for data collection since the data is already collected, the researcher has no influence on the information in the documents, documents are suitable for re-analysis. In brief, when its efficiency and cost are considered, document analysis has several strengths (Bowen, 2009). In this research, current forms of the documents were reached from the official websites of Republic of Turkey Ministry of National Education (MEB), Council of Higher Education (CoHE), Grand National Assembly of Turkey (GNAT) and The Organisation for Economic Co-operation and Development (OECD). First, the documents were examined in general, and then they were read in detail twice. In the third reading, data analysis was started and the obtained data were placed in the findings.

Ethics committee approval process

The ethics application for the study was made on 23/07/2020 and the research was carried out with the approval of Hacettepe University Ethics Commission dated 19/10/2020 and numbered 35853172-600.

Validity and reliability

According to Creswell and Miller (2000), validity is one of the strengths of qualitative research and it is based on determining whether the findings are accurate from the point of researcher, participant or reader of the study. In the analysis of the data, MAXQDA software package was used. The documents uploaded to MAXQDA program and an example of the themes forming the layers of ecological system theory are presented in Figure 1 below.
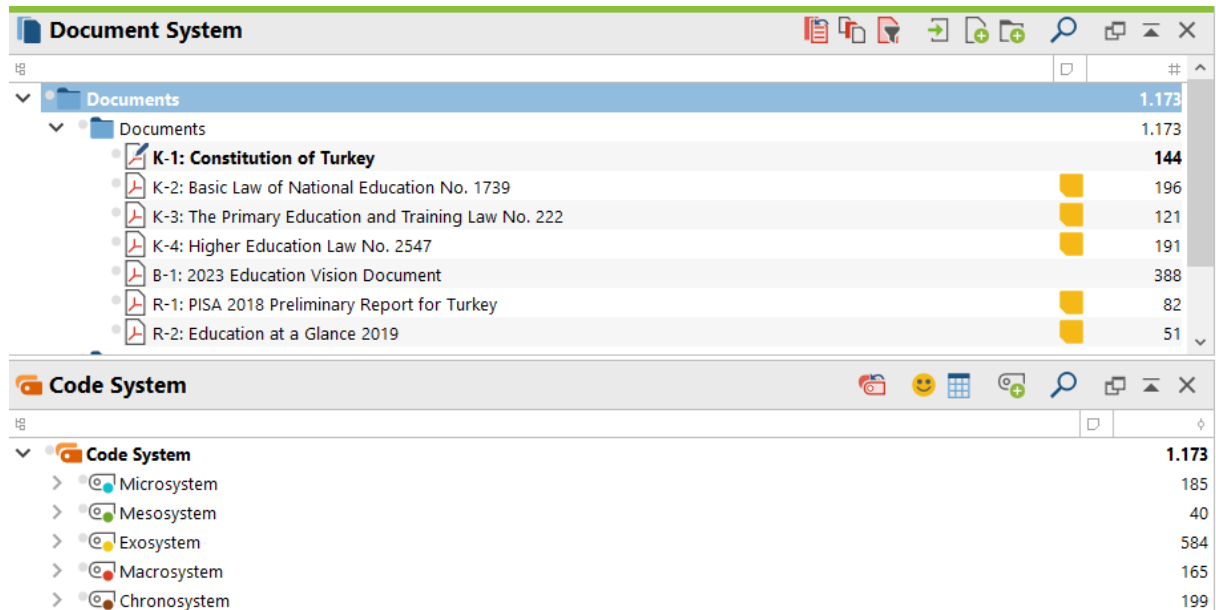

Figure 1. Documents and code systems uploaded to MAXQDA program

According to Figure 1, seven documents meeting the criteria were analysed in the context of Turkish education system according to the layers of ecological system theory. In Figure 2, general characteristics of the layers comprising the ecological system theory are presented.

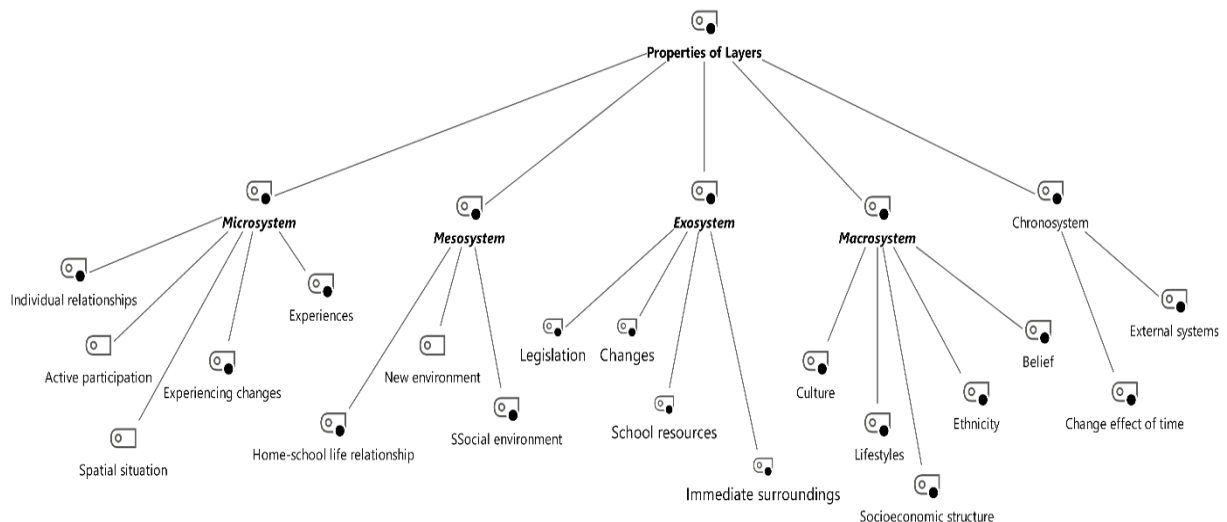*Figure 2.* General characteristics of the layers of ecological systems theory

The codes emerged in Figure 2 provided guidance under which layer the codes that would be revealed during the analysis of the documents should be located. Thereby, the coding process was started to analyse the data during the analysis process. Sub-themes and codes to be placed under the themes were discovered through the coding process.

According to Creswell and Miller (2000), validity is one of the strengths of qualitative research and it is based on determining whether the findings are correct in terms of the researcher, participant or reader. Locke (2002) states in her study that Patton emphasizes the richness of the cases examined and the skills of the researcher rather than the sample size in ensuring validity in qualitative studies. In this context, four model tests in Yin's (2018) case studies are presented in Figure 3 below to ensure the validity and reliability of the data.
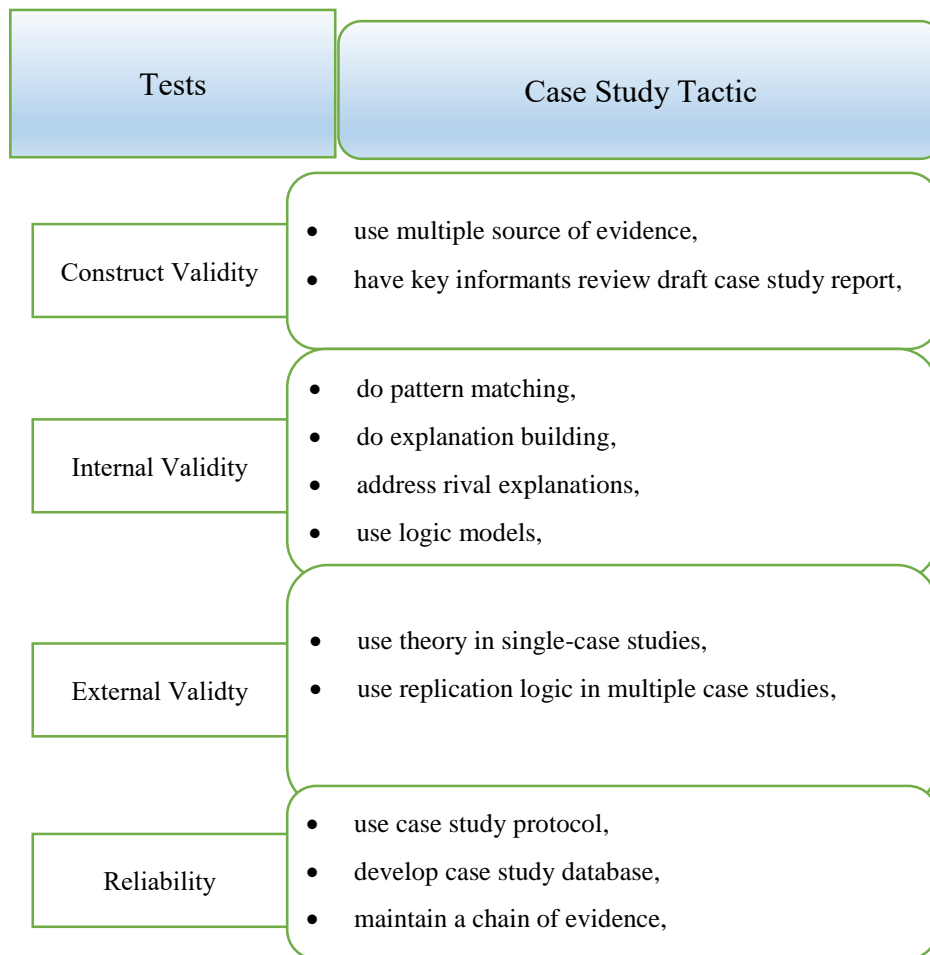
Tests	Case Study Tactic
Construct Validity	• use multiple source of evidence, • have key informants review draft case study report,
Internal Validity	• do pattern matching, • do explanation building, • address rival explanations, • use logic models,
External Validty	• use theory in single-case studies, • use replication logic in multiple case studies,
Reliability	• use case study protocol, • develop case study database, • maintain a chain of evidence,

Figure 3. Four model tests according to the case study method (Yin, 2018)

In Figure 3, Yin (2018) stated the criteria for providing validity and reliability in case studies. In this study, seven different documents were used to ensure the validity of the structure. The layers of ecological systems theory and the information in Figure 2 presenting the key information of these layers were used in the study. The layers of the theory were followed respectively in the formation of the logical model. Additionally, in coding the documents, the researcher read each document without coding first, and then the documents were undergone the coding process over and over again. In providing external validity, the research aimed to develop a model of educational administration within the context of Bronfenbronner's ecological systems theory and it is a theory-based research. Owing to the use of MAXQDA program to ensure reliability, databases with ".mx18" files were created for processes such as analysis and control of data and etc.

Data analysis

In qualitative methods, data analysis demonstrates a different approach from quantitative research methods, and although the processes are similar, qualitative methods are based on text and image data, have specific steps in data analysis and make use of various designs (Creswell and Creswell, 2017). According to Creswell and Creswell (2017), after data collection, qualitative researchers review and interpret all data, and organize all data sources into relevant codes and themes. In this regard, all of the data were read from beginning to end twice. As a result of these readings, it was decided that the most appropriate analysis unit

to analyse the raw data would be "sentence". Coding process was started to analyse the data. Sub-themes and codes to be placed under the themes were discovered through the coding process. In this context, databases with ".mx18" files were created for processes such as analysis and checking of data and etc.

RESULTS

In the selected legislation regulating Turkish education system, policy analysis of Turkish education system was examined under five different headings within the framework of the relevant layers of ecological system theory, and then a holistic evaluation of the policy analysis in five layers was included.

Microsystem

In the policy analysis revealed in the microsystem, which is the first layer of ecological system theory, a total of 185 codes were prepared for seven documents. "2023 Vision Document (B1)" is the one where the most intensive coding was performed with 112 codes in the microsystem layer. Three sub-themes were found in the microsystem layer. These are: "student", "family" and "teacher". Subtheme and code relationships of the microsystem layer are presented in Table 2 below.

Table 2.
Sub-theme and code relationships of the microsystem layer (theme)

Sub-themes	Codes	Frequencies
Student	Student relativity	27
	Protection of children's/youth rights	26
	Support/precaution for the student	22
	Legal restrictions/sanctions	16
	Individual differences	14
	Hands-on training/participation	9
	Student needs	6
	Self-discovery	5
	Happy children	5
Family	Family involvement	10
	Financial sanction to the family	3
	Protection of family rights	3
Teacher	Teacher development	27
	Value/importance of teacher	6
	Teacher's duty	6
Total		**185**

According to Table 2, three sub-themes, and 15 codes relevant to these themes emerged in the policy analysis of Turkish education system in the microsystem layer. When the "student" sub-theme, which has the most intense coding, is examined, it is seen that it has nine code types. These codes are as follows from the highest to the lowest intensity, respectively; "student relativity" (27), "protection of children's/youth rights" (26), "support/precaution for the student" (22), "legal restrictions/sanctions" (16), "individual differences" (14), "hands-on training/participation" (9), "student needs" (6), "self-discovery" (5) and "happy children" (5). "Family" sub-theme has three code types. In order of intensity, they are "family involvement" (10), "financial sanction to the family" (3) and "protection of family rights" (3). "Teacher" sub-theme has three code types, as well. According to their intensity, these are respectively "teacher development" (27), "value/importance of teacher" (6) and "teacher's duty" (6).

It is seen that the sub-theme with the highest code density is the "student" sub-theme. In addition, it is seen that the most frequent coding in the microsystem is conducted in the codes of "student relativity"

and "teacher development" with 27 codes, and the second is in the code of "protection of children's/youth rights" with 26 codes. In the analysis of TES according to the ecological system theory, it is seen in the microsystem layer that practices are prioritized according to the student, the development of teachers is supported, and precautions for the protection of children's rights and activities for improvement of them are heavily included in the documents.

Mesosystem

In the policy analysis revealed in the mesosystem, which is the second layer of ecological system theory, a total of 40 codes were prepared for seven documents. "2023 Vision Document (B1)" is the one where the most intensive coding was performed with 17 codes in the mesosystem layer. Three sub-themes were found in the mesosystem layer. These are: "school finance", "school management" and "physical structure of school". Subtheme and code relationships of the mesosystem layer are presented in Table 3 below.

Table 3.
Sub-theme and code relationships of the mesosystem layer (theme)

Sub-themes	Codes	Frequencies
Physical structure of school	Physical facilities	10
	School safety	4
School management	School management	9
School finance	School income source	6
	Government support	6
	Donation/relief	5
Total		**40**

According to Table 3, three sub-themes, and five codes relevant to these themes emerged in the policy analysis of Turkish education system in the mesosystem layer. When the "school finance" sub-theme, which has the most intense coding, is examined, it is seen that it has three code types. These codes are as follows from the highest to the lowest intensity, respectively; "school income source" (6), "government support" (6), "donation/relief" (5). "Physical structure of school " sub-theme has two code types. In order of intensity, they are "physical facilities" (10) and "school safety" (6). "School management" sub-theme has only the code of "school management" (9).

It is seen that the sub-theme with the highest code density is the "school finance" sub-theme. Besides, it is seen that the most frequent coding in the mesosystem is conducted in the code of "physical facilities" with 10 codes. In the analysis of TES according to the ecological system theory, it is seen in the mesosystem layer that the resources in providing school finance and the development, improvement and planning of physical facilities are heavily included in the documents.

Exosystem

In the policy analysis revealed in the exosystem, which is the third layer of ecological system theory, a total of 584 codes were prepared for seven documents. "2023 Vision Document (B1)" is the one where the most intensive coding was performed with 150 codes in the exosystem layer. Nine sub-themes were found in the exosystem layer. These are: "planning", "education", "economy", "human resources policy", "legal", "management", "secularism/democracy" "restrictions" and "supervision". Subtheme and code relationships of the exosystem layer are presented in Table 4 below.

1114

Table 4.
Sub-theme and code relationships of the exosystem layer (theme)

Sub-themes	Codes	Frequencies
Human resources policy	Training/Improving	35
	Employment	16
	Moral/strong personalities	13
	Happy/successful individuals	6
	Employment failure	6
Restrictions	For institution	34
	For personnel	19
Legal	Responsibility	35
	Obligation	21
	Sanctions	5
Economy	Exemption/Concession	12
	Economic efficiency	10
	Sources of income	10
	Source of payment	7
	Financial deficiency	6
	Economic measures	3
Education	Access to education/equality	35
	Guidance in education	16
	Holistic education philosophy	15
	Sexual differentiation	7
	Low participation/dropout in education	6
	Right to education	4
	Low level of education/failure	4
	Inequality between regions/grades	4
Planning	Financial planning	34
	Efficiency/quality	21
	Administrative planning	18
	Long-term planning	11
	Planning of teacher/administrator rights	3
Management	Coordination/compliance	61
	Functional implementations	45
	Originality	7
	Transfer of authority	5
Secularism/democracy	Secularism/democracy	20
Supervision	Supervision	30
Total		**584**

According to Table 4, nine sub-themes, and 33 codes relevant to these themes emerged in the policy analysis of Turkish education system in the exosystem layer. When the "management" sub-theme, which has the most intense coding, is examined, it is seen that it has four code types. These codes are as follows from the highest to the lowest intensity, respectively; "coordination/compliance" (61), "functional implementations" (45), "originality" (7) and "transfer of authority" (5). "Supervision" and "Secularism/democracy" sub-themes have only the codes of "Supervision" and "Secularism/democracy". "Legal" sub-theme has three code types. In order of intensity, they are "responsibility" (35), "obligation" (21) and "sanctions" (5). "Human resources policy" sub-theme has five code types. These are: "training/improving" (35), "employment" (16), "moral/strong personalities" (13), "happy/successful individuals" (6) and employment failure (6). "Restrictions" sub-theme has two code types. These are the codes of "for institution" (34) and "for personnel" (19). "Education" sub-theme has eight code types. These are: "access to education/equality" (35), "guidance in education" (16), "holistic education philosophy" (15), "sexual differentiation" (7), "low participation/dropout in education" (6), "right to education" (4), "low level of education/failure" (4) and "inequality between regions/grades" (4). "Economy" sub-theme has six code types. These are the codes of "exemption/concession" (12), "economic efficiency" (10), "sources of income" (10), "source of payment" (7), "financial deficiency" (6) and "economic measures" (3). "Planning" sub-theme has five code types. These are: "financial planning" (34), "efficiency/quality" (21), "administrative planning" (18), "long-term planning" (11) and "planning of teacher/administrator rights" (3).

It is seen that the sub-theme with the highest code density is the "management" sub-theme. Besides, it is seen that the most frequent coding in the exosystem is conducted in the code of "coordination/compliance" with 61 codes. In the analysis of TES according to the ecological system theory, it is seen in the exosystem layer that expressions regarding administrative issues and coordination in management are heavily involved in the documents.

Macrosystem

In the policy analysis revealed in the macrosystem, which is the fourth layer of ecological system theory, a total of 165 codes were prepared for seven documents. "Constitution of Turkey (K1)" is the one where the most intensive coding was performed with 57 codes in the macrosystem layer. Five sub-themes were found in the macrosystem layer. These are: "universality", "nationalism", "Kemalism", "equality" and "social practices". Subtheme and code relationships of the macrosystem layer are presented in Table 5 below.

Table 5.
Sub-theme and code relationships of the macrosystem layer (theme)

Sub-themes	Codes	Frequencies
Social Practices	Social state	23
	Community Service	17
Universality	Universal values	18
	Human centeredness	11
Nationalism	National values/identity	17
	National unity	13
	National sovereignty/independence	11
	National welfare	9
	National morality	5
Kemalism	Kemalism	14
Equality	Equality	**27**
Total		**165**

According to Table 5, five sub-themes, and nine codes relevant to these themes emerged in the policy analysis of Turkish education system in the macrosystem layer. When the "nationalism" sub-theme, which has the most intense coding, is examined, it is seen that it has five code types. These codes are as follows from the highest to the lowest intensity respectively; "national values/identity" (17), "national unity" (13), "national sovereignty/independence" (11), "national welfare" (9) and "national morality" (5). "Equality" and "Kemalism" sub-themes have only the codes of "Equality" and "Kemalism". "Universality" sub-theme has two code types. In order of intensity, they are "Universal values" (18) and "Human centeredness" (11). "Social Practices" sub-theme has two code types. These are the codes of "Social state" (23) and "Community Service" (17).

It is seen that the sub-theme with the highest code density is the "nationalism" sub-theme. Besides, it is seen that the most frequent coding in the macrosystem is conducted in the code of "social state" with 23 codes. In the analysis of TES according to the ecological system theory, it can be stated in the macrosystem layer that national values come into prominence and are legally protected, and social state practices are frequently included in the documents.

Chronosystem

In the policy analysis revealed in the chronosystem, which is the fifth layer of ecological system theory, a total of 199 codes were prepared for seven documents. "2023 Vision Document (B1)" is the one where the most intensive coding was performed with 65 codes in the chronosystem layer. Five sub-themes were found in the chronosystem layer. These are: "temporality", "scientificness", "technology", "perpetuity" and "21st century". Subtheme and code relationships of the chronosystem layer are presented in Table 6 below.

Table 6.
Sub-theme and code relationships of the chronosystem layer (theme)

Sub-themes	Codes	Frequencies
Perpetuity	Perpetual academic achievement/equalization	44
	Perpetual academic failure/inequality	11
Scientificness	Contemporary science	35
	Research activities	8
	Statistical methods	3
21st Century	Contemporaneity	17
	Requirements of the age	11
Temporality	Continuity	20
	Time/change	17
	Improvement	10
Technology	Technology	23
Total		**199**

According to Table 6, five sub-themes, and ten codes relevant to these themes emerged in the policy analysis of Turkish education system in the macrosystem layer. When the "perpetuity" sub-theme, which has the most intense coding is examined, it is seen that it has two code types. These codes are as follows from the highest to the lowest intensity respectively; "perpetual academic achievement/equalization" (44) and "perpetual academic failure/inequality" (11). "Temporality" sub-theme has three code types. These are: "continuity" (20), "improvement" (10) and "time/change" (17). "Technology" sub-theme has only the code of "technology". "21st century" sub-theme has two code types. These are the codes of "Contemporaneity" (17), and "Requirements of the age" (11). "Scientificness" sub-theme has three code types. In order of intensity, these are: "contemporary science" (35), "research activities (8)" and "statistical methods (3)".

It is seen that the sub-theme with the highest code density is the "perpetuity" sub-theme. Besides, it is seen that the most frequent coding in the chronosystem is conducted in the code of "perpetual academic achievement/equalization" with 44 codes. In the analysis of TES according to the ecological system theory in the chronosystem layer, the results of a continuous process and providing equal opportunities to every student and school in ensuring academic success were reached in the documents.

Policy analysis of Turkish education system in ecological system theory

The policy analysis of Turkish education system in microsystem, mesosystem, exosystem, macrosystem and chronosystem, which are the five layers forming the ecological system theory, was conducted on the documents presented in Table 7 below. Accordingly, the relationships of the themes under the layers with the examined documents are presented in Table 7 below.

Table 7.
Theme-document relationship in the policy analysis of educational administration in Turkey according to the approach of ecological system theory

Layers	Subthemes	*K-1	*K-2	*K-3	*K-4	*B-1	*R-1	*R-2	Total
Microsystem	Student	17	10	22	13	68	-	-	130
	Teacher	-	2	1	-	36	-	-	39
	Family	3	2	3	-	8	-	-	16
Mesosystem	School finance	-	4	10	1	2	-	-	17
	Physical structure of school	-	3	3	1	6	1	-	14
	School management	-	-	-	-	9	-	-	9
Exosystem	Management	1	17	8	24	68	-	-	118
	Education	4	14	3	6	34	3	27	91
	Planning	9	17	7	23	15	5	11	87
	Human resources policy	9	23	2	18	15	1	8	76
	Legal	2	36	11	11	1	-	-	61
	Restrictions	8	3	24	18	-	-	-	53
	Economy	2	2	16	13	9	1	5	48
	Supervision	4	3	-	16	7	-	-	30
	Secularism/democracy	17	1	-	1	1	-	-	20
Macrosystem	Nationalism	28	7	2	5	13	-	-	55
	Social Practices	5	15	6	6	8	-	-	40
	Universality	5	1	-	3	20	-	-	29
	Equality	13	4	3	4	3	-	-	27
	Kemalism	6	5	-	3	-	-	-	14
Chronosystem	Perpetuity	-	-	-	-	-	55	-	55
	Temporality	1	7	-	2	28	9		47
	Scientificness	5	12	-	16	10	3	-	46
	21st Century	4	2	-	4	18	-	-	28
	Technology	1	6	-	3	9	4	-	23
Total		144	196	121	191	388	82	51	1.173

*K1: Constitution of Turkey/ **K2:* Basic Law of National Education No. 1739/ **K3:* The Primary Education and Training Law No. 222/ **K4:* Higher Education Law No. 2547/ **B1:* 2023 Education Vision Document / **R1: PISA 2018 Preliminary Report for Turkey/ R2: Education at a Glance 2019*

According to Table 7, a total of 1.173 coding was conducted in the seven documents analysed. The document with the most intense coding is "2023 Education Vision Document" with the code of B1 in which there are 388 codes. The theme (layer) with the most coding and sub-themes is exosystem in which there are nine sub-themes and 584 codes. The policy analysis of Turkish education system in the ecological system theory, which presents the holistic structure of the themes in Table 7 and the sub-themes they are related to, is presented in Figure 4 below.
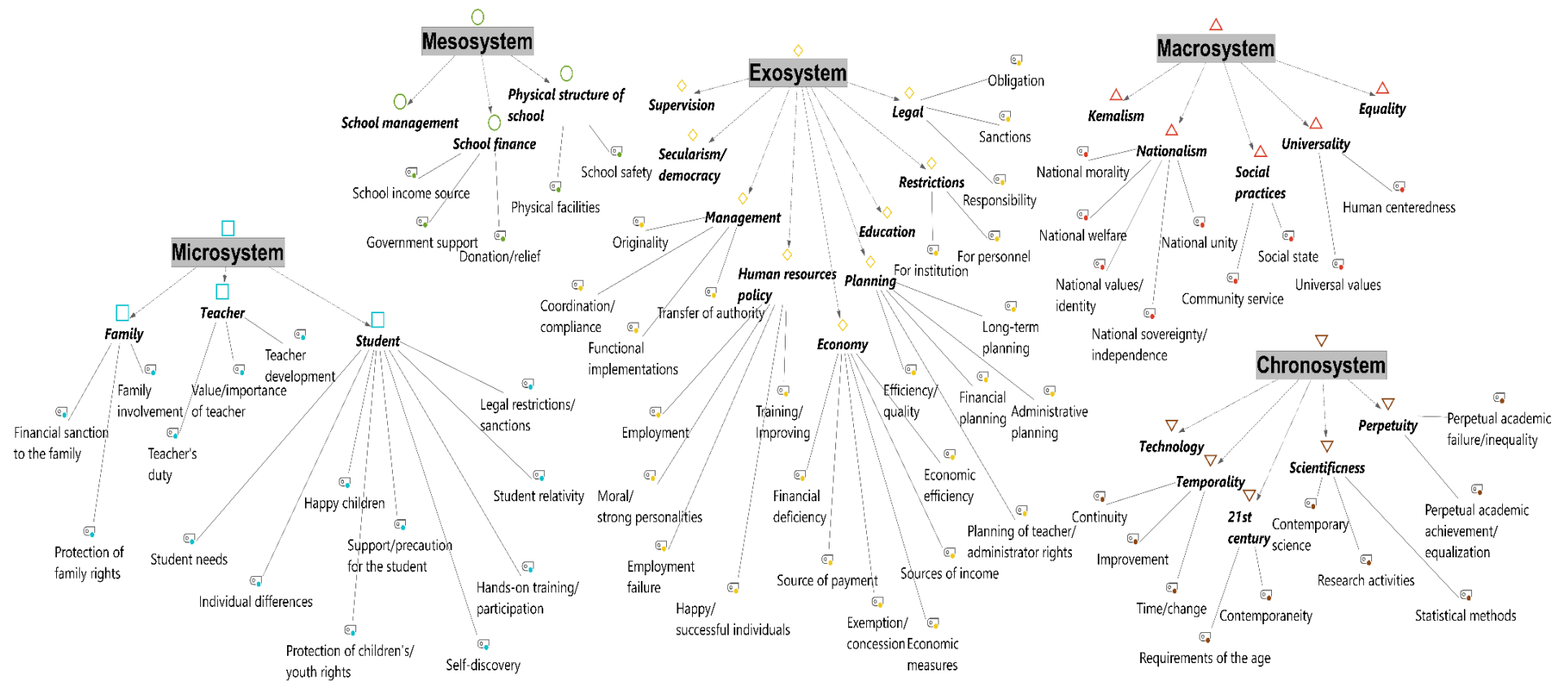
Figure 4. Policy analysis of Turkish education system in ecological system theory

In Figure 4, policy analysis of Turkish education system in all layers of ecological system theory is presented. In these five layers (themes), 25 sub-themes and 102 codes were revealed. Microsystem layer is mostly shaped by students, teachers and families. Mesosystem layer focuses on school administrators, physical structures and finances of schools. In exosystem layer where there was the most intense coding, it is seen that macro applications which students are not in direct interaction but regulate the education system in a legal context are included. It is seen that there are sub-themes regarding management, planning, economy, supervision, human resources and legal regulations. In macrosystem where the cultural dimension is examined, it is concluded that students' gaining universal and national values, Kemalism and equality are at the forefront. In chronosystem where the effect of change of time is at the centre, it is reached that the education system is aimed to be developed in a contemporary and scientific axis, continuous achievements are intended and using technology for development is crucial.

Microsystem: When the findings of the microsystem layer in the regulation analysis are examined, it is seen that the microsystem layer in TES is mostly shaped on students, teachers and families. The following were revealed: Regulations regarding students are included, the rights of children and young people are protected, students are protected and precautions are taken to avoid problems, students are supported, legal restrictions are imposed on teachers, students, administrators and parents, and there are sanctions, individual differences are taken into account, practices are given importance in educational activities, and objectives are included for students to discover themselves and be happy by taking their needs into account. In addition, increasing family participation, imposing financial sanction to the family in case of not obeying the rules, protecting family rights by law, supporting teacher development, teachers' and teaching profession's being important, making teachers feel valuable and determining teachers' legal responsibilities by laws are stated.

Mesosystem: When the findings of the mesosystem layer in the regulation analysis are examined, it is seen that mesosystem layer focuses on school administrators and the physical structures and finances of schools. In school finance, the places providing school income sources were revealed and it was found out that there was government support for schools and that donations/reliefs were accepted. It was revealed in physical structure of school that there were practices on strengthening, protecting, planning of physical facilities of schools and on providing school security. Additionally, terms of reference and missions for school management, and that school administrators have important effects on schools were revealed.

Exosystem: When the findings of the exosystem layer in the regulation analysis are examined, it is seen that there are practices regulating the educational system in a legal context in the exosystem layer. It is seen that there are sub-themes regarding management, planning, economy, supervision, human resources and legal regulations. In TES, emphasis is placed on ensuring coordination and complience, reduction of systemic clumsiness through transfer of authority and functional implementations, and originality. Also, the importance of supervision in schools and the education system and the issues of secularism/democracy in the objectives of education are frequently emphasized. In human resources policy, the subjects of training and improvement of people, their employment and the fomation of moral and strong personalities are included. It is mentioned that there are restrictions for the institution and personnel and, that the limitations are mostly institutional limitations. The articles, information and statements regarding the provision of access to education are included, and emphasis is placed on having harmony in the whole education system. On the subject of economy, providing exemptions and concessions to citizens, aiming for economic efficiency, payment sources and financial insufficiency, taking economic measures, placing emphasis on financial planning, prioritizing efficiency and quality, making long-term plans and assuring personal rights by planning are stated.

Macrosystem: When the findings of the macrosystem layer in the regulation analysis are examined, it is seen that in the macrosystem layer, where the cultural dimension is examined, bringing universal and national values to students, Kemalism and equality are at the forefront. It is stated in TES that national values are emphasized, national unity, sovereignty and independence, and the protection and development of national morality and welfare are regarded, equality and Kemalism are among the main objectives of national education, universal values are given importance and raising people within the framework of both national and universal values in which human beings are at the center is aimed, social state practices are given importance and incentives are provided in terms of community service.

Chronosytem: When the findings of the chronosystem layer in the regulation analysis are examined, it is seen that in the chronosystem layer, where the transformational effect of time is at the center, development of the educational system in a contemporary and scientific axis is aimed, continuous achievements are intended and technology is used for development. The existence of perpetual situations, placing emphasis on continuous practices to ensure equality and academic achievements, aiming a

continuous development over time, transformational effect of time, the effect of technology and technology's providing significant gains to TES, steps taken and should be taken in the way of modernity in the 21st century, the importance of the requirements of the age, placing emphasis on scientificness and supporting modern science and research activities in this regard are stated in TES.

CONCLUSION AND DISCUSSION

In this section, results and discussions on the layers of ecological system theory in the policy analysis of TES are included. In conclusion, overall evaluation and suggestions are presented.

Microsystem layer

In Turkish education system, subjects in the microsystem layer are those directly in the student's interaction area. With the policy analysis, it was concluded that there were the elements of student, family and teacher in Turkish education system in the microsystem and it was seen that student was the focus of TES in this layer. According to this conclusion, in the policy analysis of TES, the results such as aiming at creating a system in which students' rights were legally protected, individual differences were regarded, student development was supported and happy children were raised, and the needs of the students' being taken into consideration, helping them discover themselves and aiming at including hands-on trainings were reached. These results can indicate that policies were produced in line with the principle of TES's superior benefit of students and it was aimed to raise students as versatile, successful and happy individuals. In addition, the concept of family was also included in microsystem layer. It was concluded that participation of families in the education system was aimed and their rights were protected. This result reveals that TES attaches importance to the concept of family as one of the important building blocks of the education system and that the active participation of family in the education system is desired. Another result was the concept of teacher. The results that teachers' terms of reference in the education system were stated, they were valued and cared, and their development was supported in TES were reached by policy analysis. Hence, it can be stated that teachers are desired to have an active role in the education system. Both teachers' improving themselves and feeling valuable are aimed in the education system.

With the policy analysis, the above conclusions were reached in the microsystem layer. When the research findings concerning TES were examined in the literature, the following results were reached in percentages in the research of MEB (2011) according to the opinions of the students participated in the study: TES values students (86,4%), takes their personal differences into account (84,6%), takes social differences into consideration (81,9%), teaches students to take responsibility (94%), gains them international professional competencies (75,6%), teaches them to solve problems faced on their own (89,6%) and lessons are taught with teacher-student cooperation (90,3%). Additionally, in the same research the following results were reached in percentages according to the opinions of the teachers: TES values students (94,0%), takes their personal differences into account (80,5%), takes social differences into consideration (80,3%), teaches students to take responsibility (84,9%), gains them international professional competencies (64,0%), teaches them to solve problems faced on their own (81,8%) and lessons are taught with teacher-student cooperation (91,7%).

Considering the research findings on microsystem layer, Demirkasımoğlu (2012) stated that explanations involving student rights and responsibilities regarding various issues were reached in TES regulations, yet these rights and responsibilities were not regulated under a related heading in the "Primary Education Institutions Regulation" and "Secondary Education Institutions Regulation". It was also stated in her study that the reason for existence of schools was the student and student rights and responsibilities needed to be known quite well by students and all staff. Şener and Gündüzalp (2018) reached the conclusions in their research that most of the problems experienced in TES were student-related, and those problems were followed by low motivation level, low level of student knowledge, behavioural problems, ineffectiveness of family factors, transportation problems and asocial student behaviours.

When the findings of the research conducted on prospective teachers were examined, Abu, Bacanak, and Gökdere (2016) stated in their research results that, according to prospective teachers, changing paradigms could not solve the problems of TES, primary school and higher education were the levels in which there were most problems, students' interests and abilities could not be discovered starting from lower grades, and there were problems regarding teacher qualification and appointment. In addition, what prospective teachers wanted was teachers' working in their own major, uncrowded classrooms, and guidance of students in line with their interests and abilities. Similarly, in the study of Çetin, Yazar, Aydın,

and Yazıcı (2018), elementary mathematics teacher candidates expressed problems they observed in TES as follows: teacher qualification, lack of equipment and resources, constant changes on system and educational programs, parents' indifference, lack of current teaching philosophy and social activities. In a similar vein, Beldağ and Yaylacı (2014) reached the conclusions in their study that, according to the opinions of social studies teacher candidates, there were lack of physical equipment in schools, students were indifferent to the lessons, and exam anxiety was high. In Yılmaz and Altınkurt (2011) research, the opinions of teacher candidates about the problems of TES were stated as follows: central examination, crowded classes, rote learning, lack of equipment and physical structure, qualification of existing teachers, inequalities in access to education, politics (ideological discrimination and favouritism), teacher appointment system, private tutoring, problems on finance and technical vocational education.

According to the opinions of the students, Yaman (2010) concluded that there were serious problems in TES in the dimensions of crowded classrooms, educational environment, teacher's classroom management, hygiene and health problems in classrooms, social communication in the class and teachers' guidance roles. In their study, Sezgin, Koşar, Koşar, and Er (2016) found out that individual, family, school and education system-related problems were at the forefront regarding the causes of academic failure in high schools, and that students with low academic success might experience failure to continue their education or drop-out. Şimşek (2011) found out that 17% of high school students in the South-eastern Region of Anatolia thought of dropping out then or in the future, and female students had a lower tendency to drop out than males. Additionally, it was concluded that the educational status of the parents had an effect on dropping out of school, and the tendency of those whose mothers did not have a diploma to drop out was 20.73% and those whose mothers were high school graduates were 10.52%.

When the results of the study and the findings in the literature are evaluated, in a sense, the findings emerging in the microsystem layer can be interpreted as the missing or intended points of TES. In this regard, it is revealed in microsystem layer that there are intense efforts to produce comprehensive policies in order to provide a more qualified education for students, families are not able to be involved in the education system sufficiently, policies supporting the professional development of teachers are not adequate. Through policy analysis, it is also seen that there are differences between aimed and actual practices.

Mesosystem layer

Mesosystem layer represents one or more systems in which a student actively participates (Bronfenbrenner, 1979). As a result of the policy analysis of TES, findings of school management, school finance and physical structure of school emerged in the mesosystem layer. In the policy analysis of TES, school finance was in the centre of the mesosystem layer. School income sources, government support to schools in terms of financing, and the importance of donations and reliefs in funding were emphasized. It was stated that those resources could be provided as government support and donation/relief. Another focus was on the physical structure of schools. Increasing the physical facilities of schools and measures taken to ensure school security were included.

When the research findings concerning TES in mesosystem layer were examined in the literature, the following results were reached in percentages in the research of MEB (2011) according to the opinions of the administrators participated in the study: TES teaches being respectful to people (86,1%), encourages sensitivity to universal and human values (87,6%), brings cultural values (87,9%), teaches how to benefit from information technologies (97,0%), makes students curious and interested in new developments (95,3%), content of the system is contemporary and up-to-date (86,7%), the system is in international standards (79,4%), and the education system deems the student inferior (44,6%). In addition, when the findings about the values that administrators cared about were examined, the following results were reached (MEB (2011): Caring about being obedient (68,7%), being fair (91,2%), sticking to religious values (male: 92,4%), being respectful to differences (89,1%), being helpful (93,9%), being attached to cultural values (90,9%), and being beneficial to family and relatives (92,3%).

When the research findings on mesosystem layer were examined, according to the research results of Balyer and Gündüz (2011), it was stated that school administratorship was not accepted as a professional occupation and there was no emphasis on training school administrators in TES. Abu, Bacanak and Gökdere (2016) found out in their research results that there were problems of orientation and a lack of physical structure in TES. According to the metaphors revealed in his research, Cerit (2008) defined the concept of principal as people who increased the quality of education, organized human and material resources in school, guided teachers and students and helped them. Örücü (2014) found out that prospective teachers

had a positive perception of the concept of school, yet they perceived the school administrator and the system negatively.

When the results of the study and the findings in the literature are evaluated, according to the findings in the mesosystem layer, policies produced for both school financing and the strengthening of physical facilities in schools demonstrate that TES seeks solutions for these issues, however sufficient results have not been achieved, yet. Another result emphasizes the importance, duties and roles of school administratorship, though it is indicated that in practice professional steps have not been taken on this issue, yet. Additionally, it is seen that TES tries to make school administrators more effective, difficulties are experienced in financing the schools, there are schools that are not at a sufficient level in terms of physical facilities, and the policies produced on these issues have not been able to provide an effective solution, so far.

Exosystem layer

In the policy analysis of TES, exosystem is the layer where the most intense coding was carried out. It represents the layer in which developments not directly involving the individual but affecting him or her exist. As a result of the policy analysis of TES, it was concluded that management, education, planning and human resources policy were in the centre of the exosystem layer. In this regard, it is seen that TES prioritizes coordination and compatibility in management and has a policy of including functional practices in the system. It was concluded that policies for access to education were produced, students were guided and establishing a holistic philosophical structure was aimed in regards to education. Besides, the fact that importance was attached to financial planning and efficiency, and that decisions were taken on training and employment of human resources were found out. It was concluded that secular/democratic education was one of the basic structures of TES, supervision was important in controlling the education system, the authority could be delegated in the administration and the original practices of administrators were important. Employment failure was also included in PISA and OECD documents. Another result reached in the exosystem layer was that TES aimed to raise happy, successful and moral individuals with strong personalities. It was concluded that economic measures were taken, financial capabilities were tried to be achieved, income and payment sources were announced, and privileges of exemption and concession were granted to citizens in investments in education. The documents highlighted the obligatory situations and responsibilities that needed to be done in the legal context, and the restrictions for institutions/personnel were also included.

When the research findings concerning TES in exosystem layer were examined in the literature, Gedikoğlu (2005) reached the conclusion in his research that the main problems of TES were low schooling rates in pre-school, secondary and higher education levels and not allocating enough resources to education in the state budget. As a result of their research, Durnalı and Limon (2018) concluded that general structure, functioning, hierarchical structure, roles within the organization, duties and titles assigned to the roles changed in the structure of supervision system in TES, and that change affected the organizational culture and climate of supervision system. Similarly, Şahin and Avan (2020) reached the evaluations that the supervision role of education inspectors was terminated in TES, school guidance services were interrupted, school principals' involvement in investigations created conflict between teachers and administrators, and changes made in the supervision system were not complied with the principles of change management. In her research, Okutan (2010) concluded that democracy was not at the desired level in practice although there were expressions about realizing democratic education in the legislation of TES. She stated that the continuation of traditional teacher approach in classrooms especially indicated democratic education was not in the desired functionality. In the same vein, Kesik and Bayram (2015) reached the conclusion that TES was not effective in being democratic and democratization, providing social justice, ensuring neutrality and avoiding ideological views, raising free and critical individuals and realizing social transformation.

Balcı (2011) stated that teachers who would be appointed to administrative positions were not trained according to any management formation in teacher training programs in the current practice of TES despite the fact that teaching was seen as an occupation carrying out education, training and managerial duties in the Basic Law of National Education No.1739. Yeşil and Şahan (2015) reached the conclusion in their study that teacher candidates pointed out the existence of more problems in educational attitudes and educational programs in TES. Besides, Küçüker (2017) stated that there was an instability in the transitions between levels. Kartal (2013) emphasized prospective teachers' desire to change the central examination conducted in transition to secondary and higher education, low teacher salaries, inadequate financial support for schools, inability to transfer the knowledge learned at school to daily life, and the unemployment

of graduates. Şahin (2011) concluded in his research that teacher candidates had negative thoughts about their professional future.

When the results of the study and the findings in the literature are evaluated, according to the findings that emerged in the exosystem layer, it is seen that TES cannot meet the needs of institutions financially despite financial planning, and efforts are made to create non-radical resources with practices such as donations and reliefs. Thus, this situation has negative reflections on the system. Additionally, it is seen that educators have low motivation in terms of human resources and their working conditions and rights are not at the desired level. The matter of supervision was not mentioned heavily in the documents and it was taken to a passive point in practice. It is also seen that secularism and democracy are defined by strict legal rules, yet students cannot be educated democratically in the system at a desired level due to the fact that teacher-centered education approach has not been abandoned in practice and administrators have authoritarian attitudes. Lastly, as a result of vertical organization, it is seen that legal obligations and restrictions are applied hierarchically in a strict discipline. Hence, it can be stated that there are gaps between documents and practices in policy analysis.

Macrosystem layer

Macrosystem represents beliefs and cultures in a general sense. As a result of the policy analysis of TES, it was concluded that nationalism and social practices were heavily included in the macrosystem layer. It was concluded that national values were given importance and protecting national values and identity, ensuring national welfare and unity, national sovereignty and independence played an important role within this scope. It was seen that the social state understanding was adopted and social practices were included in this direction. It was concluded that human values and universal values were also included. In addition, it was seen that articles on Kemalism were frequently included and egalitarian practices were emphasized.

When the research findings concerning TES in macrosystem layer were examined in the literature, the following results were reached in percentages in the research of MEB (2011) according to the opinions of the students participated in the study: TES teaches being respectful to people (93,6%), encourages sensitivity to universal and human values (92,3%), brings cultural values (91,3%). In addition, when the findings about the values that students cared about were examined, the results of being free (male: 98,8% female: 99,1%), and being authentic and productive (male: 98,4%, female: 99,6%) were obtained (MEB, 2011). Besides, the results of caring about being obedient (male: 91,6% female: 92,0%), being fair (male: 98,9% female: 99,6%), sticking to religious values (male: 96,7% female: 97,7%), being respectful to differences (male: 98,1% female: 99,3%), being helpful (male: 98,5% female: 98,9%), being attached to cultural values (male: 98,0% female: 98,9%), and being beneficial to family and relatives (male: 97,7% female: 97,7%) were also reached (MEB, 2011). Additionally, when the findings about the values that teachers cared about were examined, the results of caring about being obedient (67,4%), being fair (88,2%), sticking to religious values (male: 96,7% female: 97,7%), being respectful to differences (84,4%), being helpful (92,4%), being attached to cultural values (89,3%), and being beneficial to family and relatives (90,5%) were reached (MEB, 2011). Besides, the results of being free (98,7%), and being authentic and productive (85,7%) were also obtained (MEB, 2011).

When the research findings on macrosystem layer were examined, Sezer (2020) reached the conclusion that the statement "TES raises individuals who are respectful to human rights and responsible towards society, balanced, with a good personality and character" was realized at a "medium level". It was also found out that the goal "TES trains individuals who are free and have scientific thought and a wide world view." was realized at a "low level". Besides, it was concluded that the aim of TES in preparing individuals for the profession was realized at a "quite low" level. Özdemir, Özan, and Akgün (2017) determined that activities on values education remained limited to the values education board and that the targeted values could not be sustained only at school. When the results of the study and the findings in the literature are evaluated, according to the findings that emerged in the macrosystem layer, it can be stated that TES is sensitive in the production of policies within the framework of national values, the desired success cannot be achieved in applying the social state understanding and the functionality of the policies produced in bringing universal values to students is not sufficient.

Chronosystem layer

Chronosystem expresses the effect of "time" on the system. As a result of the policy analysis of TES, the existence of continuous practices, time-based change and scientific developments were in the centre of

the chronosystem layer. Within this context, it was mentioned that perpetual academic achievements were aimed in the education system for raising individuals, yet there seemed perpetual academic failure and inequality in the documents of PISA and OECD, which are international documents. In addition, it was seen that modern science was supported and research activities were given importance. It was concluded that technology played an important role in change and should be utilized in this sense. It was seen that improvement was aimed over time and it was aimed to show continuity.

When the research findings concerning TES in chronosystem layer were examined in the literature, Abu, Bacanak, and Gökdere (2016) found out in their research that there was an inequality in access to education and problems arising from technological applications. Çetin, Yazar, Aydın, and Yazıcı (2018) stated in their study that according to the opinions of elementary mathematics teacher candidates, teachers in TES were not prone to using technology and could not see the requiremetns of the time. Doğan (2019) obtained the opinions of teachers and school administrators on 2023 vision document and found that although there were positive opinions, it was thought that it was not applicable and there were infrastructure deficiencies. Tosun (2018) concluded in her research that students thought social and political conditions affected the education system, and they saw the system itself, politics and changes as the source of the problems of today's education system.

When the results of the study and the findings in the literature are evaluated, according to the findings that emerged in the chronosystem layer, it can be stated that 2023 vision document provides a time-based course of action for TES, but there are concerns over the coincidence of it with reality. High-paid investments such as FATİH project have been made in technology, but there are questions about the efficiency and functionality of the investments. It can be expressed that modern science is supported, but technical methods cannot be presented as to how it should be, and TES does not include a concrete framework for raising strong human resources in the documents.

In general, the reasons for the insufficiencies in TES are stated as vertical organization, abundance of routine duties, time problem, and difficulty in training administrators (Onural, 2005). The following research results are reached in the literature: School management is not considered as a professional occupation and this issue is not emphasized (Balyer and Gündüz, 2011), there are problems in Turkish education system such as crowded classes, rote learning based education system, teacher qualifications, financing problems and inequality of access to education (Yılmaz and Altınkurt, 2011), there are also problems such as professional development and in-service training of teachers, lack of professional guidance, training and appointment of qualified education directors (Kösterelioğlu and Bayar, 2014), practices carried out for the professional development of teachers is not sufficient and beneficial (Boydak-Özcan, Şener, and Polat, 2014), it is stated that teacher candidates have negative perceptions about TES as a result of a metaphorical study (Gözler, 2017), the subjects of constantly changing education system, teacher training methods and rote learning structure of the system are mentioned (Özdemir and Kaplan, 2017), many basic problems such as equipment of the schools, examination system, and quality of the teachers still continue (Çetin, Yazar, Aydın, and Yazıcı, 2018), the system itself, politics and frequent changes are seen as the source of problems in the education system (Tosun, 2018).

In conclusion, while there encountered negative findings about Turkish education system in the international documents in this research, where TES was examined in the context of ecological system theory, planning for the development of education system in a general sense and course of action for Turkish education system desired in the future are mentioned in the reports. In the legislation regulating the education system, it is concluded that the system focuses on the protection, development and execution/maintenance of the bureaucratic structure within a certain discipline. According to these results, it can be stated that the limits and objectives are determined in the legislation in general terms with the policy analysis, yet there are difficulties in obtaining qualified results in quality education due to their functionality, field orientation and not taking into account the differences between regions and cultures.

In line with the results of the research, the following suggestions about TES can be presented:
- ✓ Participation of families in school processes can be supported by providing a more functional arrangement to parent-teacher association.
- ✓ Educational programs can be prepared as goal-oriented according to school types.
- ✓ Continuous training activities can be organized to improve the competencies of teachers and administrators.
- ✓ Functionality can be provided to the school-based budgeting system by analyzing the needs of each school.

- ✓ Personal rights of teachers can be structured according to difficulty levels of the regions they work.
- ✓ Supervision system can be made functional by restructuring it as guidance and supervision oriented in a comprehensive way.
- ✓ Course schedules and hours can be arranged by considering the developmental periods of students.
- ✓ School administration can be turned into a more professional occupation. Thus, trainings on management can be provided after the faculty education.
- ✓ In order to use human resources more effectively and efficiently, the potential positive and improvable aspects of the existing human resources can be determined, and thus qualified training can be provided throughout the process.
- ✓ The participation of all stakeholders can be taken into account in order to produce educational policies to meet the needs of practice areas.

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