AN ANALYSIS OF ADEQUATE SCHOOL AND CLASSROOM NUMBER ISSUES IN THE CONTEXT OF POPULATION MOVEMENT IN TURKEY

Burhanettin Donmez

ABSTRACT

Migration and education are two interrelated terms. There is a long-standing concern in both academic research and public policy over the impact of migration in educational settings. Most educational studies and population analyses have aimed to explore the links and/or relations between education and migration, and the effects of migration on education and/or the effects of education on migration. Internal migration has been a feature of almost all societies and it has various effects on education and school systems. As a result of internal migration, insuring that an adequate number of schools and classrooms are in place is one of the important subjects at the very centre of internal migration and education issues. Internal migration is an important subject that educators and educational planners, therefore, should consider when it is deemed necessary to project adequate school and classroom numbers. This study aims to explore the adequacy of schools and classrooms in the light of internal migration in Turkey as a means of understanding the issues and implications involved, especially for those engaged in developing new policies and evolving plans for the Turkish educational setting. This paper analyzes the shortages in the numbers of schools and classrooms, a problem which is among the most important in Turkish education

INTRODUCTION

Human migration involves peoples' leaving their homes to go to a new place or residence, for different reasons and with different effects. The term human migration denotes any movement by humans from one locality to another, sometimes over long distances or in large groups. Humans are known to have migrated extensively throughout history and prehistory. The movement of populations in modern times has continued under the form of both voluntary migration within one's region, country, or beyond, and involuntary migration such as the slave trade and ethnic cleansing (Wikipedia, 2008).

Migration may turn upside down social life in all its aspects. Several studies in the social and health sciences, for example, have shown that there have been important consequences resulting from human migration. The subjects of those human migration studies, which have investigated human migration include, but are not limited to, psychological distress among immigrants, urbanization, impacts in deprived neighborhoods, women's experiences as immigrants, the impact of migration on families, depopulation, the adaptation of immigrants, and the assimilation of immigrants. These also include the impact of international migration on economic growth and the reverse, as well as the impact of the global economy on migration. The flows of remittances - the money that migrants earn working abroad and then send back to their countries of origin and so on are also problems of concern (Bailey & Livingston, 2008; Beauchemin & Bocquier, 2004; Biao, 2005; Chen, 2005; Chiang & Yang, 2008; Edwards & Ureta, 2003; Gale & Heath, 2000; Koc & Onan, 2004; Li & Zahniser, 2002; Picot, Hou & Coulombe, 2008; Portes, 2007; Rye, 2006; Sanderson & Kentor, 2008; Stewart, 2007; Taloyan & et al., 2008, Wong & Song, 2008).

Migration and education are two interrelated terms, especially for social scientists. There is a long-standing concern in both academic research and in public policy over the impact of migration in an educational setting. Most educational studies and population analyses have aimed to explore the links and/or relationships between education and migration.(Alfred, 2003; Bhatti, 2006; Corbett, 2005; Deumert & et al., 2005; Fry, 2007; Iredale & Fox, 1997; King & Ruiz-Gelices, 2003; Kristen, Reimer & Kogan, 2008; Levy & Wadycki, 1974; Pérez & McDonough, 2008; Preston, 1987; Tremblay, 2005; Warren, 2007).

There are different types of migration. One is rural exodus or internal migration. Internal migration can be described as the population movement from rural areas to the cities or from small cities to bigger ones. Greenwood & Hunt (2003) state that "although internal migration has been a common aspect of human behavior, the scientific study of such migration" *and its effects* "has been fairly recent", and they

continue "data limitations were certainly a factor in discouraging the study of internal migration" (p. 3) (italic words added). A few researchers in different countries have investigated the reasons and the results of internal migration, and most of those studies mainly focus on the relations between internal migrations and other social subjects (See, for example, Liang, Chen & Gu, 2002; Kauhanen & Tervo, 2002; Pekkala, 2003; Rye & Blekesaune, 2007). However, some researchers have tried to explore connections between internal migration and educational issues such as student enrollment, the educational consequences of migration for school children, and immigration and schooling (Carr-Stewart, 2003; Liang & Chen; 2007; Montero-Sieburth & LaCelle-Peterson, 1991).

Internal migration has been a feature of almost all societies and it has various effects on education and school systems. As a result of internal migration, an adequate number of schools and classrooms is one of the important subjects at the very centre of internal migration issues.

It is clear that there is a need for studying the relationships between internal migration and education or it's planning. As the definition of "planning" in recent generations has been broadened, it is no stretch for Vitiello (2006) to argue that schools and education represent a vital part of planning and policy. Vitiello also states that "a few historians and planning educators have framed schools and educational policy as planning activities" (p. 187). Internal migration is an important subject that educators and educational planners, therefore, should consider when it is deemed necessary to project adequate school and classroom numbers into the future.

TURKISH EDUCATIONAL SCENE AND POPULATION STATISTICS: A BRIEF ANALYSIS

Education Population

According to the results of the 2007 Address Based Census, the population of Turkey is 70,586,256. Children in the 0-14 age group constitute 26.4 % of this population. The population 6-21 years of age constitutes 29.1 % of the total. Those age groups include almost all of the education population of the country.

In Turkey, pre-primary education is an option that includes the education of children between the ages of 36 -72 months. Pre-primary education, for which the Ministry of National Education (MoNE) is responsible, is provided in kindergartens for children aged 3 - 6, and in nursery classes for children aged 5 - 6. Responsibility for other institutions, such as day nurseries, nursery schools and childcare institutions is shared by various ministries and institutions in the educational or care sector that are established in accordance with MoNE legislation and regulations. In the 2007/08 school year, the enrolment rate in pre-primary education was 28.5 %. Most of the children (around 75 %) who attended pre-primary institutions were 5 years of age.

The duration of compulsory attendance in primary school is eight years for children ages 6 -14. Primary schools are single structured schools. Elementary and lower secondary stages are integrated in the body of primary schools. Schooling in compulsory primary education was 97.37 % in the 2007/08 school year.

Children must begin compulsory education in the year they reach 6 years of age. The period of enrolment in schools (generally from mid-August until mid-September) is specified in the annual work plan prepared by each provincial administration. In principle, children should be accepted at the nearest school to their home. Primary education is free of charge in public institutions. The maximum number of pupils per class as officially specified is 30. However, there are no criteria for grouping pupils within a class – they are allocated to classes as each school wishes. As the students generally start school at certain ages, classrooms consist of the same age group of students with exceptions in cases of a late start or a repeating student. For grades 1 to 5, classroom teachers are individually responsible for their classes. However, in grades 6 through 8 and for some subjects in grades 4 and 5, certain lessons are delivered by subject teachers (field specialists).

Secondary education is provided in general at vocational and technical education institutions offering at least four years of education for those who have completed primary education. General, secondary education is provided in diverse settings including general high schools, Anatolian high schools, science high schools, Anatolian teacher high schools, Anatolian fine art high schools, social

science high schools, sports high schools and multi-programmed high schools. Except in general high schools and multi-programmed high schools, other secondary education schools have some privileges, such as a restricted number of students in each classroom. Vocational and technical secondary education is provided in various (over 20 different types of schools) vocational and technical high schools for boys and for girls. In the 2007/08 academic year, the net schooling rate in secondary education was 58.56%.

Population Statistics

   With its 70,586,256 people noted in the 2007 census statistics, Turkey, ranking the seventh in terms of population density in the world, is a country which has 1.2 % of world's population. Although the rate of increase in population is falling (the rate was 0.12 %), population growth is increasing, and statistical projections indicate that the size of the population will rise drastically and be around a hundred million in 2050. According to Zsigmond (1976) "these fluctuations [*in the population of any country*] have immediate consequences for one of society's major institutions, the educational system" (p. 255).

Table 1:
Migrated population by places of residence in Turkey, 1975-2000

Places of Residence	1975-1980	1980-1985	1985-1990	1995-2000
	3,584,421	3,819,910	5,402,690	6,692,263
Total %	100	100	100	100
From city to city	1,752,817	2,146,110	3,359,357	3,867,979
%	48.90	56.18	62.18	57.80
From village to city %	610,067	860,438	969,871	1,168,285
	17.02	22.53	17.95	17.46
From city to village %	692,828	490,653	680,527	1,342,518
	19.33	12.84	12.60	20.06
	527,709	322,709	392,935	313,481
From village to village %	14.75	8.45	7.27	4.68

Source: TurkStat,2008

   Turkey has a young and dynamic population. Living standards and average life spans are rising. The growth of urban population in total population was 70.4% in the 2007 census. On the other hand, Turkey has faced a big internal migration from rural areas to urban areas by reason of this rise in population, a decrease in agricultural area, an insufficient agricultural and agricultural technology base, and other factors in rural areas such as education, strict customs, terror and so on. The internal population growth rate in Turkey is rising year by year (see Table 1). For example, from 1995 to 2000, 6,692,263 people migrated from their towns to the other residential areas. Most of these people migrated from rural areas to the cities or from less developed areas to the developed regions.

   The general belief about the internal migration in Turkey is that the migration route gravitates from eastern regions to western parts of the country. That is true in general. However, there are some regions and cities of western or northern parts of Turkey which have high out-migration rates (see Table 2). Samsun and Zonguldak, for example, two cities in the Black Sea region in the north of Turkey, are among the first five cities from which people have migrated.

Table 2:
Geographical distribution of internal migration in Turkey (2000)

Statistical Classification of Regions (SRE)	Population of place of residence	In-migration	Out-migration	Net migration	Net migration rate (%)
Istanbul	9,044,859	920,955	513,507	407,448	46.1
West Marmara	2,629.92	240,535	172,741	67,794	26.1
Aegean	8,121,705	518,674	334,671	184,003	22.9
East Marmara	5,201,135	432,921	351,093	81,828	15.9
West Anatolia	5,775,357	469,610	378,710	90,900	15.9
Mediterranean	7,726,685	413,044	410,316	2,728	0.4
Central Anatolia	3,770,845	205,108	300,113	-95,005	-24.9
West Black Sea	4,496,766	219,008	450,799	-231,791	-50.3
East Black Sea	2,866,236	151,193	227,013	-75,820	-26.1
North East Anatolia	2,202,957	144,315	256,922	-112,607	-49.8
Middle East Anatolia	3,228,793	170,568	280,156	-109,588	-33.4
South East Anatolia	5,687,740	212,425	422,315	-209,890	-36.2
Total	60,752,995	4,098,356	4,098,356	0	0.0

Source: Eurydice, 2008.

Issues Related to Adequate Numbers of Classrooms and Schools

When the Turkish term for "school and classroom issues" is translated into English and searched with Google, there are more than 3,500 matches. Most of these are the news items from national and local newspapers and/or TV portals from almost every city in Turkey. These news items were generally about calls for new schools and classrooms to be built. Alternatively, some news was about schools being closed because of low student numbers from the pre-primary level to higher education levels (see, for example Hurriyet, 2008 and Sabah, 2006).

The news and the calls for more schools and classrooms are understandable when the rise in numbers of students per teacher, per classroom and per school is considered (see Table 3 and Table 4). Table 3, for example, shows the number of students, teachers, schools, classrooms, and the number of students per teacher. In school year 2007-2008, there were 34,093 elementary schools and 315,887 classrooms and a total number of 10,870,570 pupils. At the secondary level there were 8,280 schools. In these schools, there were a total of 100,853 classrooms and 3,245,322 students. According to the table, it can be observed that the number of students and of classrooms is rising in Turkey. Table 4 shows the number

Table 3:

Number of student, teachers, schools and classrooms in recent years

Level	Indicator	2004–05	2005–06	2006–07	2007–08
Pre-primary	Number of students	434,771	550,146	640,849	701,762
	Schooling Rate % (60-72 months)	-	30.05	34.42	38.84
	Number of teachers	22,109	20,910	24,775	25,901
	Number of students per teacher	19.66	26.31	25.87	28.43
	Number of schools	15,929	18,539	20,675	22,506
	Number of classrooms	27,339	29,193	33,213	36,236
Primary	Number of students	10,565,389	10,673,935	10,846,930	10,870,570
	Schooling rate, net (%)	89.66	89.77	90.13	97.37
	Number of teachers	401,288	389,859	402,829	445,452
	Number of students per teacher	26.33	27.38	26.93	24.40
	Number of schools	35,611	34,990	34,656	34,093
	Number of classrooms	286,290	297,000	307,511	315,887
Secondary	Number of students	3,039,449	3,258,254	3,386,717	3,245,322
	Schooling rate, net (%)	54.87	56.63	56.51	58,56
	Number of teachers	167,614	185,317	187,665	191,041
	Number of students per teacher	18.13	17.58	18.05	16.99
	Number of schools	6,816	7,435	7,934	8,280
	Number of classrooms	88,874	93,488	98,748	100,853

of sudents per teacher, per school and per classroom in Turkey and in some cities. The number of students per teacher, school and classroom are on the increase, too. Most populated schools and classrooms are mainly in the developed regions or cities.

Although it has been observed that the migration in Turkey flows from less developed areas to the developed ones, schools in some developed cities have more crowded classrooms than many cities having high in-migration rates (see Table 4). In the eastern part of the country, for instance, during the educational year 2007-2008, the number of students per classroom in İzmir, one of the most developed cities, had a high in-migration rate, but less than the number of students per classroom in Diyarbakır, the only city that has a higher in-migration rate than an out-migration rate (Kocaman, 2008). While the average number of students per classroom in primary school in İzmir is 35, that number is 48 in Diyarbakır. Similarly, the number of students per classroom in Istanbul, the city which has the highest in-migration rate in Turkey, is very close to that of Diyarbakır (see Table 4).

Consequently, there is a need for more schools and classrooms to have appropriate teaching environments to run classes effectively. It is especially vital to tackle the educational problems emerging from internal migration.

MONE'S PROJECTS

The Ministry of National Education of Turkey has initiated some projects to find solutions for the inadequate number of schools and classrooms. Pre-fabricated mobile schools, mobile teacher projects, bused primary education, and regional boarding primary schools (YIBO) are some of those projects.

Transportable Schools and Mobile Teachers Projects

MEB has initiated a project for the purpose of giving opportunity to the pupils in remote rural areas that have no school. There, pre-fabricated mobile schools, which can be built in one week, are available. These schools have almost every necessary function included. Additionally, the pre-fabricated mobile schools will provide a cost savings. Similarly, MoNE has initiated a new project called the "Mobile Teacher Project". The main purpose of the project is to prevent having schools where classes cannot be taught due to the lack of a teacher. This can occur, especially in remote rural areas (Eurydice, 2008).

Bused Primary Education

Busing for education purposes was also implemented in order to provide an opportunity for a better quality education and to provide equal opportunities to the students who had been attending multi-grade schools in sparsely populated areas or where there are no schools. Students are transported by bus to a central point daily in this system. Provincial directorates of the national education plan busing system determine which schools shall be selected and which locations shall be covered, in accordance with the provisions of "Regulation on Bused Primary Education" and notify the Ministry about the needed allocation of funds (MEB, 2008).

Number of students per school, teacher and classroom by level of education in selected cities
(The Educational Year 2007-2008)

		Primary Level	Secondary Level
Turkey (General)	Number of students per school	310	352
	Number of students per teacher	24	15
	Number of students per classroom	33	29
İstanbul	Number of students per school	1105	513
	Number of students per teacher	31	18
	Number of students per classroom	49	34
İzmir	Number of students per school	472	385
	Number of students per teacher	21	14
	Number of students per classroom	35	31
Ankara	Number of students per school	615	395
	Number of students per teacher	21	13
	Number of students per classroom	38	30
Batman	Number of students per school	294	623
	Number of students per teacher	29	26
	Number of students per classroom	46	47
Tunceli	Number of students per school	172	131
	Number of students per teacher	14	12
	Number of students per classroom	15	17
Diyarbakır	Number of students per school	287	612
	Number of students per teacher	30	22
	Number of students per classroom	48	43

Source: Erydice, 2008 & TurkStat, 2008

Regional Boarding Primary Schools (YIBO)
In accordance with the provisions of Article 25 in Basic Education Law No: 1739 and Article 9 in Primary Education and Education Law No: 222, boarding schools are being opened in scarcely populated areas designed to provide primary education services in village and sub-village settlements that do not have schools, and for students from poor families as well (MEB, 2008).

DISCUSSION AND CONCLUSION

Most problems related to the education in Turkey are unexpected and unanticipated and will create some difficulties in the future. In the case of primary and secondary education; however, it is possible to foresee some of the issues that are developing. Hence, education planning now should be on the agenda so that the coming problems of the Turkish education system can be foreseen. According to Molinero (1988), an important source of information that is appropriate for educational planning is the regular population census. The population census provides an opportunity to project the future enrollments in schools.

Turkey, with its restricted resources and means, is seeking to increase the number of schools and classrooms. At the same time, because of migration, some schools in rural areas are being closed down and some urban schools are having difficulty meeting students' needs due to in-migration in urban areas. In addition, enrollment projections of the total student population has, in recent years, been inaccurate

and many Turkish schools have suffered due to these flawed predictions Thus, the number of students in a classroom can reach 60 or 70 pupils and, as a result, quality of education is declining. Recently there have been campaigns aimed at people or institutions to give funds and/or aids to schools. People or institutions that support the campaigns are provided with tax advantages, giving their names to schools etc. Those campaigns have resulted in people's or institutions' contribution to schooling. Other interventions such as bused education, modular mobile schools, and regional boarding primary schools (YIBO) are some of the programs developed to tackle the problem. Despite these efforts, it does not seem that the problems will be resolved in the near future.

Turkey, known as a developing country, should consider its demographic structure and its existing resources if the country wants to continue its development and train its people to be well-qualified for work and life. The inadequate numbers of schools and classrooms are among the most important problems in the Turkish educational arena. These issues cannot be resolved without dealing with the problems of population growth and internal migration. Therefore, there is a need for more research data, and current and reliable statistical analysis. Without reliable data, its analysis, and well worked plans based on those analyses, most of the current investments in education will only bring about a wasting of resources.

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