



Evaluation of the Problems Encountered in Public Education Centers*

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ABSTRACT

Purpose: Public Education Centers are important educational institutions where the knowledge and skills that the adults need are gained. The purpose of this research is to determine the problems encountered in Public Education Centers. **Research Methods:** A qualitative research method has been used in this research. The working group of the study is composed of 20 teachers, 46 qualified instructors and 45 trainees who attended courses in Diyarbakır Public Education Centers during the 2016-2017 academic year. The data of the study were collected by a semi-structured interview technique among the interview technique types. Descriptive and content analysis techniques were used in the analysis of the data obtained from the interview.

Findings: According to research findings, the teachers, the qualified instructors and the trainees stated that they had problems due to a "material shortage" in Public Education Centers in general. It was observed that the teachers faced problems related to trainees who registered for the courses but did not come to class regularly and a lack of guidance services. The fact that the qualified instructors are required to work for additional tuition fees without a permanent staff position and that they have problems in finding trainees for courses are among the problems mentioned in the research findings. **Implications for Research and Practice:** The findings of the research show that there is a material shortage in Public Education Centers. The budget allocated to the Public Education Centers needs to be increased to meet the materials needed in the courses.

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Introduction

Developments in science and technology, and therefore changes in the lives of individuals, make ongoing education necessary for individuals of all ages. Educational institutions have an important place in bringing society's values, as well as its knowledge and culture into the future. The education of lifelong learners and of productive and creative individuals who question their learning is made possible through the education provided by educational institutions.

Education began with the birth of mankind. In primitive societies, people were engaged in fishing and hunting to maintain their lives on the one hand; and on the other hand, they transferred their knowledge and experiences from their parents and other adults in their surroundings (Gunes, 1996). In this sense, education is a process in which individuals integrate with their societies and learn to embrace their local culture, its values and rules (Guvan, 2015). Today, rapid developments in science and technology cause changes in the economic, cultural, political and social structure of society. In order to adapt to these changes, it is compulsory for individuals to gain the knowledge, skills and values that such change requires. The knowledge and skills demanded by these changes are transferred to individuals only until a certain age through formal education (Celep, 2003).

Initially, public education closed the gaps in knowledge among people who were deprived of formal education. More recently, it has been charged with the task of introducing specific knowledge and certain skills to people of all ages (Geray, 1978). Public education aims to provide new knowledge and skills that will enable adults to make changes in their behaviours, thoughts and actions (Bilir, 2004). In Turkey, public education takes the form of a non-formal education entity to reach wider geographic areas and populations (Kurt, 2014).

The first public education unit within the Ministry of National Education (MNE) was established in 1926 as the "Public Decorum Branch". After the adoption of the Latin script alphabet in 1928, "Nation Schools" were opened and in 1932 "Public Houses" were established. The Ministry of National Education was asked to give a new direction to public education in 1951, and reports were prepared with the help of specialists from abroad. In the report prepared by Watson Dickerman, it was suggested that public education activities should be handled in a scientific and systematic manner and that a ministry-affiliated organization should be established. In conformity with the proposal, Turkey's first Public Education Centers were opened in 1956 (Kurt, 2014). The General Directorate of Public Education was established in 1960. In 1977, the courses that provided non-formal education services were collected under the same roof and were named the General Directorate of Non-formal Education (Tasdemirci, 2010).

The concept of adult education, which is expressed in terms of complementary concepts such as public education, non-formal education and continuing education, has emerged as a field of discipline that makes its importance and necessity more and more pressing in the world and Turkey (Kaya, 2015). Adult education programs have the potential to improve local communities and regional economies and

contribute to the global economy (Rith, 2008). Millions of adults all over the world are playing an active role in improving the living conditions of their communities. This participation process is a learning process for them at the same time (Miser, 2013). The fact that adult learning is involved in change is an existing phenomenon in learning theories (Cercone, 2008). In lifelong learning, the goals, processes, organizational structures and pedagogy in institutionalized education at all levels are becoming more and more diverse (Edwards & Usher, 2001). According to lifelong development theories, certain changes occur in a predictable way in an adult's life, and these changes often trigger learning needs (Knowles, Holton & Swanson, 2015). Learning resources are demanded in every environment. The primary task of lifelong learning is to identify these resources and effectively connect them with learners (Knowles, 1996).

Public Education Centers provide important services in the field of adult education (Okcabol, 2006). Adult education includes counselling and support to assist adults in accessing educational services, overcoming learning disabilities, and building both educational and career plans (Smith, 2010). Adult-oriented courses in Public Education Centers consist of two parts, general and vocational/technical departments. These sections are prepared in a mutually supportive manner (MNE, 2010).

Public education is considered one of the important factors in development. However, it can be seen that there is no production-oriented, economy- and development-oriented function in Turkey because public education there cannot be separated from literacy teaching. When the history of public education in Turkey is examined, it can be seen that social, political and economic support for public education was not provided (Turkoglu & Uca, 2011). Determining to what extent the Public Education Centers for adult education have been able to reach their intended targets, which principles they are in compliance with, what causes they pursue, and what impediments prevent them from reaching their targets will lead all institutions serving adult learners to pursue more appropriate targets for future goals and to embrace more appropriate adult education principles (Ural, 2013).

In examining the studies of Public Education Centers in Turkey, it was found that Alabay (2003) determined that teachers and qualified instructors working in Public Education Centers were required to complete the necessary training, that they were weak in the educational dimension, and that their problematic sides were directly attributed to Public Education Center and that they were uncomfortable with this matter. Tanir (2006) found that managers and teachers did not consult with trainees when determining the meeting time of courses, weekly course hours and topics. Elustu (2007) concluded in his research that the awareness level of the adults was low regarding public education and the work done by public education centers, the types of courses they offer, their participation requirements, etc.

When the literature is examined, it is obvious that there are various studies on Public Education Centers, but no research has yet evaluated the teachers, qualified instructors and trainees' opinions together. In this context, it is important that the

Public Education Centers, which have an important role in meeting the training needs of adult individuals in the context of lifelong education, should be evaluated in line with the opinions of teachers, qualified instructors and trainees in the institution. It is thought that the findings of such research will contribute to the development of programs and practices related to Public Education Centers. This research study attempted to determine what problems are encountered in Public Education Centers.

Purpose of the Research

The purpose of this research is to evaluate the problems that teachers, qualified instructors and trainees encounter in Public Education Centers. Depending on the purpose of the research, the following questions were posed:

1. What problems do teachers encounter in Public Education Centers?
2. What problems do qualified instructors encounter in Public Education Centers?
3. What problems do trainees encounter in Public Education Centers?
4. What suggestions can be made to solve the problems encountered by teachers, qualified instructors and trainees in Public Education Centers?

Method

Research Design

A qualitative research method was used in this research. Qualitative data provides first-hand and effective descriptions of the truth (Miles & Huberman, 1994). The data required for qualitative research is usually obtained from field work. During field work, the researcher spends time in the work environment (Patton, 2002). In qualitative research, situations are assessed from the participants' points of view. (Robson, 2015). One qualitative data collection techniques, the semi-structured interview technique, was used in this study. In the semi-structured interview technique, the investigator prepares the questions in advance, but allows for the rearrangement and discussion of the questions by providing partial flexibility to the person surveyed during the interview (Ekiz, 2009).

Research Sample

The working group of the study is composed of 20 teachers, 46 qualified instructors and 45 trainees who attend the courses in Diyarbakır Public Education Centers during the 2016–2017 academic year. The socio-demographic data of teachers, qualified instructors and trainees participating in the research are given below.

Table 1
Surveyed Teachers, Qualified Instructors and Trainees Socio-Demographic Information

	Gender	f	%	Period of service	f	%	Education level	F	%
	Teacher	Female	9	45	1-5 year	10	50	Bachelor's degree	16
Male		11	55	6-10 year	5	25	Master's degree	4	20
				11-15 year	3	15			
				16 year and over	2	10			
Total			20						
	Gender	f	%	Period of service	f	%	Education level	F	%
	Qualified Instructors	Female	37	80	1-5 year	24	52	High school	15
Male		9	20	6-10 year	13	28	Associate degree	22	48
				11-15 year	5	11	Bachelor's degree	9	20
				16 year and over	4	9			
Total			46						
	Gender	f	%	Age	f	%	Marital status	F	%
	Trainees	Female	32	71	18-25 age	20	44	Married	22
Male		13	29	26-33 age	9	20	Single	23	51
				34-41 age	8	18			
				42 age and over	8	18			
Total			45						

Nine of the teachers who participated in the research were female, 11 were male; 37 of the qualified instructors were female, 9 were male; 32 of the trainees were female, 13 were male. Sixteen of the teachers had a bachelor's degree and 4 had a master's degree; 15 of the qualified instructors were high school graduates, 22 had an associate degree and 9 had a bachelor's degree. Teachers and qualified instructors have the highest seniority period of 1-5 years.

In this study, the criterion sampling method was used among the purposeful sampling methods. Purposeful sampling was selected because the selected situations/cases for the study were more informative and enlightening (Christensen, Johnson & Turner, 2015). The basic understanding of the criterion sampling method is the study of all situations that meet a set of predetermined criteria. The criterion or criteria mentioned here can be created by the researcher, or a previously prepared list of criteria can be used (Yildirim & Simsek, 2013). Within the scope of the research, the following criteria were taken in the selection of the interviewees: teachers and qualified instructors should be working only in Public Education Centers, and trainees should be attending the courses regularly and voluntarily participate in the interview.

Research Instruments and Procedures

The data of this study were collected using the semi-structured interview technique. After the study of the literature for the research, an interview form consisting of two open-ended questions was prepared by the researchers. Separate interview forms were organized for teachers, qualified instructors and trainees. The same questions were asked in all three groups so that the problems encountered in Public Education Centers can be obtained and evaluated from a holistic perspective. The interviews at the Public Education Centers lasted thirty minutes. The research data were obtained from the participants' own handwritten responses to the questions on the interview form as a result of the face-to-face interviews the researchers had with voluntarily participating teachers, qualified instructors and trainees.

The following questions were asked to the teachers, qualified instructors and trainees in the interview:

- What problems do you encounter in the public education center?
- What solutions do you suggest for the problems you encounter in the public education center?

Validity and Reliability

In order to ensure the validity of the study, interview questions were presented to two specialists in the field of educational sciences, and the questions were finalized for implementation under the direction of specialists' opinions and recommendations. In order to ensure the reliability of the survey, the specialists examined the interview forms and determined the codes of "consensus" and "dissidence". The reliability of constructed codes was calculated using Miles and Huberman's (1994) reliability formula ($\text{Reliability} = \frac{\text{consensus}}{\text{consensus} + \text{dissidence}} \times 100$). In qualitative research, the fit between specialist and researcher evaluations is expected to be 90% and above. As a result of the calculations, the inter-encoder reliability was calculated as 94.

Data Analysis

Qualitative data analysis consists of exporting the meaning of the data: merging, reducing and interpreting what people say, as well as what the researcher sees and reads (Merriam, 2013). Content analysis and descriptive analysis techniques were used in the analysis of the data obtained from the interview. Content analysis is used especially in the analysis of data obtained from observations and interviews (Buyukozturk, Cakmak, Akgun, Karadeniz, & Demirel, 2009). Content analysis is used to identify the presence of words, concepts, themes, idioms, characters or phrases in one or more texts (Kiziltepe, 2015). In descriptive analysis, the aim is to present the findings to the reader in an organized and interpreted way. The data obtained for this purpose are first described systematically and explicitly. Later on, these depictions are explained and interpreted, the cause-effect relations are examined, and some results are reached (Yildirim & Simsek, 2013). In this direction, the data were examined by the researchers, and the meaningful data were coded separately for the teachers, qualified instructors and trainees participating in the

research. For each category created by way of the participants' opinions, direct quotations were drawn from the statements on the interview form. While making quotations reflect the views of the participants, they were coded in this way: the teachers (T8), the qualified instructors (Q5) and the trainees (TR16).

Results

In this section, the findings obtained from the answers of teachers, qualified instructors and trainees, and direct quotations from them are included.

Findings Related to the Problems of Teachers in Public Education Centers

The answers given by the teachers in response to the question, "What problems do you encounter in the public education center?" are presented in Table 2.

Table 2

The Problems Teachers Encounter in Public Education Centers

Themes and Sub-Themes	Frequency (f)
Material Shortages	
Resource inadequacy	7
Copying machine	2
Interactive board	2
Trainee-Induced Problems	
Absenteeism of trainees	4
Discipline	2
Indifference	2
Classroom Problems	
Number of Classrooms	2
Custom language class	1
Multipurpose hall	1
Lack of Guidance Service	
Guidance service	3
Insufficient Course Hours	
Class hours	2

When Table 2 is examined, it appears that the opinions expressed by the teachers about the problems they encounter in Public Education Centers are collected into five themes. These are as follows: "Material Shortages" (11), "Trainee-Induced Problems" (8), "Classroom Problems" (4), "Lack of Guidance Service" (3) and "Insufficient Course Hours" (2).

Some examples of teachers' opinions on "Material Shortages" are as follows:

Trainees should be supported by resources (textbooks) for the examination. We want to test for the reinforcement of the information we have learned during the course, but there is no photocopier." (T10). "I would like to show the shapes and diagrams on a smart board, but I do not have a smart board. The subject does not have narrative books, question banks or trial exams. (T2).

The following expressions are related to "Trainee-Induced Problems":

Trainees show absenteeism problems after they started the course. We cannot bring the trainee in on a regular basis, and the incoming trainees sign in for each other. Although we warn the trainees, they are interested in their phones during the course. (T6).

Some teachers described the "Classroom Problems" as follows:

As an English teacher, I think the lack of a custom language class at the Public Education Center is a major shortcoming because the trainees have very little background in English. For this reason, I need a language class in which I can do activities better. (T8).

Findings Related to the Problems of Qualified Instructors in Public Education Centers

The answers given by the qualified instructors in response to the question, "What problems do you encounter in the public education center?" are presented in Table 3.

Table 3

The Problems Qualified Instructors Encounter in Public Education Centers

Themes and Sub-Themes	Frequency (f)
Material Shortages	
Material Inadequacy	13
Needs of trainees	6
Issues of Permanent Staff	
Absence of permanent staff recruitment	13
Wage Problem	
Inadequate salary	7
Low tuition fees	4
Future Concerns	
Uncertainty about the future	4
Fear of unemployment	2
Unclear date of starting work	2
Module Problem	
Inadequate time to implement the module	6
Insurance Problems	
Unpaid insurance during summer vacation	4
Insurance in return for additional courses	2
Paperwork Problem	
Unnecessary paperwork	4
Change of class books per module	1
Appreciation problems	
Communication problems with administrators	2
Absence of equal treatment	2
Lack of appreciation	1
The Problem of Employee Rights	
Inadequate employee rights	2
Elimination of severance pay	1
Education-training compensation	1
Development Problems	
Development in the field	3
Innovation by module	1
Trainee Finding Problem	
Finding trainees	2

As shown in Table 3, the qualified instructors have more problems in public education centers due to "Material Shortages" (19). In addition, they emphasized "Issues of Permanent Staff" (13) "Wage Problem" (11) and "Future Concerns" (8) as problems they encountered in public education centers.

Here are some example statements by the qualified instructors who gave an opinion on "Material Shortages":

"The most important problem we face in the public education center is the lack of material in the vocational education classes. The situation of qualified instructors to supply materials with their own means causes us to have financial problems." (Q1).

"There are problems with the material. When there is no material, trainees do not come and we have trouble producing products." (Q39).

The following expressions are related to the "Issue of Permanent Staff":

"We, qualified instructors, have been working for years, but we do not receive compensation for our labour. We do not have any qualification as instructors." (Q38).

"Before all else, we have a permanent staff problem. We have been working hard for years, but we are not staffed permanently." (Q11).

The statements regarding the "Wage Problem" are as follows:

"We do all the work required by the course with the trainees, but I do not think I get paid enough." (Q8).

"It is not clear how much we will get each month as we work for additional tuition fees. Additional tuition fees are not paid, especially on official holidays." (Q43).

Some qualified instructors described their "Future Concerns" as follows:

"In the public education centers, the uncertainty of the length of the summer holidays (the start date of work after the holiday is not clear), and the gap between the courses we give causes us to worry about the continuity of the work." (Q2).

"Qualified instructors are concerned about the future. At the beginning of the semester, we are uncertain about the starting date, and we are afraid of dismissal at the end of the course." (Q6).

Findings Related to the Problems of the Trainees in Public Education Centers

The answers given by the trainees in response to the question, "What problems do you encounter in the public education center?" are presented in Table 4.

Table 4*The Problems Trainees Encounter in Public Education Centers*

Themes and Sub-Themes	Frequency(f)
Material Shortages	
Computer shortage	13
Clothing material	6
Instruments	4
Brush and paint	3
Problems with Canteen	
Insufficient seating area	4
Food Prices	3
Need for Education in Different Fields	
New and different fields	3
Cleaning Issue	
Hygiene problem	3
Certificate Fee	
Giving the certificate for the fee	3
Classroom Area	
Small classrooms	3

When Table 4 is examined, the trainees stated that they had problems due to "Material Shortages" (26) in the public education centers. The other problems in the public education centers that the trainees noted are listed as "Problems with Canteen", "Need for Education in Different Fields", "Cleaning Problem", "Certificate Fee" and "Classroom Area".

Here are some example quotations from the trainees on "Material Shortages":

I have difficulty obtaining the materials required for the course. I have no good financial situation, and I have children studying at school. I cannot even get a paintbrush. But I need materials to be able to practice and have a profession."(TR41).
"We have difficulties in supplying materials. There are deficiencies in the clothing department. We need to wait for each other in order to be able to practice. (TR1).

Some statements by the trainees describe the "Problems with Canteen" as follows:

"The canteen is small, we can hardly find a seating area between classes. There is no room for us to have a seat and drink tea with our course friends." (TR9).

"I find the prices of food and drinks in the canteen high. The courses offered in public education are free, but canteen prices are expensive." (TR30).

A trainee explained the "Need for Education in Different Fields" :

There are no courses in different fields at the public education center. We need new courses for changing conditions and needs. As for the language course, only English comes to mind. However, I need a course in Arabic; therefore, I think there is a very little variety of courses.(TR37).

Findings of Teachers' Suggestions for Solving the Problems Encountered in Public Education Centers

The responses of the teachers to the question, "What solutions do you suggest for the problems you encounter at the Public Education Center?" are given in Table 5.

Table 5

Teachers' Suggestions for Solving the Problems in the Public Education Centers

Themes and Sub-Themes	Frequency(f)
Solutions to Material Shortages	
Communication with MNE	7
Adequate lending to courses	4
Solutions to Trainee-Induced Problems	
Guidance for trainees	5
Determination and application of disciplinary rules	3
Solutions to the Classroom Problem	
Increasing classroom numbers	3
Buildings prepared by expert opinion	1
Solution to Guidance Service Deficit	
Presence of guidance counsellors	3
Solution to Insufficient Course Time	
Increasing class hours	2

When the teachers' suggestions are examined, it can be said that the teachers considered the MNE (Ministry of National Education) to be effective in solving the problems they encountered in the Public Education Centers, such as allocating sufficient funds to the courses, increasing the number of classrooms and keeping guidance counsellors in the institution.

Some examples of teachers' suggestions about solutions to "Material Shortages" are as follows:

"Communication with MNE may meet the required materials." (T1).

"The problem of materials (tests, trial exams, copying machine) can be solved by allocating more funds to the courses." (T10).

The following expressions are related to the solutions to "Trainee-Induced Problems":

" Guidance can be provided for the trainees in the institution, and the absenteeism problem can be abolished." (T20).

"Trainees should not take mobile phones into the classroom . Disciplinary rules in schools can also be applied in Public Education Centers." (T6).

The statements regarding the solutions to the "Classroom Problem" are as follows:

"Buildings and classrooms should be built with a more professional point of view to give continuous service." (T5).

"The number of classrooms in public education centers should be increased."
(T19).

Findings of Qualified Instructors' Suggestions for Solving the Problems Encountered in Public Education Centers

The suggestions by the qualified instructors in response to the question "What solutions do you suggest to the problems you encounter at the Public Education Center?" are given in Table 6.

Table 6

Qualified Instructors' Suggestions for Solving the Problems Encountered in Public Education Centers

Themes and Sub-Themes	Frequency(f)
Solutions to Material Shortages	
Authority work	13
Cooperation with institutions	6
Solution of Permanent Staff Issue	
Effective studies of unions	8
Addressing of the problem by authorities	5
Solution to Wage Problem	
Reform of the relevant regulation	7
Improvement of tuition fees	4
Solution to Future Concerns	
Contract work	5
Certain start date of course	3
Solution to Module Problem	
Extension of course module durations	7
Solution to Insurance Problem	
Annual contract	6
Solution to Paperwork Issues	
Extension of the period of book control	4
Solutions to Appreciation Problem	
Fairness	3
Effective communication	2
Solution to Employee Rights	
Regulation of employee rights	4
Solutions to Development Problem	
Giving in-service courses	3
Awarding successful qualified instructors	1
Solution to Trainee Finding Problem	
Effective publicity of courses	2

In Table 6, it is obvious that the qualified instructors made suggestions for the ministry, the authorities and unions to do their part to solve the problems in Public Education Centers.

Here is a suggestion from a qualified instructor for a solution to the "Material Shortage":

"Authorities should come together for the provision of materials and product support for the trainees and cooperate with the necessary institutions in this regard." (Q12)

An opinion on the solution to the "Permanent Staff Issue" is as follows:

"It is possible to solve this problem if the unionists work effectively on the issue of permanent staff and be more determined about the permanent recruitment of qualified instructors that can provide certain criteria (service year, etc.)." (Q11).

The following expressions point out solutions to the "Wage Problem":

"A step may be taken to change the regulation to increase tuition fees."(Q24).

"An arrangement can be made on tuition fees."(Q15).

The following quotation describes a solution to the "Future Concerns":

"A periodic or annual contract can be made with qualified instructors. This will ensure that they are guaranteed, so they will not feel temporary." (Q6).

Findings of Trainees' Suggestions for Solving the Problems Encountered in Public Education Centers

The suggestions of the trainees for the question "What solutions do you suggest for the problems you encounter at the Public Education Center?" are given in Table 7.

Table 7

Trainees' Suggestions for Solving the Problems Encountered in Public Education Centers

Themes and Sub-Themes	Frequency(f)
Solutions to Material Shortages	
Supply of materials	17
Getting new computers	12
Solutions to the Problems with Canteen	
Creation of seating area	4
Reduction of food prices	3
Solution to Need for Education in Different Fields	
Taking the views of trainees	3
Solution to the Cleaning Issue	
More frequent cleaning	3
Solution to the Certificate Fee Problem	
Removing the certificate fee	3
Solution to Classroom Area Problem	
Expansion of the classroom area	3

For the solution to the various problems, the trainees emphasized that opinions of trainees should be asked in order to supply the materials they need, to improve the physical conditions of the school, and to determine the courses to be offered.

Here are some example statements by the trainees on solutions to "Material Shortages":

"The necessary materials for the courses should be provided at the public education centers to provide the trainees with convenience." (TR26).

"Computers must be updated with better and higher-processor versions."(TR4).

An opinion on the solution to "Problems with Canteen" is as follows:

"A seating area for the canteen should be created, and the food prices should be discounted considering the financial situation of the trainees." (TR10).

Regarding the problem of "Need for Education in Different Fields", one trainee stated:

"The opinions of trainees can be taken, and they can be asked whether they need courses for different requirements." (TR37).

Discussion, Conclusion and Recommendations

In the research findings, teachers, qualified instructors and trainees stated that they have problems due to "Material Shortages" in Public Education Centers in general. In order to increase the effectiveness of the education given in Public Education Centers and to be able to practise, more tools and equipment are needed. The use of materials provides an important contribution to achieving the goal of teaching, but the point that needs to be emphasized here is the necessity of meeting the material requirements of the Public Education Centers. Because, in the case of research findings, the trainees cited that it is difficult to obtain the necessary materials for the courses. In the study conducted by Asir (2011), it was concluded that the course costs affected the program choice, and the money that was to be spent on the course materials prevented the high cost courses from being taken. According to the research findings of Tezcan (2012), it was determined that the leading situation in which purpose-oriented adult learners had negative considerations about the courses involved the material usage in the courses. In the research by Temiz (2009), it was explained that the Public Education Centers had problems with the personnel, equipment and tools. These findings support the findings of the research.

In the present research findings, it has become apparent that the teachers had problems due to trainees who registered the courses but did not come regularly, who were irrelevant to the courses, who showed irregular behaviours, and lack of guidance service in the course. The services provided by the guidance counsellors in the Public Education Centers are identified as ensuring that trainees are informed about the methods needed to be successful in their chosen program, providing motivation for continuing and succeeding in the courses and programs they are enrolled in, and informing them about the acquisition they have documented (MNE, 2011). In this direction, it is possible to say that the problems caused by the trainees are being experienced due to the inadequacy of the guidance service offered to the

trainees in Public Education Centers. In the study conducted by Alabay (2003), the teachers in the Public Education Center stated that the quality of education should be increased by making the necessary arrangements by the administrators' to prevent the trainees' absenteeism. This finding is parallel to the result of the present research.

That qualified instructors work without permanent staff positions and for additional tuition fees is one of the leading problems mentioned in the research findings. In the guideline issued by the MNE (2011) to implement public education activities, it is explained that the need will be covered by paid specialists and qualified instructors who will work for the additional tuition fee if there are not enough teachers or permanent qualified instructors in Public Education Centers. Qualified instructors who work in a similar way alongside their permanent colleagues in the implementation of the course programs, and who contribute to the economy by educating the required qualifying members, expressed that they should be given a permanent position. In the research conducted by Alabay (2003), qualified instructors expressed that they wanted the permanent position and assignment to be done according to years of service. It can be argued that this finding overlaps with the result of our research.

Another finding that is obtained in the research is that qualified instructors are not appreciated in Public Education Centers and they feel unimportant. The courses taught by qualified instructors do not have continuity as they last for only a certain period of time. For this reason, it can be considered that there is incomplete communication between qualified instructors and institution managers. In his study, Alabay (2003) concluded that qualified instructors believed that they were not valued and recognised. This finding is parallel to the results of the present research.

In the research findings, it becomes evident that qualified instructors have problems improving themselves, and in this sense, they need in-service training. It is necessary for qualified instructors to follow the developments in their professions, to acquire new knowledge and technologies, and to train with in-service courses. In the study conducted by Yayla (2002), it was concluded that qualified instructors needed training to develop competences. This finding supports the results of our study.

According to our research findings, qualified instructors stated that they had problems in finding trainees for the courses in Public Education Centers. Elustu (2007) found that the adults viewed the Public Education Centers as places where literacy training was given. Yet there are courses in many fields (social, vocational and technical) to meet the diverse needs of adults in the Public Education Centers. In this respect, the Public Education Centers can provide publicity about the courses given to the adults in their regions, and develop awareness in adults, which can contribute to the solution to the qualified instructors' problem of enrolling trainees.

In the research findings, it has been seen that the trainees have problems with the physical conditions and the certificate fee taken at the end of the course. According to Turkoglu and Uca (2011), in public education activities, which are considered free in Turkey, the demand for remuneration from people causes the adults to move away from public education activities; training taking place in unhealthy places frightens

away adults who are in need of education and prevents the public education courses from reaching their goals. In Ata's (2016) survey, trainees who participated in vocational courses at the Public Education Center suggested that the physical conditions of the courses should primarily be improved and the certificate fees should not be taken because of its deterring effect. It can be argued that this finding overlaps with the results of our research.

In the present research findings, the trainees stated that new courses are not available in different fields to meet their needs. Today's developments in social, economic and technological life show that the adults' need for education changes according to the present circumstances. In this direction, the content of the programs given to the adults in the Public Education Centers should also be rearranged according to the needs of the age to meet the needs of individuals and society. The research findings of Elustu (2007) show that the education needs of the adults are various, but the Public Education Centers concentrate on some programs and are not oriented towards opening new education programs. Tanir (2006) found that while the courses in the Public Education Centers were being planned, offering courses according to the teachers and the existing branches was preferred to creating courses that people needed. Trainees, in the survey conducted by Yancar (2014), implied that more courses should be opened. These findings are parallel to the results of the present study.

Under the direction of the findings obtained in this research, the budget allocated to the Public Education Centers should be increased to meet the materials needed in the courses. Problems related to the permanent staff position, wages and employee rights of qualified instructors should also be addressed. Necessary work can be done to improve the working conditions of Public Education Centers. Finally, programs in the Public Education Centers should be diversified as required by today's conditions.

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Halk Eğitim Merkezlerinde Karşılaşılan Sorunların Değerlendirilmesi

Atıf:

- Yazar, T., & Lala, O. (2018). Evaluation of the problems encountered in public education centers. *Eurasian Journal of Educational Research*, 76, 125-146, DOI: 10.14689/ejer.2018.76.7

Özet

Problem Durumu: Halk Eğitim Merkezleri bireylerin kişisel, mesleki ve sosyal gelişimlerine yardımcı olan, öğrenmeye, üretmeye, kendisine ve çevresine faydalı birer birey olmalarına katkı sağlayan çok önemli yaygın eğitim kurumlarıdır. İlk başta okuma yazma kursları olarak faaliyet gösteren ancak değişen sosyal, ekonomik ve teknolojik yaşamla birlikte ortaya çıkan farklı ihtiyaçları karşılamak üzere çeşitli alanlarda eğitimler veren bir kurum haline gelmiştir. Halk Eğitim Merkezlerinde verilen kurslar aracılığı ile birçok kişi meslek sahibi olmakta ve ekonomiye katkı sağlamaktadır. Yetişkinlere yönelik önemli çalışmalar yapan Halk Eğitim Merkezlerinin amaçlarını daha iyi gerçekleştirmesi için sorunların belirlenmesi ve bu doğrultuda çözüm önerilerinin geliştirilmesi gerekmektedir.

Araştırmanın Amacı: Bu araştırmanın amacı; öğretmen, usta öğretici ve kursiyerlerin Halk Eğitim Merkezlerinde karşılaştıkları sorunları değerlendirmektir. Araştırmanın amacına bağlı olarak şu sorulara yanıt aranmıştır:

1. Öğretmenlerin Halk Eğitim Merkezlerinde karşılaştıkları sorunlar nelerdir?
2. Usta öğreticilerin Halk Eğitim Merkezlerinde karşılaştıkları sorunlar nelerdir?

3. Kursiyerlerin Halk Eğitim Merkezlerinde karşılaştıkları sorunlar nelerdir?
4. Öğretmen, usta öğretici ve kursiyerlerin Halk Eğitim Merkezlerinde karşılaştıkları sorunların çözümüne yönelik önerileri nelerdir?

Araştırmanın Yöntemi: Bu araştırmada nitel araştırma yönteminden yararlanılmıştır. Araştırmanın çalışma grubunu 2016-2017 eğitim-öğretim yılında Diyarbakır Halk Eğitim Merkezlerinde görevli 20 öğretmen, 46 usta öğretici ve bu kurslara devam eden 45 kursiyer oluşturmaktadır. Bu araştırmada amaçlı örnekleme yöntemlerinden ölçüt örnekleme yöntemi kullanılmıştır. Araştırma kapsamında görüşme yapılan öğretmen ve usta öğreticilerin belirlenmesinde sadece Halk Eğitim Merkezlerinde çalışıyor olmaları; kursiyerlerin belirlenmesinde ise katıldıkları kursa düzenli devam etmeleri ve bu araştırma için yapılan görüşmeye gönüllü olarak katılmaları ölçüt olarak alınmıştır. Araştırmanın verileri, görüşme tekniği türlerinden yarı-yapılandırılmış görüşme tekniği ile toplanmıştır. Araştırmacılar tarafından açık uçlu iki sorudan oluşan bir görüşme formu hazırlanmıştır. Araştırmanın geçerliliğini sağlamak için eğitim bilimleri alanında iki uzmana bu sorular sunulmuş, uzmanların görüş ve önerileri doğrultusunda sorular uygulama için son şeklini almıştır. Araştırma verileri, araştırmaya gönüllü olarak katılan öğretmen, usta öğretici ve kursiyerlerle, araştırmacıların yüz yüze gerçekleştirdiği görüşmeler sonucu, katılımcıların kendi el yazılarıyla görüşme formundaki soruları cevaplandırmalarıyla elde edilmiştir. Görüşme sonucunda elde edilen verilerin analizinde betimsel ve içerik analiz tekniklerinden yararlanılmıştır. Bu doğrultuda veriler araştırmacılar tarafından incelenmiş, anlamlı veriler araştırmaya katılan öğretmen, usta öğretici ve kursiyerler için ayrı ayrı kodlanarak kategoriler oluşturulmuştur. Katılımcıların görüşlerinden yola çıkılarak oluşturulan her kategori için, görüşme formundaki ifadelerden doğrudan alıntılar yapılmıştır. Katılımcıların görüşlerini yansıtmak için alıntılar yapılırken, öğretmenler için (Ö8); usta öğreticiler için (UÖ5) ve kursiyerler için (K16) şeklinde kodlama yapılmıştır. Araştırmanın geçerliliğini sağlamak için eğitim bilimleri alanında iki uzmana görüşme soruları sunulmuş, uzmanların görüş ve önerileri doğrultusunda sorular uygulama için son şeklini almıştır.

Araştırmanın Bulguları: Öğretmenlerin, Halk Eğitim Merkezlerinde gerekli materyali bulma, öğrencilerin kurslara düzenli gelmemeleri, rehberlik hizmeti eksikliği ve yetersiz ders saati nedeniyle sorun yaşadıkları görülmüştür. Usta öğreticiler, Halk Eğitim Merkezlerinde gerekli materyali bulma, kadrosuz çalışma ve çalışmalarını karşılığında düşük ücret alma, işle ilgili gelecek kaygısı taşıma, kurs modül sürelerinin azlığı, tatillerde kesilen sigorta, gereksiz evrak işleri, kurumda değer görmeme, özlük haklarının yetersiz oluşu, kendi alanında gelişim göstermeme ve kurslara yeterli öğrenci bulamama nedeniyle sorun yaşadıklarını belirtmişlerdir. Kursiyerler, Halk Eğitim Merkezlerinde ihtiyaç duydukları materyalin bulunmadığını, kantinin küçük olması nedeniyle oturma için yer sıkıntısı çekildiğini, farklı alanlara yönelik kursların bulunmadığını, temizliğe yeterince önem verilmediğini, kurs bitiminde ücret karşılığında sertifikaların alındığını ve derslik alanının yetersiz olduğunu belirtmişlerdir.

Araştırmanın Sonuçları ve Önerileri: Araştırma sonucunda Halk Eğitim Merkezlerinde öğretmenler, usta öğreticiler ve kursiyerler için yeterli materyalin olmadığı görülmüştür. Öğretmen ve usta öğreticilerin derslerini etkili bir biçimde sunabilmeleri ve öğrenmeyi kolaylaştırabilmeleri için gerekli materyale ihtiyaçları vardır. Materyal gereksinimini kursiyerlerin karşılayamadığı ve bu nedenle sorun yaşadıkları görülmüştür. Bu doğrultuda materyal sorununun ortadan kalkması için Halk Eğitim Merkezlerine ayrılan ödeneğin arttırılması ve ilgili kurumlarla işbirliği yapılması yoluna gidilebilir. Öğretmenlerin, kursa kayıt yaptıran ancak düzenli gelmeyen, ders esnasında ilgisiz olan ve tam olarak hangi alanda eğitim ihtiyacı olduğunu bilmeyen öğrenciler nedeniyle sorun yaşadıkları belirlenmiştir. Halk Eğitim Merkezlerinde rehberlik hizmetinin bulunması, öğrencileri ilgi ve ihtiyaçları doğrultusunda yönlendirmede etkili olacağı ve öğrenciden kaynaklı diğer sorunları çözümünde de etkili olacağı söylenebilir. Usta öğreticiler Halk Eğitim Merkezlerinde kadrolu olarak çalışmak istediklerini belirtmişlerdir. Araştırma bulguları incelendiğinde usta öğreticilerin ücret, gelecek kaygısı, değer görmeme ve sigorta sorununun temelinde Halk Eğitim Merkezlerinde kadrosuz olarak çalışmalarının neden olduğu söylenebilir. Bu bağlamda kadrosuz usta öğreticilerin kadroya alınması konusunda yetkililerin bir çalışma yapması sağlanabilir. Araştırma bulgularında kursiyerlerin ders aralarında oturmaları için kantin alanının yetersiz olduğu ve derslik alanının küçük olduğu görülmüştür. Yetişkinlere yönelik eğitim veren Halk Eğitim Merkezlerinin binaları planlanırken, yetişkinlerin fiziki ihtiyaçlarının göz önünde bulundurulması gerekmektedir. Değişen sosyal, kültürel, ekonomik ve toplumsal yaşamla birlikte kursiyerlerin farklı alanlarda eğitim ihtiyacı ortaya çıktığı araştırma bulgularında görülmüştür. Bu nedenle çağın ve toplumun gereksinimlerine uygun farklı alanlarda kursların verilmesinin faydalı olacağı söylenebilir.

Anahtar Kelimeler: Halk eğitimi, yaşam boyu eğitim, yetişkin eğitimi, yaygın eğitim.

