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Primary School Teachers' Views on Compulsory Education (4+4+4): A Sample of Bayrampasa District

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ABSTRACT

The purpose of this study is to investigate the views of primary school teachers, who work in the public schools located in İstanbul, on 12- year of compulsory education (4 + 4 + 4 Training System) reformed by the Ministry of National Education in the 2012-2013 academic year. A Likert-type scale developed by the researchers consists of a total of 21 questions. 18 of the questions are close –ended questions, 3 is the open-ended questions. A total of 129 classroom teachers agreed to participate in this study. To analyze open-ended questions, qualitative research method, descriptive analyses technique was used. The results of this study showed that, there was no significant difference on the basis of gender, faculties and departments. The surveyed teachers expressed following hesitations: current status of educational institutions is not sufficient for this application, inaquality of opportunities across the country is a major obstacle and that may reduce the quality of the applications, application quickly developed and implemented without consultation of the teachers, starting age of compulsory education (60-66 months) ahead of time, 36 weekly course hours is excessive, improvement of the financial situation of employees is required

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Introduction

By Law Amending Certain Laws (Primary Education Law No. 6287), Education System called 12 Compulsory Education or alias 4+4+4, compulsory education in Turkey was increased from 8- years to 12 – years (MoNE, 2012). Implementation has been enforced gradually from the 2012- 2013 academic year by Ministry of National Education (MoNE). After prolonged discontinuous/ continuous compulsory primary education debate across the country, since the 1997-1998 academic year, eight – year compulsory primary education was started as a result of Law No. 4306 published in the Official Gazette No. 23084 (Erdem, 2005). However, eight–year compulsory primary education was applied till 2012. Twelve-year compulsory education was discussed on the local and national press because of the lack of infrastructure, teacher shortage on some departments and elective courses and still continues to be debated.

There are lots of new applications in the context of 12 -year compulsory education but at the same time there are also a lot of criticisms on it. Starting age to primary school was firstly fixed 60 months but later on as a result of intense criticism from parents on students adaptation to school, failure to fulfill their duties etc., children completed 66 months were deemed appropriate to start primary school. On the other hand, 5-year term primary school and 3-year secondary school education were re-graded. Accordingly, between grade 1 and grade 4 was defined as the first 4- year, called primary school. Between grade 5 and 8 was defined second 4-year, called secondary school. Between the grade 9 and 12 was called third 4-year and called Lycee (MoNE, 2012).

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Background of the Study

In the development of the individual, in addition to heredity and environment, time has a significant importance (MoNE, 2011). Besides educational institutions, classroom environment, materials used in the course (equipment), training methods and techniques, "time" factor has nonignorable effect on structure and content of the curriculum. In accordance with the requirements of time and age, regulations and changes made from time to time in education system. Education continued with the traditional approach until recently in Turkey but computer labs, projection and use of smart boards changed the role of teachers from knowledge server to guide and assistant to learner. In other words, traditional teachers replaced their places to the teachers who are guiding, preoccupying, questioning, and taking into account the process and outcome evaluation.

On the other hand, there is a possibility to get feedback and look critically on curriculum and educational application from the National Education Councils (NEC) conducted by the Ministry of Education since 1939. XVIII. N.E.C. which was held in 1-5 November 2010 and carried out with the participation of educators and experts encouraged the central government to make changes in educational practices (MoNE, 2010). II. Article under the "strengthening primary and secondary education, the provision of access to secondary education" clearly explains the case. In the subject article, it is explained as: "compulsory education should be 13 years (1 year pre-school education, four years of basic education, 4 years of guidance and preparation for secondary education and 4 years of secondary education) by taking into consideration the students age groups and individual differences" (MoNE, 2010, p. 7).

Literature Review

Many definitions have been made about education in the literature. In general, "education is the sum of the process in which individuals acquire the behavior" (Varış, 1998, p.5). Fidan (2012, p.4) defines education as "individuals in the context of specific puposes". In educational institutions; education which is mainly realized a result of the interaction and participation of teachers and students is composed of different levels preschool, elementary, secondary and higher education. Education is carried out as formal and informal education, the main task of the state and compulsory in many countries. Considering the definition of compulsory education is a legal form of expression refers to an individual's experience as a specific training should be taken in specific institutions.

Compulsory education also describes a certain period of education. The subject period may include some or all of basic education or may also go far beyond the basic education (Basaran, 1982, as cited in Suzen, 2004). In addition, the necessity and obligation of education was also expressed by many organizations and institutions in the world. The Universal Declaration of Human Rights (1948), article 26 states that everyone has the right to education, at least basic education should be free and compulsory. The European Convention on Human Rights (1952) Article 2 states that no one shall be deprived of education. International Covenant on Economic, Social and Cultural Rights (1966) Article 13 states that basic education is compusory. Also The Convention on the Rights of the Child (1990) Article 28 states that education should be compulsory and free.

Several researchers, including Le Metais (2008) argue that "many countries have reviewed their school curriculum during the years leading up to the third millenium" (p. 235). When the European countries are taken into consideration, it is clearly seen that compulsory education period is for minimum 8 years and in many countries it is even more than 10, between 11-13 like Portugal, the United Kingdom (North Ireland), Hungary and Netherlands (Eurodice, 2012). In Turkey, education is 8-year compulsory since 1997 and has undergone many changes and has become compulsory. One of these is the amendment to the Basic Education Act in 1973. With the subject amendment, the duration of compulsory education was extended to 8 years but the application was abandoned for reasons such as the limitation of financial resources, the lack of infrastructure, the lack of completion of preparatory curriculum integration, the lack of qualified manpower (Yurt, 1993, p.24). Especially Sisman (2007) emphasizes that compulsory education is planned and implemented as a public policy. When looked at the short history of compulsory education in Turkey, Gunduz (2011) underlines the following statements;

Table 1. Brief history of compulsory education before and after the Republic of Turkey

1824	The obligation to attend elementary (Sıbyan) school until the age of puberty
1847	Obligation to attend four year elementary (Sıbyan) school and two-year Rüştiye (Ottoman Junior High School)
1869	Four-year primary school (Sıbyan mektebi) and Rüştiye (Ottoman Junior High School) two- year is compulsory.
1913	Again, it was decided to inrease the compulsory education to six years.
1921	Compulsory education was reduced to four years. Willing ones can continue one year further.
1923	The period of compulsory education was increased to five years.
1973	It was decided to start eight - year education. Trial applications were started.
1997	Compulsory education was extended to eight-year throughout the country.
2012	12- years compulsory education was started.

Table 1 shows that there has been a continuous change in the national education system from past to present. In brief, change requirement of the age effected the education in developing country. Thus, what are the causes and sources of compulsory education in Turkey? The National Education Council which is organized by the Ministry of National Education and during which the Turkish Education System is discussed exhaustively and the results are adjudicated. The National Education Council was firstly organized under the chairmanship of Mustafa Kemal Atatürk in order to create a new perspective about the state of education in Ankara on July 16, 1921 (MoNE, 1921). Later on, it was organized under the name of "Delegation of Scientific Studies" (Heyet-i İlmiye Çalışmaları). The legal basis of the National Education Council was organized in 1933 and the first meeting was held in 1939 (Deniz, 2001, pp. 10-12). When the recent councils are reviewed, decisions are noticeable about the 12-Year compulsory education. For instance, 12-year compulsory education was discussed (Article 9) in XVI. the National Education Council in 1999 (MoNE, 1999). In the next council held in 2006, The Seventeenth National Education Council, organized after six years it was decided to (Article 66) start preparations to increase compulsory education to 12-Years (MoNE, 2006). The final decision on the 12- Year Compulsory Education was made in The Seventeenth National Education Council in 2010. In Article II of the decisions taken, the 12-year compulsory education requirement are expressed in the following words: Keeping students age groups and individual differences in mind, "compulsory education should be 13 years (1 year pre-school education, four years of basic education, 4 years of guidance and preparation for secondary education and 4 years of secondary education) by keeping in mind the students age groups and individual differences" (MoNE, 2010, p. 7). The results of the study are expected to provide a positive contribution to decision makers on educational applications.

Method

Design

The purpose of this study is to analyze and evaluate the views of primary school teachers on the 12-year Compulsory Education System and to define if there occurs any difference on teachers' views according to the variables of their gender, age, period of service, education and the faculty they graduated. Since survey model aims to describe the existing situation as it stands in the past or at the present, descriptive survey model was used in this study (Karasar, 2005). In the analysis of the data collected through the scale, frequency, percentage, analysis of variance (ANOVA) and t test were used for statistical analyzes. To analyze qualitative data, open-ended questions were descriptive analyses techniqueused for the analysis. Descriptive analysis is summarizing and interpreting the data according to the theme set before (Yildirim & Simsek, 2011).

Participants

This study was conducted with 129 primary school teachers teaching at the state schools in Bayrampaşa district of İstanbul. As there was not the possibility to reach all the primary school teachers in the population, simple random sampling which was used by the researcher to select participants so that any individual has an equal probability of being selected from the population (Creswell, 2012, p.144). As a result, as the researcher was also teaching in the same district, qustionnaires were delivered to 160 primary school teachers teaching at different primary schools in Bayrampaşa District. Subsequently, it was the 80,6% of the questionnaires that was exacltly completed. 60 of totaly participating teachers were male and 69 of totaly participating teachers were female. Besides, when the distribution of teachers according to the length of

service examined, it was as following: 26.7% of teachers had 01-09 years length of service, 47, 7% of teachers had 10-19 years length of service, 18.6% of teachers had 20-29 years length of service, 7% of teachers had 30 years and over length of service. When the distribution of teachers by level of education analyzed, 19,8% of teachers had undergraduate, 77,9% of teachers had graduate and 2,3% of teachers had post gradute degree. On the other hand, none of the teachers participated in the study had doctoral degree. Furthermore, when the distribution of teachers analyzed by graduated faculty, 82,6% of the teachers were gradute of school of education, 9,3% teachers were graduate of faculty of arts and sciences and %8,1 of teachers were gradute of other faculties.

Data Collection Instruments

To define the primary school teachers views on the 12-Year Compulsory Education System, 5 point Likert type scale which was designed by the researcher by using the booklet "The 12-Year Compulsory Education, Questions-Answers" prepared by the Ministry of National Education to answer questions about the new regulation. The scale was comprised of 21 items, 3 of them were open ended questions. Qualitative data was gathered through the open-ended questions at the end of the scale. During the the development of the scale, opinion of experts from academics and PhD studentsin the field of education were used.

Data Analysis

In the analysis of quantitative data, frequency, percentage, t-test and analysis of variance (ANOVA) techniques are used. In the process of interpretation of qualitative data consisted of open-ended questions descriptive analysis of technique was used.

Limitations

Current study is limited with 129 primary school teachers working at the public schools in Bayrampaşa district of İstanbul. It is limited to the 2012-2013 academic years. In the study, the teachers are assumed to respond to the questions sincerely.

Findings

In this part, teachers' answers to the closed-ended questions were analyzed with frequency, percentage, analysis of variance (ANOVA) and t-test statistical methods. Then the findings related to the teachers open-ended questions were presented.

Findings realated to primary school teachers views on the 12-year xompulsory education

When the participation frequency and percentage level of teachers to the "I think, 12-Year Compulsory Education is a necessary change" item analyzed, there appears to be no difference of the participation to the item. Most of the teachers think thatfor an effective 12- Year Compulsory Education, classrooms and buildings are insufficient. In addition to this, teachers think that the training on 12 -Year Compulsory Education which was given to school principals and teachers at the end of the 2011-2012 academic year is in-sufficient and current teachers are not adequate for 12- year compulsory education. On the other hand, in 12-Year Compulsory Education, secondary school should start at the 6th grade as before and most of the teachers think that, there should also be elective courses in primary school. Furthermore, two hours elective courses are inadequeate and elective courses should be taught by regular staff instead of substitute teachers. Most of the primary school teachers think that starting age (60-66 months) of compulsory education is before time, at early ages. Teachers also think that in addition to İmam Hatip Secondary School, there should be other types of secondary schools (such as Anatolian, Science, Social and Vocational) in 12-Year Compulsory Education. On the determination of the elective courses, most of the teachers think that it should be with the cooperation of teachers, students and parents. Furthermore, most of the teachers think that starting to teach foreign languages at the 2th grade in primary schools is favorable but at the same time foreign languages should be taught by the course teachers as it should be in elecetive courses. Teachers also think that weekly course hours of the secondary school students are excessive for students. But it should be expressed that weekly course hours of the secondary school students was changed (number of weekly courses was reduced) by chairman of the Board of Education in 2013 (TTKB, 2013). As in item 3 (teachers think, there are no sufficient classrooms and buildings), most of the teachers think that using the same building as a primary and secondary is not good and double shift schooling adversely affects the education. Finally, on satifactoriness of weekly 8 hours elective courses, it seems most of the teachers are undecided.

Table 2. Frequency and percentage values related to primary school teachers views on 12-Year Compulsory education

Item No.	Findings realated to primary school teachers views on 12-Year Compulsory Education	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
		f	%	*f*	%	*f*	%	*f*	%	*f*	%
1.	I think, 12 -Year Compulsory Education is a necessary change.	32	37,2	11	12,8	7	8,1	22	25,6	14	16,3
2.	I don't think it is a good practice to start secondary school at the 5th grade in 12 -Year Compulsory Education.	23	26,7	15	17,4	8	9,3	25	29,1	15	17,4
3.	I think, there are sufficient classrooms and buildings for an effective 12 -Year Compulsory Education.	52	60,5	19	22,1	5	5,8	4	4,7	6	7,0
4.	Live interactive training on 12- Year Compulsory Education which was given to school principals and teachers at the end of the 2011-2012 academis year (3 weeks in June, September 2 weeks) is sufficient	33	38,4	21	24,4	7	8,1	14	16,3	11	12,8
5.	I think, current number of the teachers is adequate for 12 -Year Compulsory Education.	39	45,3	30	34,9	5	5,8	8	9,3	4	4,7
6.	In 12 -Year Compulsory Education, secondary school should start at the 6th grade as before.	16	18,6	10	11,6	14	16,3	18	20,9	28	32,6
7.	I do not think it is a right application to be taught elecetive courses by substitute teachers in 12- Year Compulsory Education.	46	53,5	15	17,4	13	15,1	7	8,1	5	5,8
8.	I think, weekly course hours of the elecetive courses (2 hours) are sufficient for 12- Year Compulsory Education.	16	18,6	15	17,4	22	25,6	21	24,4	12	14,0
9.	There should be elecetive courses in primary schools in 12-Year Compulsory Education.	15	17,4	16	18,6	12	14,0	30	34,9	13	15,1
10.	I think, starting age (60-66 months) of compulsory education is early.	12	14,0	10	11,6	5	5,8	15	17,4	44	51,2
11.	In addition to İmam Hatip Secondary Schools, there should be other secondary schools (such as Anatolian, Science, Social and Vocational) in 12 -Year Compulsory Education.	6	7,0	3	3,5	3	3,5	24	27,9	50	58,1
12.	Elective courses should be determined in cooperation with teachers, students and parents in 12 -Year Compulsory Education.	4	4,7	1	1,2	4	4,7	30	34,9	47	54,7
13.	In 12 -Year Compulsory Education, starting to teach foreign languages in the 2th grade of primary school is a favorable decision.	5	5,8	9	10,5	8	9,3	21	24,4	43	50,0
14.	Foreign Language should be taught by branch teacher of foreing language in 12 -Year Compulsory Education.	9	10,5	4	4,7	6	7,0	18	20,9	49	57,0
15.	I think, weekly course hours of the secondary school students (5. Grade 36 courses, 6. grade 36 courses, 7. grade 37 courses, 8. grade 37 courses) are exceeding in 12- Year Compulsory Education.	6	7,0	11	12,8	11	12,8	24	27,9	34	39,5
16.	I think, it is a good practice to use the same building as a primary and secondary school in 12 -Year Compulsory Education.	37	43,0	19	22,1	4	4,7	11	12,8	15	17,4
17.	I think, double shift schooling adversely affects the education in 12 -Year Compulsory Education.	3	3,5	13	15,1	5	5,8	26	30,2	39	45,3
18.	I think, weekly 8 hours elective courses are enough for students in 12- Year Compulsory Education.	9	10,5	8	9,3	27	31,4	16	18,6	26	30,2

Table 3. Results of t- test on primary school teachers views on 12-year compulsory education by gender variable

Items	Gender	n	$\overline{X}$	S	sd	t	p
1. I don't think, it is a good practice to start secondary school at the 5th grade in 12-Year Compulsory Education.	Male	60	2.55	1.47	127	-2.10	.03
	Female	69	3.08	1.40			
2.I think, there are satisfactory classrooms and buildings for an effective 12-Year Compulsory Education.	Male	60	1.43	.78	127	-3.08	.00
	Female	69	1.97	1.17			
3.I think, it is a good to use the same building as a primary and secondary school in 12-Year Compulsory Education.	Male	60	2.11	1.57	127	-2.15	.03
	Female	69	2.69	1.45			
4.I think, double shift schooling adversely affects the education in 12-Year Compulsory Education.	Male	60	4.10	1.25	127	2.43	.01
	Female	69	3.55	1.30			
Total	Male	60	3.11	.52	127	-1.13	.25
	Female	69	3.21	.46			

When t-test results on primary school teachers views on 12-Year Compulsory Education by gender variable examined, teachers views vary on four items: Starting grade of secondary schools, satisfactoriness of classrooms and buildings, utilization of the same buildings as a primary and secondary school, double shift schooling. Female teachers [$t(127) = -2.10$, $p < .01$], participation level ($\overline{X} = 3.08$), to item "In 12-Year Compulsory Education, I don't think it is a good practice to start secondary school at the 5th grade" is higher than male teachers ($\overline{X} = 2.55$). Female teachers [$t(127) = -3.08$, $p < .01$], participation level ($\overline{X} = 1.97$), to item "I think, there are satisfactory classrooms and buildings for an effective 12-Year Compulsory Education" is higher than male teachers ($\overline{X} = 1.43$). Female teachers [$t(127) = -2.15$, $p < .01$], participation level ($\overline{X} = 2.69$), to item "I think it is a right application to use the same building as a primary and secondary school in 12-Year Compulsory Education" is higher than male teachers ($\overline{X} = 2.11$). Male teachers [$t(127) = -2.43$, $p < .01$], participation level ($\overline{X} = 4.10$), to item "I think it is a right application to use the same building as a primary and secondary school in 12-Year Compulsory Education" is higher than female teachers ($\overline{X} = 3.15$).

Table 4. ANOVA results of the primary school teachers on 12-year Compulsory Education by age variable

Age range	n	$\overline{X}$	S
23-32	38	3.12	.38
33-42	56	3.16	.50
43-52	23	3.16	.50
53+	12	3.26	.78
Total	129	3.16	.49

Sources of variance	KT	sd	KO	F	p
Between group variance	.177	3	.06	.234	.87
With-in group variance	31.57	125	.25		
Total	31.75	128			

Table 4 shows that, there is no difference of the primary school teachers on 12-Year Compulsory Education by age variable.

Table 5. Anova results of the primary school teachers on 12-year Compulsory Education by period of service

Period of service	n	$\overline{X}$	S

01-10	41	3.11	.40
11-20	58	3.18	.48
21-30	21	3.06	.65
30+	9	3.50	.49
Total	129	3.16	.49

Sources of variance	KT	sd	KO	F	p
Between group variance	1.30	3	.43	1.784	.15
With-in group variance	30.45	125	.24		
Total	31.75	128			

Table 5 shows that there is no difference of primary school teachers on 12-year compulsory education by period of service.

Table 5. Anova results of the primary school teachers on 12-Year Compulsory Education by educational level

Educational Level	n	$\overline{X}$	S
Associate degree	20	3.24	.68
Bahcelor's level	105	3.14	.46
Post graduate	4	3.18	.34
Total	129	3.16	.49

Sources of variance	KT	sd	KO	F	p
Between group variance	.164	2	.08	.327	.72
With-in group variance	31.59	126	.25		
Total	31.75	128			

Table 6 shows that, there is no difference of the primary school teachers on 12-Year Compulsory Education by by educational level.

Table 7. Anova results of the primary school teachers on 12-Year Compulsory Education by graduated faculty

Faculty	n	$\overline{X}$	S
Faculty of education	107	3.16	.50
Faculty of Science and letters	13	3.19	.30
Others	9	3.06	.69
Total	129	3.16	.49

Sources of variance	KT	sd	KO	F	*p*
Between group variance	.097	2	.05	.193	*.82*
With-in group variance	31.65	126	.25		
Total	31.75	128			

Table 7 shows that, there is no difference of the primary school teachers on 12-Year Compulsory Education by by graduated faculty.

When questioninares reviewed, it has been seen that, 51 of the primary school teachers wanted to present their general opinion on 12-Year Compulsory Education, positive and negative judgments and other views. Table 8 shows that, there are 8 themes occurred. The first theme occured is lack of infrastructure. Most of the teachers think that, there is lack of infrastructure. In addition to that, teacher A explains that, "12-Year Compulsory Education is not a solution of educational problems. For quality education, physical conditions of schools should be improved and classroom sizes must be expanded firstly".Teacher B presents

Table 8. Descriptive Analysis results of the primary school teachers on general opinion on 12-year compulsory education, positive and negative judgments and other views

Theme	f	%
Lack of infrastructure	29	56,8
Starting age of primary school	16	31,3
Implementation without views of educators	8	15,6
Starting grade of secondary school	7	13,7
Increased levels of education	5	9,8
Other secondary school types	3	5,8
Weekly course hours	3	5,8
Political concerns	3	5,8

that, "Lack of teachers should be resolved and class density should be reduced". On the other hand, teachers critize that starting age of primary school as it is too early for a child. Teacher C tells that "students who are 60-66 months old are not ready in the context of psychomotor, emotional and cognitive development". Teacher D expresses that, "I think, each child should should have a kindergarten education. Education should not start with primary school". Teacher E expresses that, "Starting primary school at the game age will affect negatively to pupils' life both physically and spiritually". Lastly, teachers think that the system was applied quickly without getting opinions of teachers. Hereof, teacher F tells that "The basic element of this system (the teachers) is missing". Teacher G tells that "The system was applied in a rush. It should be planned and scheduled". Teacher H tells that "There was no plan and teacher opinion".

Conclusion, Discussion and Implications

The purpose of this study is to determine primary school teachers views on on 12-Year Compulsory Education according to some variables such as gender, age, period of service, educational level, graduated school, and graduated faculty by employing survey model and frequency, percentage, analysis of variance (ANOVA), t-test statistical methods and descriptive analysis techniques. The findings show that quantitative and qualitative findings are similar. Descriptive analysis results of the primary school teachers on general opinion of 12-Year Compulsory Education, positive and negative judgments and other views, it is seen that first accuring theme is on lack of infrastructure; means school buildings, classroom sizes. Education Monitoring Report prepared by ERG also supports this theme. On the report, it was presented that school had diffuculty to plan elective courses due to the limited class (ERG, 2012, p.24). On the other hand, it is seen that there is consistence of quantative findings with qualitative findings on all occured themes (Starting age of primary school, implementation without views of educators, starting grade of secondary school, increased levels of education, other secondary school types, weekly course hours). The only different finding which is not in the questionnaire but occured as a theme is "political concerns". Teachers think that, there is political concern in system change. Findings indicate that most of the teachers think that for effective 12-Year Compulsory Education classrooms and buildings are not satisfactory. This finding concurs with the study "Identify and recommend solutions to the disruption of primary and secondary education facilities in Turkey" carried out by Çıngı, Kadılar & Koçberber (2013, p.113).

Furthermore, it is seen that, teachers are undecided on 12-Year Compulsory Education but most of them have negative opinion. This finding concurs with the result of similar study "Opinions on the Primary and Secondary Teachers and Administrators of 4 + 4 + 4 Education System" (Epcacan, 2014, p.517). In this context, teachers represent that current situation of educational institutions are not satisfactory for this application and inequality of opportunity is a major obstacle. At the same time, Kanat's study on the Comparison of the Turkish-German Education System also supports this case. In the subject study, it is expressed that "double shift schooling adversely affects the education system" (Kanat, 2005, p.141 as cited in Turan, 2005). On the other hand, findings show that, implementation was started without getting opinions of educators, without adequate discussions, without scientific researches and background. These findings concur with the results of the study carried out by Gür & Çelik (2009), Karadeniz (2012), Kulekci (2013), Peker Ünal (2013), Dogan, Demir ve Pinar (2014), Cerit, et al. (2014). In the findings, teachers also specify that it is early (60-66 months old) to start primary school. These finding concurs with the results of the study carried out by Çelik, Boz, Gümüş ve Taştan (2013), Aybek & Aslan (2014), Memiş & İsmetoğlu (2013), Yılmaz, et al. (2014). Furthermore, M.A. research "The investigation of social compliance levels of readiness of the 60-66 moths-old students to the school in 4+4+4 education system" also supports that case by proving

"starting grade students failed to adapt to the school" (Dirlik, 2014, p.57). Another study also supports this case: "younger children in class had more difficulties in doing the activities of adaptation and preparation period" (Boz, 2013, p.90)

As a result of the findings, the following recommendations might grounded for further studies:

1. In terms of the system to function effectively and efficiently, building and classrooms needs should be supplied.
2. Double shift schooling should be abandoned.
3. Classroom sizes should be expanded.
4. Courses should be taught by permanent teachers instead of substitute teachers.
5. Elective courses should be taught not only in secondary school but also in primary school.
6. There should be other kind of secondary schools like Anatolian, Science, Social and Vocational besides İmam Hatip Secondary Schools.
7. Teachers' opinions on educational applications should be received before the application.

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