

The Comparative Evaluation of the Obligatory Education For 12 Years (4+4+4) From the Point of Parent-Teacher's Views

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Abstract

Fed by the contributions of each discipline, which is indispensable to social life and the state's educational paradigm is as old as human history. But every society according to their own time, there is a training system that accommodates universal values. To increase the average duration of individual training, compulsory education in accordance with abilities in order to make it possible to direct the education system is seen in every society. The public with research known as 4 + 4 + 4 12 years of compulsory education of parents and teachers aimed to evaluate the eye. Difficulties in implementing 12-year compulsory education, 60-72 month old children's development level of negativity that occurs due to have crowded classes assumption that reduce the quality of education of current elective courses and examined the findings of the frame obtained prepared to scale for the state, parents and teachers of education. Selected a sample of 50 teachers and 344 parents of 12-year as a result of findings obtained the opinions of the compulsory education: Parents are adopting much the 8-year compulsory education model. 4 + 4 + 4 application is not accepted as a better model by parents and teachers. 4 + 4 + 4 rushed implementation of well-planned preparatory phase has brought the problems arising from failure. Elective course choices and practices relating to the new educational model is being appreciated by parents, teachers and elective excess of daily hours by parents not been sufficiently informed about the related problems are thought to live. 4 + 4 + 4 education practices of the parents to see the democratization movement in training and when evaluating an application will bring a more flexible structure to our education system, teachers think that the increase in their discipline problems lowered the quality of education. Both teachers and parents of primary school starting age of 60-66 months and the heat was not looking, the establishment of withdrawal age groups, classes have been shown to decrease in the age of starting school agree that it caused the crowd. Parents and teachers of the 4 + 4 + 4 education system as a staging application due to 4-year elementary school, junior high school four years of secondary education demonstrated a moderate level of participation in the formation of the period of 4 years. Transition to secondary education system in the context of children from an early age encounter with central examination constitutes a compelling case for children this age. Teachers and parents have participated in high- level of students at this age they are introduced into the test race. The number of students in our country is more, the lack of the routing process we have seen, for example contemporary country, to heterogeneity of the socio – economic and geographical structure depending on factors such as cultural conditions in educational levels are particularly a problem in the transition to secondary education. Secondary education for many years made the selection and placement process with the central placement exam is expected to be more applied. It democratized the idea that parents and wrapped in a flexible structure with a participation in the restructuring of the education system while exhibiting moderate, low level of teachers has been shown to participate in this idea. There are some problems in the perception of the community as an educational movement in compulsory education. Accordingly, parents and teachers in compulsory education consists differences in

perspective is to return this issue from time to time in the training environment. In this study, 12 year Compulsory Education (4 + 4 + 4 model) have been studied opinion for parents and teachers to practice. Research on the 4 + 4 + 4 education model, lacking for the implementation, application problems encountered, solutions to problems, dealt with in accordance with the problems and sub-problems, research has been presented in parallel recommendations on the results obtained. While it is endeavoring to improve education quality and education in order to increase or maintain their country's development. Turkey also increase the duration of compulsory education is considered to be one of the important steps taken in this direction. Achieving success and by the authorities to improve the quality of education, parents, teachers, duties and responsibilities on all segments of the students briefly society to fulfill with determination fully and completely is of paramount importance. Changes in the time of Turkish education model within research, improvements in the period up to the present, the education system of the developed countries is discussed in general literature on education. With a wide range of literature "education" subject research guiding our state in terms of issues that are discussed. Among European countries, compulsory education is continuous or full-time as a mean duration of 10-11 years. Especially after the establishment of the republic in Turkey, there had been serious training movement had strengthened the education system, there are many regulations. Remove the duration of compulsory education legislation that twelve years is a major educational campaign in this regard. Working in Şişli district of İstanbul province is limited scope further expanded to other secondary schools with secondary schools of the research carried out in a way to cover primary and secondary schools. 4 + 4 + 4 can be separate studies in education at all school levels escalation. If they are implemented all of the settlements in Turkey who served the survey for teachers and parents of students studying informatics can be extended by using fewer opportunities. Thus data can be collected more economically and quickly. To solve the problems in practice, universities and national education directorates improved strategies for collaboration in size. Parents and teachers training model 4 + 4 + 4 as the primary staging application due to 4 years, secondary four-year secondary education showed a moderate level of participation in the formation of the period of 4 years. Transition to secondary education system in the context of children from an early age encounter with central examination constitutes a compelling case for children this age. Teachers and parents have participated in high-level of students at this age they are introduced into the test race. The number of students in our country is more, the lack of the routing process we have seen, for example contemporary country, to heterogeneity of the socio-economic structure, geographical, depending on factors such as cultural conditions in educational levels are particularly a problem in the transition to secondary education. Secondary education for many years made the selection and placement process with the central placement exam is expected to be more applied. The new model attitude toward school starting age ($P = .508$, $p > .05$) differences were not detected by the level of education in size. It democratized the idea that parents and wrapped in a flexible structure with a participation in the restructuring of the education system while exhibiting moderate, low level of teachers has been shown to participate in this idea. Reducing the number of programs to increase the diversity of secondary education, making flexible the transfer and transition secondary level is one positive development. In particular, increasing the opportunities for vocational and technical education, religious submission will go to junior high school students the option is considered as different religious developments within the education system. Teachers and parents showed a modest contribution to this development. There are some problems in the perception of the community as an educational movement in compulsory education. Accordingly, parents and teachers of compulsory education consists of differences in view as a problem from time to time to prune educational environment returns. From this perspective when the quality of education is lowered by the teachers with new models, it indicates that there is an significant increase in disciplinary problems. According to findings obtained from research, making improvements in school physical structure, increasing the number of classrooms, village scope continues moved in compulsory education bussed education practice and kept within the education system and students residing in the hamlet, providing electives are elected by parents and students, 4 + 4 + 4 education the elimination of public disclosures about the model and educators in order to make the reservations, supported by in-service training activities for the training of educators is important in terms of expected utility model.

Keywords: Education, Basic Education, Compulsory Education, Turkish Education System, 4 + 4 + 4 Education Model.

Introduction

Having the best performance from education, growing up of the qualified labour force depends on the teachers' qualifications and addition of plus value into the system by them besides the education policies (Özer, 1993:1). One of the important factors in continuation of the societies' presences and making them developed is education. The education is an important factor in forming of the institutions according to the age's requirements and adaptation to the new developments and increase of quality.

The education is to form a collective society culture by having the arrangement in the society, the social, political and cultural values adopted by the individuals, and to make the collective behaviours form depending on this culture (Baloğlu, 1995: 24). The education also contributes to the change and adds plus value into the native/local and universal society life while it increases the individuals' life standards. Development of democracy and refreshment of the social life are only possible with education (Kuzgun, 2004:7).

The followings may be told for the common ways of the definitions aimed at education (Sönmez, 2003: 32-33):

- a) Taking of human as an article (object),
- b) Accepting/considering of the article's existing case insufficient,
- c) Changing of the article in the terminal way,
- d) Adjustment of the environment for this business, in other words connecting of the actuators such as the consistent, effective equipment, strategy, method, technique, etc.

It is seen that the national education is not evaluated as an integrated system when the educational policies followed in Turkey are considered. Therefore it is observed that the changes made upon the components formed the system were come into force without analysing their effects on the other units in system sufficiently and any stable policy could not be performed in the national education. It is seen that there are (more) different applications than the previous processes as a reflection of the neo-liberal economy policies adopted after 1980. It is seen that the education also became an important struggle field among the power owners in the chaos in the political field in 1990's and the process of 28th February experienced after/following it in Turkey. The term of the Justice and Development Party after 2002 also became a process where the important changes were experienced in the education field. In the last years the structural changes were also made in Turkish National Education system, the new projects were also started in the training field as done in many fields. It is seen in the studies made in the education field that the projects were not made in any planned model as the signal point, the education system assumed into a much more complex structure via changing of the education policies and the education system was not set onto a specific base yet. When the values related to education and transferred from the 20th century to modern-day are considered, handling of the learning centred education approaches seriously, the individuals learned the learning, learning throughout life and globalization, multi languages and multicultural comprehension shall be for the benefit of society. It is necessary to form the surveying and evaluation activities made in every stage of our education system as the requirement of the information society from the questions directing to the process of producing yield and information from the information, evaluating them for usage in direction of their aims, assimilation of information by taking out of being the techniques surveying the memorized information. It also means to leave our education system's rote learning structure. In addition to this, furthermore it became an obligation to reach at the modern education level by also clearing the education programs of the subjects and lessons full of the unnecessary, invalid information not having any function.

The last radical change made in the national education system is the obligatory discontinuous application for 12 years (4+4+4). It is thought that evaluation of the new model in this study would contribute to the other researches to be made at this subject. This study's aim is to produce the experienced problems and the model was effective to what extent by reflecting the opinions aimed at the subject, of the parents and teachers. In the second part of the study the education subject shall be handled in the conceptual limitation. In the third part the new model shall be evaluated by including the general structure, aims, principles of Turkish national system and restructuring in education.

1.1 Obligatory Education

The important steps are taken for passing to an effective education model by increasing the basic education's period in our country. The studies aimed at formation of a perception considering the multi reasons and results by also leaving the uniform logic that is one of the handicaps of education system, increased much more in the recent years.

In this direction, it gives this effort's signals to enter into a transformation based on the configurator understanding by moving away from the configurator strict rules understanding based on by the education programs. In Turkey the obligatory education was also increased to 5 years, then 8 years and 12 years respectively with the last application and the new applications were also tried in parallel to this change. The new arrangements were started with the Law Concerning Making Change in Some Laws and the numbered 6287 Primary School and Education Law in order to support carrying out of the new applications started along with the increase in the obligatory education's period on 30.03.2012.

In law, Turkish education system's educational levels accepted as 4+4+4 contain: "the obligatory training primary school for 4 years, secondary school for 4 years and high school education for 4 years. The first 4 years when the students study shall be named as 4 years (The classes 1, 2, 3, 4) primary school, the second 4 years (the classes 5, 6, 7, 8) as secondary school and the third 4 years (the classes 9, 10, 11, 12.) as high school" It is arranged as (the Law Concerning Making Any Changes in Some Laws and the numbered 6287 Primary Education and Education Law).

In the circular the numbered 2012/20 and subjected "The Applications Aimed at the Obligatory Education of 12 Years" issued by the Ministry of Education on 9th May 2012 in limitation of law, it is determined "that the children older than 66 months as of 30th September 2012 would be registered at the primary education". The children through 66-80 months old were to be registered at the primary schools in the registration term of 2012-2013 education years with this application. As this application was prepared by the Ministry of National Education, it was clarified with the regulation issued in the dated 21.07.2012 issue of the Official Gazette (Education Reform Enterprise, 2014).

1.2 Uninterrupted obligatory education for/of eight years

Turkey entered into the twenty first century by increasing the obligatory education period from 5 years to 8 years and showed the determination to enter into the modern countries. We see that the opinion of increasing of the obligatory period in Turkey from five years to eight years was discussed/negotiated by reviving it in the 3rd National Education Council met in the year 1946 firstly. The obligatory education for eight years could only be applied in the pilot schools although it was included in the numbered 1739 Essential Law of National Education, could not be spread all over the country, the obligatory education was continued to be applied for five years. One notice with title "Problems Faced in the Studies of Increasing of the Obligatory Education to Eight Years in Turkey and the Solution Suggestions" was handled in the 1st National Symposium of the Classroom Teaching, arranged in Bolu in the year 1995.

The most important problems aimed at extending of the obligatory education period are as followings according to the notice:

- a) The problem that accepting of the Quran courses as the second grade education school in the obligatory education,
- b) Lack of school and classroom all over the country,
- c) Problems aimed at needs to teachers essential in education,
- d) The problem of the center and province managers responsible for the education's administration.

In the results and suggestions issued at the end of the notice, it was stated that the country's conditions were ready for extending of the obligatory education period, passing to the obligatory education for eight years valid from the education years of 1995-1996 by the Ministry of National Education, there were not very important deficiencies. The primary education's period was increased from five years to eight years dues to the obligatory education with the numbered 4306 Law accepted on 16.8.1997, the step was taken with a serious education reform into the twenty first century by adding a new extent to the discussions continued for long years. As the code increased the obligatory education period to eight years is the political administration's will in extending of the education period, it became the main resource of the necessary steps in supplying of the financial resources for carrying out of the application most efficiently (Erçelebi, 2000: 1).

The obligatory education forms the most important part of the formal education. It is projected for the individuals to be dependent to the essential education process in the specific age terms with the obligatory education, to benefit from the necessary education possibilities free of charge. In the Primary Education and Education Law it is handled as the basic education that every Turkish citizen is dependent to the primary education.

The clause 42 of the Constitution was changed as “the primary education is obligatory for all female, male citizens and free of charge in the public schools”, the expression “Basic Education” was also updated as “Primary Education” in the National Education Law depending on this change. The opinion allowing all citizens to take a more effective education opportunity by extending the basic education period is in these changes’ bases. The leader of the recovery efforts regarding the basic education is the study to increase the education period started in the year 1971 to eight years. The agenda’s contents and the education programs prepared in order to comply with the basic education’s content of eight years in this term were sent to sixteen regional boarding schools in order to be tried.

In parallel to it the dated 1973 and the numbered 1739 National Education Basic Law projected the basic education to be eight years was revised. It was united in the structure of the primary education schools of the secondary school where all citizens had to study and the education contained the individuals through 6-14 ages. A gradual passing was based. It was determined that the education would be ensured in the primary education schools, these schools would consist of primary school for five years and secondary school for three years, to be able to be established independently or separately (Güven, 2012: 561).

In the year 1974 also the basic education application was started in twenty five schools as a pilot scheme, the sub structure studies of dissemination of education was focused on. On the other hand, the uncertainties arisen out of the political instability environment and often changing of governments, political disorders experienced in 1970’s also caused the education applications corrupted. One of the developments belonging to the basic education was experienced in changing of the name of “basic education” schools as “primary education” school in the year 1980. In this term the speed of the basic education studies for eight years decreased particularly the secondary schools in structure of the kinds of schools such as particularly Imam Hatip (Religious Vocational) High School and Anatolian High School, were excluded of the primary school formed the basic education. In IXth National Education Council it was recommended to evaluate the secondary school level as the second grade of the basic education. In Xth National Education Council this case was evaluated again, and then the Ministry of Education performed the amendment increased the obligatory education’s period to eight years. The basic education’s period became eight years with the new arrangement, all of the secondary schools were united in the structure of the primary education and the education programs were rearranged according to the new application. The basic education’s period was connected to the base as eight years in the numbered 1739 code accepted in the year 1973 could be applied after exactly twenty four years following the code came into force. The decree that the primary education institutions would consist of the education institutions with period of eight years with the numbered 4306 Code, the education would be uninterruptedly, that “The Primary education School Diplomas” would be given to the individuals completed their educations, was added. In Turkey the primary schools and the secondary schools were united with the name “primary education school” in one frame.

1.3. The Interrupted obligatory education model for 12 Years (4+4+4)

Every society’s aim is that the physical, spiritual, mental developments of the children who will form its future generations are healthy, citizens helpful to the society and participate in life as successful individuals. The pre—school education also gains importance in this limitation for starting to education early. The new applications were also needed depending on change of increasing of the obligatory education from eight years to twelve years in Turkey. The parents are allowed for the right to enroll the children at or older than sixty months as of 30th September 2012 in the primary school’s first class as the obligatory education’s period was increased to twelve years. This age’s limit might be increased up to 65 months in direction of the opinion of the health institution. When the basic characteristics of this new application graded the interrupted obligatory education for twelve years as primary school, secondary school and secondary education (4+4+4 New Education Model with Questions and Replies, The Syndicate of Union of Educators, 2012: 7-8): It is determined as

- a) That the model was three graded and interrupted,
- b) That the primary school process was offered to all individuals with the same type of school and education program,
- c) That the secondary school level was handled as a separate education application and able to be arranged as a separate school,
- d) That the secondary school and secondary education programs were overlapped,
- e) The option to be able to open the secondary school buildings along with the primary school or secondary education schools when firstly this was not possible independently,

- f) Also the Imam Hatip secondary school's buildings are able to be opened along with Imam Hatip high schools when firstly it was not possible independently,
- g) To include the lessons Quran and the Life of Prophet into the optional lessons,
- h) That the diploma was not arranged before the obligatory education for twelve years was completed,
- i) That the obligatory education's period would be twelve years,
- j) Easiness in passing between the education's grades and program, the renewals brought for the social participation with program were included.

The graded passing was started to be applied all across Turkey from the education year of 2012-2013 with the application increased the obligatory education's period to twelve years. When the net schooling rates in the primary school level in the last two years are considered, it is seen that in the education year of 2013-2014 it was at level of 99,57 %; in the education year of 2014-201 it was at level of 96,30 %. Decreasing of the age base of enrolling in the first class of the primary school to 60 months caused the numbers of 1st class students increased according to the previous years.

If the schooling rate of the last two years in the secondary schools that are the second step of the obligatory education for twelve years and the other statistics are considered, it is seen that in the year 2013-2014 it reached to the rate of 94,52 %, in the year 2014-2015 to the rate of 94,35 %. A general increase is seen in the rates of teachers, schools, classrooms.

It is seen that 5.420.178 students continued in the education year of 2013-2014, 4.995.623 students continued in the secondary education formed the step of last four years of the obligatory education in the education year of 2012-2013 as the obligatory education of twelve years were started while in the year 2011-2012 the number of students continued to the secondary education institutions was 4.756.286. In the education year of 2014-2015 this figure reached to 5.691.0712. This general increase in the students' number is also an indication of that the society is ready for the obligatory education of twelve years.

The students at rate of 14 % were enrolled in the primary school's first class with the parents' wishes while 48 % of the students in population of 5 year old were attending the pre-school education in the education year of 2012-2013. The reports of health was taken by the parents of the slice of 22 % of the students considered in the pre-school education age in the previous arrangement in the primary school's first class according to the last arrangement. The manner in the way that they continue to the pre-school education instead of the primary school's first class was adopted (Education Reform's Enterprise, 2014).

In the new model it is seen that all children older than 66 months were enrolled in the primary school in the education year of 2012-2013 with the arrangement "4+4+4" and started to study. The enrolments of the children through 60-66 months in the primary school were based depending on the condition that the student was ready and the parent's wish. It was explained that the students who were not ready for the school, of the students at and older than 66 months can postpone the period to start to school for one year provided that they certified their cases with the reports of health to be taken from the health institutions (Education Reform Enterprise, 2014).

However even if it is not obligatory in scope of the Regulation for the children at this age, the candidate enrolments of the children 60-65 months old were automatically made along with the children 65 months old through e-school system by the Ministry of Education. It was allowed to be able to erase the temporary candidate numbers of the other students except the students who were enrolled in the first class with the parent's wish. The pre-school education is still continued in charged in spite of efforts to extend the pre-school education in our country. A very symbolic participation share is required in the public kinder gardens and nursery classes in comparison to the private pre-school institutions. This participation share wished is used in providing the students' needs such as feeding, cleaning, etc. This participation share is evaluated as bother for even some parents, the children of the families who are in this case starts to go to the primary school with having no pre-school education. Decreasing of the age limit also decreased the rates of the students who were enrolled in the pre-school education while it was increasing the rates of enrolments in primary school. It constitutes a good example for 48 % of 957.803 students born in 2007 is enrolled in the pre-school, 14 % is enrolled in the primary school (Education Reform Enterprise, 2014).

A separate school administration and distribution of personnel were planned by separating it into two independent grades of four years as the primary education schools, primary school and secondary school for eight years along with the model 4+4+4. The secondary schools were divided as Imam Hatip secondary school and secondary school. .

The available primary education institutions were arranged in seven different categories with the obligatory education application for twelve years. We see the details of these categories arranged the primary schools and secondary schools in the paper "the School Transformations" sent by the General Directorate of Basic Education on 03.07.2012. It is targeted to decrease the number of the classes' students to thirty, to pass all schools all over the Country to the single education in the 61st Government Program and in the Strategic Plan prepared by the Ministry of Education. The Ministry of Education's requirements are listed in numbered 2012/20 Circular for the education year of 2013-2014, The Directorates of Education were informed for the criteria determined in the school transformations at the governorships of all cities.

As the enrolments of the students who were successful at 4th class of the primary education completed the education period for 4 years in the education years of 2011-2012, they were automatically transferred to 5th class of secondary school that was the period of the second 4 years through e-school system at the beginning of the education year of 2012-2013. Also the enrolments in 1st class, of the students to be enrolled in the first class were recorded in the closest school by basing the MERNIS (central civil registration system) records in direction of the information based on the address. Otherwise it was decided to enrol the students who wished to continue their educations in imam hatip secondary school upon the parent's wish by applying to the relevant school directorate. The enrolments of the students enrolled in Imam hatip secondary school automatically are erased and transferred to the new school. The passages at the secondary school level were automatically made independently from any exam, the passage to imam hatip secondary schools were made upon the parent's wish. When we looked from this point of view, the efficiency of e-school system is also accepted in the education's planning (MEB (Ministry of Education), 2012).

It was decided to enrol the 8th class students of the primary school, never had these exams or not placed in any secondary school with SBS (Level Determination Exam) in the education years of 2011-2012 in the available secondary school institutions through the commissions formed in the Directorates of Province and district. These commissions made the students who were not placed enrolled in the secondary education institutions served in the region, the general high schools, imam hatip high schools, occupational and technical high schools through e-school system by also considering their capabilities and the processed followed. The Ministry of Education explained that any important change would not be made in the exam system applied in passing to the secondary education and the large alternatives would be presented to the students via increasing the number of kinds of programs by decreasing the schools' variety in the secondary education. In scope of these explanations the school transformations also continued in years 2013, 2014 and 2015. The LDE continued to be applied in passing to the secondary education by the students graduated the secondary school successfully, in the education year 2013-2014 the Passage System from Basic Education to Secondary education (TEOG) was brought. The general high schools were transformed to the Anatolian high schools gradually in the limitation of transformations of the schools included in the secondary education system and the occupational high schools were renamed as the Occupational and Technical Anatolian High Schools.

2.0. Problem Sentence

In this study the problem sentence is as "What are the points of the views of the parents and teachers to 4+4+4 education model?". In addition to this, the reply to the questions such as what 4+4+4 education system was, what it would bring, why it was performed shall also be searched.

2.1. Sub Problems

The reply was researched for the following questions in the limitation of the research's basic problem:

- a) Is there any difference between the opinions of parents and teachers between the model (4+4+4) applied recently and the past term for the education model?
- b) In attitudes of the teachers and parents for the model (4+4+4) applied with the obligatory education for eight years: Is there any meaningful difference
 - a) In extent of freedom to be able to prefer and the optional lessons,
 - b) In extent of the weekly hours of lessons,
 - c) In preparation extent of model and informing extent,
 - d) In extent of decreasing of the age to start to attend at 1st class to 60 months,
 - e) In extent of democratization of the education system,
 - f) Grading as primary school, secondary school, secondary education

- g) In extent of contribution of the applied model into the students' personal improvements?
- c) What are the teachers' attitudes regarding the education models for the indemnity, field expertise?
- d) What are the parents' attitudes regarding the education models according to the level of class including the children, age, level of education and occupation?

3.0. Method

This study made in order to be able to fix the attitudes and ideas of the teachers and parents towards/against the education model of 12 years was designed in the way of scanning method based on quantitative data.

The aim with this scanning method is to present the attitudes concerning the education model 4+4+4, of teachers and parents, the case available in the time slice when the study was made.

3.1 Research Model

In the study made in order to compare the points of views of parent-teacher, regarding the obligatory education of 12 years (4+4+4) the quantitative research method was used. The survey structured to the parents and teachers in the research study group was applied in collection of data. In the scanning method the effort is not exhibited to affect or to change these/them by evaluating the persons' feelings and ideas as they are. The important one is to be able to observe in the way to reveal the case (Karasar, 2009: 77). It was tried to fix the ideas regarding the obligatory education of 12 years, of teachers and parents in their own conditions with surveys applied to the teachers and parents in scope of study group.

3.2 Working Group of Research

The universe of the study holding the title Evaluation of the Obligatory Education of 12 Years (4+4+4) in Comparison for the Points of Views of Parent-Teachers is the teachers working in the secondary schools in Şişli district of Istanbul province in the education year 2014-2015 and the parents of the students are educated in the secondary schools of Şişli district in this education year. One of the secondary schools had maximum teachers and students within the border of district, Şişli district, one of the districts had the socio-economic variety was elected as the research's study group. The feedbacks of 4 managers, 46 teachers and 344 parents were taken to our scale in the research scope.

3.3 Data Collection Method

A pool was formed from/through the scale questions and scales used in order to obtain data in thesis, articles written by scanning literature to develop the scale to be used in research. The scale was developed through the substances to be form data to the research's aim and its problem and sub-problems. The scale research developed was applied to/at 50 persons consisted of students' parents in this education year and the teachers worked in Istanbul in the education year 2014-2015 and voluntary to participate in it.

The research survey consists of two different parts in order to give to the students' parents and teachers concluded in research. The survey applied to teachers consists of two parts. In the first part the personal information were/are required. The second part of survey consists of 29 questions prepared in the way to fix the teachers' opinions regarding the obligatory education model of 12 years. The survey applied to parents also consists of two basic parts. There are 29 questions prepared in order to fix the parent's opinions regarding the obligatory education of 12 years in the second part and the personal information of parents in the first part.

The fivefold "Likert Scale" (Never Agree, A bit Agree, Moderately Agree, Much Agree, Completely Agree) were used in the surveys prepared aimed at teachers and parents. The numbered 27, 28, 29 in both surveys questions are different at parents and teachers while 26 of 29 questions measuring attitude prepared for teachers and parents are the common questions in the survey of parent and teachers, in other words, the questions like each other. The articles' pool prepared and prepared by result of literature scanning by author for the validity of these 29 questions formed was finalized after it was shared with 3 academicians, 2 teachers and 2 administrators and their ideas were learned.

The clause 20 and the clause 21 were removed from the question form as their contributions to scale were low by the result of the analyses made after the pilot application and finalized with 24 questions. The analysis results regarding the pilot application and main application made were given in details in different titles. The pilot application reliabilities for the questions differently to the parent and teacher included in the data collection means were fixed as 0.820 for the parent's questions and 0.795 for the teacher's questions. In the main application these figures were fixed as 0.901 and 0.832 respectively.

3.4 Collection and Analysis of Data

The relevant literature was scanned in order to handle the research subject. In this scope the academic thesis, articles, symposium notices, workshop reports, reports of the civil society organizations and other data-bases were scanned.

These steps were included in preparation of the surveys prepared aimed at teachers and parents and application by developing:

- a) The opinions of parents in contact and the secondary school teachers worked in Şişli district of Istanbul province were benefited from.
- b) It was tried to present the table belonging to the obligatory education by examining the thesis made in relation with the obligatory education abroad and the obligatory education of 8 years, the obligatory education of 5 years.
- c) The pool was formed through/from the scales in the scales used in thesis and articles and the survey was formed by taking clauses that could be used in research from the pool.
- d) The opinions of Turkish teachers were learned in order to evaluate the survey for editing and language.
- e) The opinions of the field experts were also applied for the scope validity of the surveys to be applied to the teachers and parents.
- f) The studies of the survey's scope validity were made.

The surveys used in scope of research were transferred to teachers and parents by hand. The statistic belonging to feedbacks of surveys is: Teacher (including managers): 50/50; Parents:1000/344. The number of the surveys with feedback is 394 in total.

3.5. Data Analysis

The total analysis of articles' correlation (Pearson correlation analysis), anti image matrix, reliability analysis (Cronbach alpha coefficient) were made in scope of validities and reliabilities of the data collection means in order to be able to reach to the research's aim by acting from the data obtained from the participant individuals. The Bartlett Sphericity test was made by calculating the scale of KMO in order to fix the scale's factorability case. The affirmative factor analysis was made in order to be able to fix the validity of the factor's structure occurred and explanatory factor analysis in order to be able to fix the scale's sizes/dimensions, in other words, the factor's structure. The nonparametric analysis techniques were used for the test of the sub problems of research. In their dual comparisons Mann Whitney U test, in comparisons of more than two groups Kruskal Wallis H. test were used. The normal distribution testing of the variables included in research was made with Kolmogorov Smirnov test. All analysis made were tested at reliability level of 95 and error share level of 0.05.

4.0. Findings

The validity and reliability analysis of the survey form formed by scanning literature by author and the analysis made in order to find replies to the research questions formed in direction of the research by acting from the scale formed after these analysis are included in this part of research. This heading consists of 3 parts basically. The analysis made with data obtained through the pilot application to test the reliability of the articles' pool formed is included in the first part, the validity study made by benefiting from the survey data made with 394 persons is included in the second part. The analysis and findings regarding the research questions are included in the third part.

4.1. Research's Findings

The survey was applied to 394 persons with the scale of 24 articles formed after the changes made in the articles' pool and the pilot application and the validity and reliability studies of the scale by acting from the survey data made with 394 persons were included under this heading/title.

4.1.1. Findings Regarding Demographical Features

It was fixed that the teachers participated in research were 50 persons in total when the frequency distributions regarding the demographical characteristics of the participant teachers were examined. 64% of teachers are female, 36 % of them are male. 56% of the participant teachers are through 30-39 ages, 24% of them are through 40-49 ages and the minimum participation became with 2% in the group of 60 ages and over. It was fixed that 2% of teachers graduated of associate degree, 90 % of bachelor's degree, 4% of master, 2% of doctorate.

It was fixed that 31.69% of parents who were 344 in total was male, 68.31% was female when the distributions regarding the demographical characteristics of the participant parents were examined. It was fixed that 55.81% of parents was through 30-39 ages, 36.05% was through 40-49 ages. In the education cases' examination it was fixed that the rate of high school graduate was 31.98%, of the primary school graduate was 20.63%, of the secondary school graduate was 19.48% and of rate of higher education graduate was 23.26% for parents.

5. Result, Discussion and Suggestions

5.1. Result and Discussion

In this study the parents' and teachers' opinions aimed at application of the Obligatory Education (4+4+4 model) of 12 Years were examined. In research the deficiencies aimed at application of the education model 4+4+4, problems faced in application, solution suggestions aimed at problems were handled in direction of the problems and sub problems of research, the suggestions in parallel to the results obtained were presented. The countries are in effort to increase the education periods and the education qualities in order to increase or to be able to maintain their developments. It is evaluated as one of the important steps taken in this way to increase the obligatory education period in Turkey. It is very important for the official authorities, parents, teachers, students, briefly all sections of society to perform their duties and responsibilities resolutely, fully and completely in order to reach to success and to increase the education's quality. In the scope of research the change of Turkish education model in time, the recoveries in process that was until now, the education system of developed countries were handled with general literature concerning education. The subject "education" having a large literature was handled for its subjects that were in the advisor case to our research subject.

The European countries' obligatory education's period as uninterrupted or full time is through 10-11 years in average. The serious education attacks were made in Turkey particularly after the republic was established; many legal arrangements to strengthen the education system were made. The legal arrangement increased the obligatory education's period to twelve years is an important attack of education for this point of view. The teachers find the obligatory education application of eight years and the parents find the obligatory education application of twelve years positive. In the passing to the obligatory education of twelve years it was stated that the kinds of schools would serve in the different buildings firstly in grading of education 4+4+4, the schools could be united in cases where it was not possible. In this direction the teachers do not agree it while the parents consider risky for the students in group of 6-15 ages to use the same building and to use the personal need parts (toilet, lavatory, cafeteria, canteen etc.) together.

The obligatory education model of twelve years is evaluated as an application was rushed. The teachers revolt from the parents meaningfully at this subject. It is thought that increasing of the obligatory education to twelve years without any preparation, before the problems in the obligatory education of eight years were solved, will complicate the problems in education.

The teachers result from the parents at this subject meaningfully while the parents evaluate the obligatory education application of twelve years as an important stage in restructuring of the education model. The numbers of lessons were also changed for diversification of alternatives for the students' mental, physical developments. It forms problems in transferring of the lessons' contents in conformity with plan and weekly distributions of lessons that the numbers or lessons are many. The teachers think differently than the parents do depending on the bothers arisen out of the application while the parents take the renewals aimed at the lessons' hours and periods positively. The teachers and parents stated that they did not consider/find the case that the numbers and hours of optional lessons in the obligatory education process of eight years that was the previous application regarding the optional lessons presented alternatively in order to ensure the variety in the education's contents, to give opportunity for the students to improve their personal abilities and skills, were few. The teachers' participations at this subject remained at a little level, opinion was informed in the way that the problems were experienced while the parents did not think that any problem was not experienced in processing of lessons besides increasing of the lessons' varieties. In the optional lesson's attitude it was fixed that it was arisen out of the meaningful difference that was in favor of the higher education and primary school graduates.

The same case is also valid for the optional lessons. The teachers do not have a positive point of view aimed at the optional lessons. They stated that the problems were experienced in both selection of optional lessons and in teaching of them.

The problems are experienced in application of these principles at schools while it underlies in essence of planning of the optional lessons that it is supported in development of their abilities in the specific field besides they support the students' social, cultural, artistic and spiritual improvements. The flexibility in the essence of the optional lessons could not be applied in the education model in practice. It is not evaluated as a useful application at majesty of both parent and teacher that the age of enrollment in the 1st class in primary school was decreased to/until 60-66 months with the obligatory education of twelve years. The teachers and parents find the interval of these ages to enroll in the primary school inconvenient. The female teachers look at the previous model more positively than the male teachers do.

Any meaningful difference could not be fixed according to seniority in extents of the new model age to start to school. The numbers of students increased in the classes depending on the physical possibilities of schools by the result of increasing of numbers of students attended depending on the new application, of the students attended at secondary school, separation of buildings of primary schools and secondary schools. The crowded classes and schools form problems for education. The dual education application increases this problem's grade. The parents and teachers think that the classes and schools will form problems.

The parents and teachers agree the forming the level groups in classes moderately. It is thought as a case preventing that the students have and experience the differences as a method not comply with the education and equity principles that the level groups are formed. The months' differences occur in the ages of students who are enrolled in the first class of primary school. The parents and teachers agreed forming of the class's level by forming the ages' groups moderately. It is thought that it would solve the problem not formation of learning observed in the classes formed because of the difference of ages or months to some extent, a more systematic education would be able to be given to the students of the same age groups that the groups of ages' levels were formed. The attitudes and thoughts of the parents whose children have different class levels are similar to each other. The parents and teachers moderately agreed the application of grading of the education model as 4+4+4 moderately, consequently formation of primary school with period of 4 years, secondary school with period of four years and the secondary education with period of four years.

It constitutes an insistent case for the children of this age that the children face with the central exams from the young ages in scope of system to pass to secondary education. The teachers and parents agreed highly that the students of this age were raced. It forms problems in the education grades in particularly starting to secondary education depending on the factors such as geographical, cultural conditions in our country where the numbers of students are many that directing processes with examples seen by us in the modern countries are insufficient, the socio-economical structure of society is heterogeneous. It is thought that the election and settlement system made with the central exams made in settlement in secondary school will be applied for many long years. Any meaningful difference could not be fixed according to the education levels in extents of attitude towards the new model age to start to school ($p=.508$, $p>.05$). It was seen that the teachers agreed this idea a little while the parents was exhibiting a moderate agreement in the idea that the education system was democratized and folded in a flexible structure with the new structuring. They are the positive developments in the secondary education level that the numbers of programs were increased by decreasing the schools' variety in secondary education, the transfers and passages were made flexible. It is evaluated as the different developments in the education system that particularly the occupational and technical education possibilities increased, the option of imam hatip secondary school was offered for the students who will attend at imam hatip high school. The teachers and parents agreed these developments moderately.

The problems are experienced in perception of the obligatory education application as an education action in society. Accordingly, the differences form in points of views of the parents and teachers to the obligatory education, it returns as a problem into the education environment time after time. When looked at this point of view, the teachers think that the education quality decreased with the new model, the increase was experienced in the disciplinary problems. The teachers think that the hours of optional lessons are too many and there are structural problems in election and studying of the optional lessons. The optional lessons are perceived not as an option to support the multi way developments of students but as a method preferred in order to complete the lessons' hours. It is seen that the students and parents did not become conscious at this subject completely. It also cause a process not comply with the optional lesson's logic available in the education system. In the optional lesson's attitude it was fixed that it was arisen out of the meaningful difference that was in favor of the primary school graduates between the higher education and primary school graduates. ($p=.021$, $p<.05$).

Figure 1.1: Schooling Rate According to the Education Level and the Primary School Year

Primary School								
Year of Education	Schooling Rate (%)	Number of School	Number of Teacher	NumberofStudent	NumberofClassroom	Numberof Class	Classroom Size	Student-TeacherRatio
2012-2013	98,86	29169	282043	5593910	234920	251027	22	20
2013-2014	99,57	28532	288444	5574916	243305	251801	22	19
2014-2015	96,30	27544	295252	5434 150	237760	255451	21	18

Education Reform's Enterprise2014/2015

Figure 1.2: Schooling Rate According to the Education Level and the Secondary School Year

Secondary School								
Year of Education	Schooling Rate (%)	Number of School	Number of Teacher	NumberofStudent	NumberofClassroom	Numberof Class	Classroom Size	Student-TeacherRatio
2012-2013	93,09	16987	269759	5566986	124584	193079	27	19
2013-2014	94,52	17019	280804	5478399	128551	195273	27	18
2014-2015	94,35	16969	296065	5278107	147693	201220	26	18

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Figure 1.3: Schooling Rate According to the Secondary School Year and Education Level

Secondary School								
Year of Education	Schooling Rate (%)	Number of School	Number of Teacher	NumberofStudent	NumberofClassroom	Numberof Class	Classroom Size	Student-TeacherRatio
2012-2013	70,06	10418	254895	4995623	129566	170184	23	16
2013-2014	76,65	10955	278641	5420178	140560	177774	23	15
2014-2015	79,37	9061	298378	5691071	151661	200339	28	19

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Table.1: Normal Distribution Testing

	Kolmogorov-Smirnov		
	Test's Statistics	Sd	p
Positive Attitude Towards New Model	.077	394	.000
Optional lesson Attitude	.107	394	.000
Negative Attitude Towards New Model	.081	394	.000
Positive Attitude Towards Previous Model	.088	394	.000
Attitude Towards New Model Class's Structure	.116	394	.000
Attitude Towards New Model Age to Start the School	.168	394	.000

Table.2: Comparison of Opinions of Parent and Teacher

		n	\bar{X}	z	P
Positive Attitude Towards New Model	Teacher	2.91	.92	-1.139	.255
	Parent	3.14	1.14		
Optional lesson Attitude	Teacher	2.89	.47	-1.555	.120
	Parent	3.05	.73		
Negative Attitude Towards New Model	Teacher	3.88	.87	-4.543	.000
	Parent	3.15	1.11		
Positive Attitude Towards Previous Model	Teacher	2.40	.89	-2.998	.003
	Parent	2.85	1.01		
Attitude Towards New Model Class's Structure	Teacher	3.57	1.13	-.011	.991
	Parent	3.55	1.12		
Attitude Towards New Model Age to Start the School	Teacher	3.83	1.07	-.614	.539
	Parent	3.69	1.21		

Table.3: Comparison of Attitudes towards the Education Models According to the Teachers' Education Cases

			Occupation			χ^2	p
			Teacher				
			N	\bar{X}	ss		
PositiveAttitudeTowards Model	New	College	2	2.71	.40	3.482	.323
		BA	45	2.89	.91		
		Post Graduate	2	2.50	.10		
OptionallessonAttitude		College	2	3.13	.18	2.106	.551
		BA	45	2.86	.48		
		Post Graduate	2	3.25	.35		
NegativeAttitudeTowards Model	New	College	2	4.33	.47	7.846	.049
		BA	45	3.85	.83		
		Post Graduate	2	5.00	0.00		
PositiveAttitudeTowardsPrevious Model		College	2	2.50	.71	2.309	.511
		BA	45	2.43	.90		
		Post Graduate	2	2.33	.94		
AttitudeTowards Class'sStructure	New Model	College	2	4.00	.94	5.522	.137
		BA	45	3.51	1.13		
		Post Graduate	2	5.00	0.00		
Attitude Towards New Model Age to Start the School		College	2	3.50	2.12	1.993	.574
		BA	45	3.87	1.04		
		Post Graduate	2	4.00	1.41		

Table.4: Comparison of Attributes towards the Education Models According to the Parents' Education Levels

		Parent			x^2	P	
		N	\bar{X}	ss			
PositiveAttitudeTowards Model	New	Primary School	71	3.48	1.13	14.817	.005
		Secondary School	67	3.36	.96		
		High School	110	2.96	1.18		
		University	80	2.97	1.15		
		Post Graduate	16	2.76	1.14		
OptionallessonAttitude		Primary School	71	3.19	.69	9.988	.041
		Secondary School	67	3.19	.70		
		High School	110	2.96	.74		
		University	80	2.90	.77		
		Post Graduate	16	3.27	.55		
NegativeAttitudeTowards Model	New	Primary School	71	2.89	1.06	19.572	.001
		Secondary School	67	2.92	1.05		
		High School	110	3.09	1.12		
		University	80	3.52	1.07		
		Post Graduate	16	3.77	1.14		
PositiveAttitudeTowardsPrevious Model		Primary School	71	2.92	1.10	5.951	.203
		Secondary School	67	3.05	.81		
		High School	110	2.85	1.03		
		University	80	2.69	1.03		
		Post Graduate	16	2.54	1.09		
AttitudeTowards Class'sStructure	New Model	Primary School	71	3.46	1.21	8.310	.081
		Secondary School	67	3.33	.96		
		High School	110	3.59	1.20		
		University	80	3.71	1.00		
		Post Graduate	16	3.88	1.32		
AttitudeTowards Age to Start the School	New Model	Primary School	71	3.61	1.27	3.306	.508
		Secondary School	67	3.53	1.11		
		High School	110	3.81	1.18		
		University	80	3.72	1.27		
		Post Graduate	16	3.66	1.33		

Table.5: Comparison of Attitudes toward the Education Models According to the Parents’ Occupations

		Parent				x^2	P
			N	\bar{X}	ss		
PositiveAttitudeTowards New Model	Occupation	Housewife	134	3.14	1.09	9.273	.099
		Worker	61	3.48	1.11		
		Officer	48	2.95	1.09		
		Self Employed	46	3.15	1.15		
		Other	51	2.91	1.25		
		Unemployed	4	3.18	1.54		
OptionallessonAttitude	Occupation	Housewife	134	3.10	.67	2.563	.767
		Worker	61	2.97	.84		
		Officer	48	3.07	.64		
		Self Employed	46	3.08	.65		
		Other	51	2.96	.89		
		Unemployed	4	3.13	.88		
NegativeAttitudeTowards New Model	Occupation	Housewife	134	3.08	1.08	22.434	.000
		Worker	61	2.73	1.17		
		Officer	48	3.71	1.04		
		Self Employed	46	3.17	.96		
		Other	51	3.26	1.10		
		Unemployed	4	3.08	1.45		
PositiveAttitudeTowardsPrevious Model	Occupation	Housewife	134	2.96	.98	7.839	.165
		Worker	61	2.75	1.03		
		Officer	48	2.58	1.04		
		Self Employed	46	2.72	.88		
		Other	51	3.11	1.10		
		Unemployed	4	2.33	1.12		
AttitudeTowards New Model Class’sStructure	Occupation	Housewife	134	3.39	1.11	8.965	.110
		Worker	61	3.49	1.12		
		Officer	48	3.70	1.09		
		Self Employed	46	3.89	1.06		
		Other	51	3.61	1.20		
		Unemployed	4	3.83	1.37		
AttitudeTowards New Model Age to Start the School	Occupation	Housewife	134	3.71	1.18	1.203	.945
		Worker	61	3.58	1.17		
		Officer	48	3.61	1.33		
		Self Employed	46	3.78	1.16		
		Other	51	3.75	1.25		
		Unemployed	4	3.38	1.97		

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