

Problems and Solutions to Ensure Equal Opportunities in Education

Ceyda Akıllı¹

Büşra Bozanoğlu²

Abstract

Turkey has a highly homogeneous demographic variables in terms of socio-economic and socio-cultural aspects of citizens; for this reason, it is very difficult for all individuals to benefit from education services under equal conditions. With the National Education Basic Law No. 1739, the principle of “equality of opportunity”, it has been made legal to ensure that all children in school age in our country can access education services under equal conditions. In this research, it is aimed to identify the problems experienced in ensuring equality of opportunity in the and to offer suggestions that can bring solutions to these problems. A focus group interview was conducted within the scope of the research, which was carried out in line with descriptive analysis, one of the qualitative research designs. The study group of the research consists of a 25-person focus group consisting of school managers, teachers and students from Elazığ, Turkey. The data obtained in the research were interpreted by subjecting them to content analysis. As a result of the research, managerial problems related to equal opportunity arise in the themes of quality, planning and financial performance, teacher problems arise in professional development and systemic practices, and student problems are gathered under the themes of academic success and social activity.

1. Introduction

For equality of opportunity in education, the words that make up this concept should be examined separately. Since equality is a relative term, it is necessary to look at the situation of the parties against each other. Those on

1 Dr., Firat University, cakilli@firat.edu.tr, ORCID ID: 0000-0003-1928-1124

2 Dr., Ministry of National Education, bu-bozanoglu@hotmail.com,
ORCID: 0000-0003-2223-7853

similar sides are asked to get similar results. The concept of education, on the other hand, consists of objectives set for individuals to develop themselves in various ways. The concept of opportunity is defined as a positive change in living standards (Karasar, 1979).

One of the first explanations of equality belongs to Aristotle. According to Aristotle's statement, no distinction should be made between people who are equal in all respects with respect to a particular event. The principle of equal or equal treatment of people is called equality. Despite this, people are clearly not the same or "equal" in most of their personalities, abilities, skills, looks, or preferences. Many of the debates about equality are about when it is right and wrong to treat people the same way. At least five different types of equality can be defined: moral (formal) equality, equality before the law, political equality, equality of opportunity and equality of income (Ashford, 2011).

Equality of opportunity, which is one of them, is based on the view that individuals should have the opportunities or opportunities available in order to be successful in life, as they interpret it. This is often expressed using metaphors such as starting life on an equal footing or having an equal playing field. The race of life must have an even start, but the race must not end evenly. Margaret Thatcher expressed this as "the right to be unequal". The intended goal is to have a career open to talented people, and to make promotions based on demonstrated resourcefulness, not family, gender, or political affiliation (Ashford, 2011).

Education has been defined as the process of creating a desired change in an individual's behavior through his or her own life (Ertürk, 1993). Education is an important process that people constantly need in order to keep their cultural values alive, to ensure social continuity, to gain knowledge, skills and habits. The right to education is one of the fundamental rights that every individual has. Therefore, all individuals are offered the right to education without discrimination and these rights are guaranteed by various laws (Polat and Boydak Özcan, 2020).

Additionally, education is the means by which a democratic and human rights-compliant political and social structure can be established and developed (Özyılmaz, 2013). States are aware of the purposes of education and are successful in achieving their goals and curriculum in this direction (Eraslan & Babadağ, 2015). The educational system is impacted in tandem with changes in the political system over time (Birel, 2012). According to Atatürk, "education should be based on secularism, national, republican, generality and equality, functional and contemporary." This was his general

philosophy on education. It can be summed up in a few sentences (Ereş, 2009).

In education, equality of opportunity refers to a person's ability to receive an education within equal opportunities, irrespective of their origin or gender. This implies that every student has equal educational outcomes, regardless of their socioeconomic background. Because variations in student achievements might also be attributable to student work, desire, talent, or even luck, disparity is not always an indication of injustice. Furthermore, equal opportunity implies that students have an equal chance, regardless of their circumstances, to obtain a post-secondary education that will help them fulfill their aspirations as members of society and thrive in the labor market (TEDMEM, 2019).

The idea that the equal distribution of educational opportunities explained above does not mean being fair was also accepted in our country's education system and was named as the principle of "Equal opportunity in education and equal opportunity in education" in the National Education Basic Law No. 1739 and was explained in Article 8:

- Equality of opportunity and opportunity is provided to all men and women in education.

- Necessary aids are provided through free boarding, scholarships, loans and other means in order to ensure that successful students who lack financial means receive education up to the highest education levels.

- Special measures are taken to raise children in need of special education and protection.

In Turkey, 8 years of compulsory education was increased to 12 years in 2012 in order to increase the average number of years of education for the total population and to reduce regional differences in schooling rates. The most important aim of this regulation was the desire to democratize and flexible the education system. The biggest innovation brought by the regulation is the division of education into levels. The first level is structured as a 4-year primary school, the second level is a 4-year secondary school, and the third level is a 4-year high school (MEB, 2012).

In terms of educational equality, Article 42 of the 1982 Constitution states unequivocally that no one can be denied the opportunity to receive an education, that public schools offer free primary education to all citizens, and that the government will provide financial aid to those who cannot afford it (T.R. Constitution, 1982: article 42). The 1982 Constitution further stated in Article 10 that "Everyone is equal before the law without

any discrimination based on language, race, color, gender, political thought, philosophical belief, religion, sect, and similar reasons.” This further protected equality. By adding additional paragraphs to this article, equality of opportunity is guaranteed and it is stated in which situations positive discrimination may occur. In 2004, the statement of “Women and men have equal rights was added. The state is obliged to ensure gender equality. In 2010, “Measures to be taken for this purpose cannot be interpreted as contrary to the principle of equality.” and “Measures to be taken for children, the elderly, the disabled, the widows and orphans of martyrs of war and duty, and the disabled and veterans shall not be deemed contrary to the principle of equality.” Statements were added (T.C. Constitution, 1982: article 10).

The Higher Education Law (Higher Education Law, 1981: article 5) stipulates that steps are taken to guarantee equality of opportunity and opportunity in higher education. Furthermore, it can be observed that analogous declarations are encompassed in Article 28 of the Convention on the Rights of the Child, with the aim of guaranteeing children’s entitlement to an education and equitable chances for schooling (Children’s Rights Convention, 1989: article 28). The right to education is also protected by the European Convention on Human Rights and the International Covenant on Economic, Social, and Cultural Rights.

At the end of the 18th century, the idea of public education became widespread in the United States and England. In this case, it paved the way for the emergence of the concept of equal opportunity in education. The social status of individuals in modern societies shows what kind of education they have. The competition that emerged after the 20th century caused the formation of classes within the society, which created an unequal society. The study of Coleman et al. (1966) in schools attended by black and white children in the USA was pioneering. Coleman found that the primary factor affecting academic success in his study, which is a report on the situation of schools, is family. Because, especially in schools where black children attend, even if the conditions are equal in terms of educational tools and equipment, he has seen that academic success does not increase, and he has determined that the social environment in which children grow up determines their psychological status and abilities. According to Coleman, who conceptualizes “cultural capital”, students who are prepared for school by their families are more successful. The reason for this inequality is not the difference in intelligence or ability among students who cannot benefit from educational opportunities in the same way, but the fact that education is based on economic power and it originates from school (Doğan, 2012).

Coleman (1968), one of the thinkers who applied equality of opportunity to the field of education, identified five types of inequalities: 1- Inequalities caused by the effects of the conditions of the society in which the students live on the school, such as educational expenditures for students, the libraries they can access, the quality of teachers, 2- Inequalities caused by the ethnic diversity of the school, 3 -Inequalities created by school-specific abstract characteristics such as teacher attitude, morality, expectation from the child and the level of interest towards the child, 4-Inequalities created by the results of the school for individuals with equal background and ability, 5-Inequalities created by the results of the school for individuals who do not have equal background and talent. The most striking example that can be given to the last one is that the child whose mother tongue is different is faced with unequal school conditions.

Economic, social, regional, biological and political factors that cause inequality of opportunity in education can be grouped under subheadings (Bilgin and Erbuğ, 2021):

1. Economic Factors: It is the equality of opportunity that emerges based on the families' economic standing. Notwithstanding these disparity-causing circumstances, policies like the state's delivery of educational services, the distribution of free textbooks, the giving of tablet computers to pupils, and the awarding of student scholarships by local governments can reduce inequality to some degree (Polat and Boydak Özcan, 2020). It is argued in the Universal Declaration of Human Rights that education up to a certain point should be provided without charge. For families with good economic status, education is not an obstacle because they do not have to make a cut in education expenses. This will allow them to undergo better training. However, students who do not have financial means will be subject to restrictions. The state takes some measures (free textbooks, distribution of auxiliary resources, various scholarships, etc.) to prevent this inequality. In this context, MEB has stated that it has distributed 24 million supplementary resource books to students so far and this number will reach 36 million (MEB, 2022).

2. Social Factors: Traditions are also one of the factors that prevent equality of opportunity in education. Traditions prevent the formation of equality because they cause some habits to settle as a result of old social rules. The customs and traditions that make up the tradition change rather slowly compared to other areas. Even if new developments emerge, the old culture does not change immediately. The old culture and the newly formed

culture come into conflict with each other, and the new culture is faced with being destroyed by traditions (Topses, 2014).

3. Regional Factors: The populations of countries, which are socially divided into rural and urban populations, have negative consequences for the rural population at this point. Throughout the world, individuals living in rural areas are more disadvantaged compared to those living in urban areas (Tezcan, 1985). Apart from the rural and urban distinction, there are also regional differences. Namely, the places in the east are always less developed than the places in the west (Tunç, 1969). It is important to guarantee equal opportunities for all people regardless of where they live. Equal opportunities should be provided by schools in districts and villages as well as in large city centers. But since this isn't the case, inequality will inevitably develop (Polat and Boydak Özcan, 2020).

4. Biological Factors: When female and male genders are compared in education, it is seen that women are more disadvantaged in this regard. Studies show that the majority of students who are not allowed to attend school are female students, not boys (Sağlam, 2020). In addition, not all of the students who receive education have the same intelligence and understanding capacity, regardless of gender. This obliges them to be educated at different levels. For students who have perception problems in understanding, being subjected to the same program as other students creates inequality. It is an important point to make education plans by taking into account the differences, interests, abilities and disadvantages of students (Ilgaz & Keskin, 2017; Topses, 2014). In order to ensure equality of opportunity in gender-oriented education, this inequality is tried to be eliminated by ensuring that girls are sent to school with various projects carried out especially in rural areas in Turkey (Polat and Boydak Özcan, 2020).

5. Political Factors: Every political organization tries to give its own direction to education policy. Education plays an important role in transferring the political judgments formed in social life to the next generation. In political socialization, education plays an important role in learning and accommodating the people's knowledge about politics and politicization. The constant change in education policy due to political reasons has prevented the formation of a stable education system (Sağlam, 2020).

Globalization policies has begun to transform the education system by influencing education policy, education economy and finance, lifelong education approaches and curricula (Özdem, 2007). In particular, equality of opportunity is accepted as one of the most fundamental values and

guiding principles of education policies. Firstly, it was stated that every child in the world has the right to education regardless of gender, within the scope of Articles 2 and 26 of the Universal Declaration of Human Rights proclaimed in 1948. The “right to education”, which is defined as a right, is mandated by most of the countries by national legislation today. Education is a right in itself, as well as one of the fundamental rights of other human rights. Among the founding purposes of UNESCO is the desire to provide universal access to education. Ensuring this equality has become a duty for states as well as international organizations. The planned goals should be prepared not only to remove the barriers that cause inequality, but also to reveal opportunities to support each individual. Education is a tool for states to ensure development and welfare (Sağlam, 2020).

In order to realize equality of opportunity in education, it is not enough for people to have the right to receive equal education before the law. They should also have the opportunity to exercise their right to education. This can be achieved by providing equal benefits to all segments of the society (Zoraloğlu, 1998). Unfortunately, today, no country has been able to completely eliminate socio-economic inequalities in education. In a period when income inequality has reached its highest level and economic inequalities have increased sharply since the 1980s, eliminating inequalities in education becomes even more important. Because the increase in economic inequalities negatively affects social and educational mobility (Tedmem, 2019). One of the periods when this situation was felt most and reflected in education was manifested with the start of the distance education process with the covid-19 epidemic. With the decision to close schools in our country, the Ministry of National Education strengthened the infrastructure of the Education Information Network, which serves as a digital education platform, and cooperated with the Turkish Radio and Television Corporation (TRT) in order to establish an effective distance education system. By developing new policies, barriers to access to education have been removed by intervening immediately for disadvantaged students.

There are many important problems in the primary education level in our country: For example, there are inadequacies in the number and quality of teachers, the number of classrooms and schools is far beyond responding to real needs. In primary education, as in all levels of education, besides financial inadequacies, there are deficiencies in buildings and facilities, and very serious equipment, laboratory equipment, computer and library deficiencies (Gedikoğlu, 2005). In addition to schooling rates and literacy rate indicators, indicators such as the education of girls, the spatial (geographic) distribution of the resources allocated to education

and the differences between the achievements of their students indicate that inequality of opportunity in education is a serious problem in Turkey (TÜSİAD, 2006). The high number of individuals who do not continue to higher education levels after primary education in our country increases the importance and necessity of the primary education process (Gürkan and Gökçe, 1999). According to 2012 data, while the schooling rate in primary education is 98%, this rate is 67% in secondary education (TÜİK, 2012).

At birth, individuals are born equal before the law. But in many ways they live in inequality. These inequalities may be caused by the socioeconomic status of the family, educational level and regional differences. For this reason, equality of opportunity in education or equality of opportunity in education is directly related to the problems and successes that individuals may experience in their education processes (Tutkun, 2020). In addition to these, there are other questions that should be asked that determine the quality of education and can reveal the deficiencies. When the answers to all these questions are handled and scrutinized, deficiencies, mistakes and points that need improvement will be revealed in the system (Gediklioğlu, 2005). In addition, education serves to raise individuals who are capable and willing to make new discoveries and initiate social change, thus catching up with the era (Aydın, 2014). Inequality of opportunity in education is becoming one of the increasing problems of the Turkish education system. As a result of this increase in inequality, the stratification in society is getting deeper. Some structural changes in recent years have further increased inequality in education (Yılmaz & Altinkurt, 2011).

Although the reasons are variable, the inability to provide equality of opportunity and opportunity, which is one of the basic principles of education, and the inequalities of individuals' access to education constitute a major problem in the education system. In line with this problem, it is important to determine the opinions of the branch managers, school administrators, teachers and students, who carry out educational practices themselves, on equality of opportunity and opportunity. Therefore, in this study, which aims to identify the problems experienced in ensuring equality of opportunity in the Turkish education system and to offer suggestions that can bring solutions to these problems, answers to the following questions were sought:

1. What are the problems and solution suggestions for equality of opportunity in the management dimension of the Turkish education system?
2. What are the problems and solutions for equal opportunities in the Turkish education system in terms of teachers?

3. What are the problems and solutions for equal opportunities in the Turkish education system in terms of students?

2. Method

In the method section, there is information about the research model, data collection tool and study group.

2.1. Model of the Research

In the study, the content analysis design, which is among the qualitative research methods, was used. Content analysis has an active role in dealing with a research in detail, forming a general opinion and guiding future research (Suri & Clarke, 2009). Meta-synthesis, which is one of the content analysis methods, will be used in the research. Meta-synthesis is the examination of data in terms of themes and categories in order to create a general framework for the researched subject and to obtain detailed information about the subject (Au, 2007). The purpose of the meta-synthesis method is to determine, synthesize and report common themes by examining the contents of the research data (Sözbilir & Gül, 2015). One of the most important features of meta-synthesis research is to discuss in detail the opinions of the participants on the researched subject (Merriam, 2013). In this context, focus group interview technique was used in order to determine the views of the participants in detail. Focus group interviews are a data collection process in which a small number of participants are involved and participant responses are affected by group dynamics (Morgan & Krueger, 1993: 15). The main purpose of focus group discussions is to obtain detailed and versatile qualitative information about the thoughts, experiences, cultural characteristics, needs, feelings, attitudes and behaviors of the participants while doing research on a particular subject and to benefit from the group atmosphere in the whole process (Kitzinger, 1995; Krueger & Casey, 2000).

2.2. Data Collection Tool

In the research, a semi-structured interview form created by the researchers was used to guide the focus group interviews. The semi-structured interview form ensures that the qualitative data collection process is carried out in a systematic and planned way (Yıldırım & Şimşek, 2006: 131). Semi-structured interview form should be prepared meticulously in line with the research problem and sub-problems, and probes should be created to get enlightening answers (Yıldırım & Şimşek, 2006: 132). The probes not only help participants to understand the questions clearly and precisely, but also

enable participants to think from a broad perspective. While creating the interview form, care should be taken to ensure that the questions and probes are open-ended, understandable, target-oriented, multidimensional and logical (Patton, 1987). In this context, in the research, there are 6 open-ended questions and 2 probes that address the problems and solution suggestions of the participants in providing equal opportunities in basic and secondary education in the dimensions of administrators, teachers and students.

2.3. Working Group

The study group of the research consists of a focus group of 25 people, 8 teachers, 8 school administrators, 3 union officials, 3 provincial organization managers and 3 academicians working throughout the province of Elazığ in the 2021-2022 academic year. The study group created within the scope of the research was determined according to the maximum diversity sampling method, which is among the purposive sampling methods. Maximum diversity sampling method makes it easier to deal with different dimensions of the research thanks to the demographic diversity of the participants in the study group (Yıldırım & Şimşek, 2011). In order to ensure the maximum diversity of research, the main criterion is the field of duty. In this context, a focus group with a wide range of tasks was formed, consisting of provincial organization administrators, school administrators, academicians, union administrators and teachers. The demographic characteristics of the participants in the focus group are given in Table 1.

Table 1. Demographic characteristics of focus group participants

Variables	Frequency (f)	Percentage (%)
Task		
Provincial organization manager	3	12
School administrator	8	32
Union manager	3	12
Academician	3	12
Teacher	8	32
Gender		
Woman	9	36
Male	16	64
Seniority Year		
1- 5	3	12
6-10	5	20
11-15	10	25
16 and over	7	28
Total	25	100

As seen in Table 1, the majority of the participants are school administrators and teachers in terms of the task variable, and the frequency of the two variables is equal ($f=8$). The main reason for this situation is to examine the problems and solution proposals for equality of opportunity in basic education and secondary education, primarily from the perspective of teachers working in the field. In terms of gender variable, most of the participants are male ($f=16$). The reason for this situation is that the majority of the provincial administrators and school administrators working in the study group universe are male teachers. When examined in terms of the seniority year variable, the majority of the participants have a tenure of 11-15 years ($f=10$). In addition, the number of teachers who have 6-10 years ($f=5$) and 16 years and more ($f=7$) seniority years in the research is not to be underestimated. In this context, it can be said that the tenure and experience of the participants are suitable for discussing in detail the problems related to equal opportunities and the solution proposals that can be developed regarding this issue.

2.4. Validity and Reliability

In qualitative research, the concept of persuasiveness is used instead of internal validity. Lincoln and Guba (1985) suggest many strategies that can be used to achieve credibility, such as long-term interaction, depth-based data collection, diversification, expert review, and participant confirmation. In this research, the participants were chosen on a voluntary basis, and before the interviews, the necessary information about the purpose of the study and the questions was given to the participants in the preliminary interview. Erlandson et al. (1993). In order to ensure transferability in this study; maximum variation sampling, one of the purposive sampling methods, was used, thus external validity was ensured by selecting the sample of the study in a way that would allow generalization.

In order to ensure reliability, care has been taken to record the data in accordance with the original without any changes. At the stage of coding the data, identifying and analyzing the themes, coding was tried to be created in an unbiased manner and in accordance with the literature. In addition, the “percentage of agreement” was used to calculate the percentage of confidence. In qualitative studies, it is recommended that the percentage of consensus formulated by Miles and Huberman (1994) be close to 80%. The percentage of agreement is calculated as follows;

$$\text{Percent of agreement (P)} = \frac{\text{Agreement (Na)}}{\text{Agreement (Na)} + \text{Disagreement (Nd)}} \times 100$$

In this context, in order to determine the reliability of the research, the opinions of two faculty members who are experts in the field of educational sciences were consulted. The interview forms and the themes created by the researchers were checked by the experts and matched with the themes so that no answers were left out. After the match, 4 opinions were placed in different themes with the suggestions of the experts. With this calculation, the reliability of the research; $P = 10 / (10 + 4) \times 100 = 71\%$.

2.5. Data Collection and Analysis

The data of the research were analyzed in accordance with the meta-synthesis technique, which is among the content analysis methods. The purpose of the meta-synthesis technique is to examine the data under themes and categories to form a general opinion (Glesne, 2013). Before performing the data analysis, the recorded focus group interview was dictated and converted into written text. In order to ensure the data confidentiality of the participants, codes such as P-1, P-2, P-3... were given to the names of the participants. The expression patterns in the dictated texts were examined by the researchers, and themes and categories were created to find answers to the research problems. Frequencies and percentages were determined by re-examining the participant statements in each theme and category. In order to ensure the internal validity of the research, the semi-structured interview form was created within the conceptual framework obtained as a result of a detailed literature review. In order to provide external validity in the research, the focus group was formed within a broad demographic framework, allowing the generalizability of the results. In order to ensure internal reliability, the data were analyzed by two researchers and expert assistance was received during the analysis process. In addition, in order to ensure internal reliability, it was ensured that all participants understood the questions, and each participant was given equal time to speak. In order to ensure external reliability, the role of the researchers in the focus group interview was clearly defined. In the focus group meeting held within the scope of the research, the researchers assumed the role of “participant” and asked questions to the focus group by making necessary explanations. In order not to disturb the synergy of the group and not to manipulate the answers, the researchers avoided directive gestures and facial expressions. In order to ensure external reliability, the findings were enriched with participant citations that were thought to best reflect the research sub-problems.

3. Findings

In this section, the findings of the content analysis conducted for the participant statements obtained as a result of the focus group interviews, the researcher's comments and participant citations are given. Findings, problems and solution proposals related to equal opportunity in Turkish education are discussed in the dimensions of managers, teachers and students.

3.1. Problems Regarding Equal Opportunity in Manager Dimension in Education

The first question posed to the participants in the focus group interviews was “What are the problems regarding equality of opportunity in the management dimension?”. The findings obtained in line with the participant answers are given in Table 2.

Table 2. Problems regarding equal opportunity in manager dimension

Theme	Category	f	%
Quality	The difference in achievement between schools is very high	12	21,81
	Administrators do not direct teachers to innovative work	9	16,36
	Professional qualifications of administrators working in qualified schools are not taken into consideration.	6	10,90
	In the dormitories, the appointments of the teachers are not qualified.	2	3,63
Planning	The number of qualified schools and their distribution to regions are carried out unplanned.	7	12,72
	Kindergarten disseminations are unplanned in cities	4	7,27
	Development plans for different types of schools are not prepared	4	7,27
Financial Performance	Financial resources allocated to schools are not enough	9	16,36
	The number of Design- Skill Labs are inadequate	2	3,63
Total		55	100

As seen in Table 2, problems related to equal opportunity in management dimension were examined under the themes of “quality”, “planning” and “financial performance”. In the quality theme, the majority of the

participants stated that the difference in success between schools is very high ($f=12$). School administrators, who act as leaders, play the most effective role in ensuring quality in education. For this reason, the participants saw the difference in achievement between schools as the biggest problem in equality of opportunity and stated that this difference was due to the quality of management.

“The biggest problem of our province and our country regarding equal opportunity is the difference in success between schools. Students go to the school closest to their homes. If the academic success of the school close to home is high, the child wins, if not, he becomes a victim. This difference in success is mostly due to the manager.” (P-18)

As stated by the participant coded P-18, administrators should carry out results-oriented studies in order to increase the success of schools and improve their academic quality. Reducing the achievement gap between schools is primarily an issue that will be realized as a result of innovative and transformational activities to be carried out under the leadership of school administrators. Therefore, it can be said that there is a close relationship between the quality of school administration and school success.

A great majority of the participants consider that school administrators' failure to direct teachers to innovative work is one of the problems in equality of opportunity ($f=9$). Participants generally stated that schools that do not work innovatively constitute a great disadvantage and inequality of opportunity for students.

“As a teacher, I can say that the main reason for the lack of equality of opportunity is the attitude and attitude of the school principals towards the teacher. There are such principals who encourage the teacher to carry out innovative studies, there are such principals that they say not to do anything on our own, my teacher. The greatest injustice begins here.” (P-5)

The participant coded P-5 stated that the most important variable in equality of opportunity is the attitude of school administrators towards innovative studies. In addition to academic success, innovative studies carried out in social, sports and cultural fields encourage teachers to update their creativity levels and themselves in the professional field. In addition, these studies help students to grow up as generations who can think critically, have research skills, construct knowledge and create concrete products. For this reason, it is of great importance that school administrators use their leadership skills to direct teachers to carry out original and innovative studies.

Another problem area stated by the participants under the theme of quality is that the professional development of administrators working in qualified schools is not given sufficient importance (f=6).

“Teachers working in qualified schools are selected according to certain standards, but there is no standard for administrators. The administrators working in these schools should also have superior aspects compared to their colleagues.” (P-16)

As stated by the participant coded P-16, criteria such as producing scientific studies, taking part in project activities, owning a work or patent are sought for teachers working in qualified schools. The fact that similar criteria are not sought for managers working in these institutions is a problem in terms of equality of opportunity in the manager parameter.

When the problems related to equality of opportunity in the management dimension in basic and secondary education are examined in the theme of planning, the participants generally stated that the number of qualified schools and their distribution to regions are not rationally distributed (f=7).

“While determining qualified schools, planning should be done according to the hinterland area, but I see that the locations of qualified schools in many cities are very close to each other. Individuals living in disadvantaged areas are being denied the chance to attend a qualified school.” (P-20)

School distribution in the provincial organization is formed according to the hinterland planning. In this planning, education zones are formed primarily in line with the population structure of the province, socio-cultural and economic characteristics. Afterwards, schools are planned within the education zones. However, while determining the qualified schools, no hinterland area is taken into consideration, and the majority of the qualified schools can be gathered in a single education region. This situation can cause an inequality of opportunity, especially in disadvantaged regions.

The last theme of the problems related to equality of opportunity in the management dimension has been determined as “financial performance”. In this theme, the majority of the participants stated that the financial resources allocated to schools were not sufficient (f=9).

“The resources allocated to schools are not enough. It is impossible to do great work with the resources at hand. The financial resources of schools in disadvantaged areas should not be equated with schools that have a good school-parent union or have a strong economic environment.” (P-25)

As the participant P-25 stated, the main financial source of schools is school-parent unions. The financial problems of the schools in the

economically strong environments are quite low compared to the other schools. This situation is described as a problem that affects equality of opportunity at the management stage.

3.2. Solution Suggestions for Equal Opportunity in Management Dimension in Education

In the research, the participants were asked, “What are your suggestions for solutions to the problems experienced in the management dimension in education?” question was posed. The findings obtained in line with the participant answers are given in Table 3.

Table 3. Solution suggestions for equality of opportunity in the management dimension in education

Theme	Category	f	%
Quality	The quality of supporting courses should be increased	15	23,43
	Leadership training should be given to managers	12	18,75
	Candidate teachers can be appointed as informants in dormitories.	7	10,93
Planning	Quality school planning should be done rationally.	6	9,37
	A specific development plan should be created for each type of school.	6	9,37
Financial Performance	Sister school practice should be strengthened	8	12,5
	Cooperation of schools with local institutions should be increased	5	7,81
	Alternative grant sources and sponsors should be sought	5	7,81
Total		64	100

The solution proposals presented by the participants for the problems related to the equality of opportunity in the management dimension in basic and secondary education were examined under the themes of “quality”, “planning” and “financial performance”. In the theme of quality, the majority of the participants expressed the opinion that the quality of Support and Training Courses (DYK) should be increased (f=15). The participants stated that the necessary measures should be taken by the managers of the central and provincial organizations so that the students who study in disadvantaged

regions and who are subjected to bussed education can benefit from DYKs more effectively and efficiently.

“Managers should first increase the efficiency of their support courses. Teachers give private lessons, but do not look forward to the support course. In such cases, deterrent measures should be taken.” (P-2)

As the P-2 coded participant stated, one of the most important steps taken to ensure equality of opportunity in education in recent years is the DYK system. Students from families who cannot afford to attend special study hours or buy resource books can benefit from DYKs free of charge. However, it is important for school administrators to carry out the necessary guiding activities in order to encourage teachers to take part in DYKs voluntarily. In the theme of quality, the participants also stated that managers should receive training in the field of leadership (f=15). Participants stated that in this way, all school administrators will have a quality management understanding and that they can effectively encourage innovative ideas and projects.

“Some schools have administrators with leadership characteristics; some have administrators who do not have educational goals. This is the main problem that hinders equality of opportunity. This problem can be solved to some extent by giving leadership training to all managers.” (P-16)

The solution suggestions of the participants to ensure equality of opportunity in the theme of planning in primary and secondary education were rational planning of qualified schools (f=6) and preparing a development plan for each type of school (f=6). The participants stated that qualified schools should show a homogeneous distribution considering the city planning. It has been stated that a development model that will guide the activities of each school within the scope of the program type to which each school is associated with the preparation of development plans according to school types is a solution that will eliminate the application differences and provide equality of opportunity.

“Today, there are many types of schools, especially imam-hatip secondary schools, imam-hatip high schools, vocational high schools, and multi-program high schools. All these schools are managed in an unplanned manner. However, each school should have a different management approach. If a development plan specific to each of them is prepared, the management will be more planned.” (P-25)

On the other hand, the majority of the participants stated that the sister school practice should be strengthened in the solution proposal for providing equal opportunity in the theme of financial performance (f=8). The sister

school practice, which is carried out by matching schools with strong socio-economic environment, especially private schools, with schools located in disadvantaged regions, can offer solutions to the financial problems of disadvantaged schools. At the same time, with this practice, the development of inter-school dialogue is ensured and cultural integration is assisted.

3.3. Problems Regarding Equal Opportunity in Education at Teacher Dimension

The problems related to equal opportunities in basic and secondary education were examined in the dimension of “teacher” and it was seen that these problems were classified under the themes of “professional development” and “practice” in line with the answers given by the participants. The findings obtained in line with the participant answers are given in Table 4.

Table 4. Problems regarding equal opportunity in education at the teacher dimension

Theme	Category	f	%
Professional Development	Professional development activities of educators are not organized in line with 21st century skills	14	36,84
Practice	Reward system for educators is insufficient	8	21,05
	Teachers are involved in commercial activities	5	13,15
	Less class hours decreases emotional commitment of teachers	3	7,89
	Teachers' norm staff planning is not rational	1	2,63
Total		38	100

As seen in Table 4, the participants in the professional development theme stated that the professional development activities of the teachers are not organized in line with the 21st century skills ($f=14$). The participants stated that the digital competencies of many teachers are at a very low level, especially in the distance education process carried out due to the pandemic, and this situation poses a problem in terms of equality of opportunity in education.

“Most of the teachers are quite incompetent in the digital sense. Many students became victims of this during the distance education process.” (P-14)

Participants stated that in addition to digital competencies, today's teachers feel inadequate about entrepreneurship, project management, and innovative learning approaches.

When the problems related to equal opportunity in the teacher dimension were examined in the implementation dimension, it was seen that the majority of the participants stated that the reward system was insufficient (f=8).

“I was chosen as the teacher of the year, but no one knew about it. In the past, the teachers of the year were awarded with a certificate of achievement. Now no one even called me to congratulate me.” (P-5)

The participant coded P-5 emphasized the necessity of rewarding teachers' achievements. Among the most important sources of job satisfaction and motivation are external factors as well as internal ones. Being appreciated, respected, and feeling valued lead individuals to develop positive attitudes and behaviors towards work. The idea that success is not noticed or not rewarded enough causes demoralization and low motivation. The main rewarding system for teachers is the certificates of achievement given by the Ministry and provincial national education directorates; but the criteria for obtaining these documents are quite high. This situation is among the problems experienced by teachers regarding equal opportunities.

Some of the participants stated that teachers are involved in commercial activities and this situation causes a serious inequality of opportunity (f=5).

“Teachers give their lectures blindly at school, give private lessons or attend study hours. This is evidence of the teacher's involvement in commercial activity. Behavior that is against professional ethics.” (P-12)

As the P-12 coded participant stated, some teachers give private lessons and work in study centers. This situation can disrupt the lessons of teachers in schools, which are their main place of duty, and weaken their focus. This situation causes inequalities of opportunity for both teachers and students.

3.4. Solution Suggestions for Equal Opportunity in Education in Teacher Dimension

In the focus group meeting, the participants were asked, “What do you think are the solution suggestions for the problems of equal opportunity in education at the teacher dimension?” question was posed. Content analysis information carried out in line with participant answers is given in Table 5.

Table 5. Solution proposals for equal opportunity in education at the teacher dimension

Theme	Category	f	%
Professional Development	The number of in-service training should be increased	17	24,28
	In-service training quotas should be increased	12	17,14
	Practical training should be organized	8	11,42
	The content of trainers' training should be enriched	5	7,14
Practice	The number of teachers who receive certificates of achievement should be increased	11	15,71
	Deterrent measures should be taken against teachers involved in commercial activities.	11	15,71
	Overtime practice should be introduced for teachers	4	5,71
	Norm staff application should be planned rationally.	2	2,85
Total		70	100

As seen in Table 5, the majority of the participants emphasized that the number of in-service training activities should be increased in order to ensure equal opportunities within the scope of professional development of educators ($f=17$). Likewise, many participants emphasized that the quota of in-service training should be increased ($f=12$).

“I have been an educator for 20 years, and I could not attend in-service training even once. I repeatedly applied but was denied. There has to be a solution to this.” (P-23)

The participant with the code P-23 emphasized that he applied for in-service training but was rejected. In-service trainings are organized by the Ministry as central trainings and by provincial national education directorates as local trainings. With the pandemic process, most of these trainings have been moved to the online environment. Since face-to-face in-service trainings are organized within limited quotas, not all teachers have a chance to participate. As a solution to this, the number of online in-service training activities can be increased and the training content can be enriched in line with the needs of teachers.

In the implementation dimension, the participants stated that the number of teachers who received certificates of achievement should be increased ($f=11$) and that deterrent measures should be taken for teachers involved in commercial activities ($f=11$).

“If equality of opportunity is to be ensured, first of all, teachers who do not teach at school but give private lessons to their own students and give high grades in the exams to the students they give private lessons should be identified and the necessary punishments should be given to these people.” (P-9)

As stated by the participant coded P-9, it is thought that taking deterrent measures for teachers who take part in commercial activities by disrupting their primary duties will be beneficial in terms of increasing the quality of education. Voluntary training for students who are thought to be deficient in lessons or who need individual support will both eliminate the financial dimension and eliminate ethical problems; and will ensure that all students benefit from education in a fair way.

3.5. Problems Regarding Equality of Opportunity in the Dimension of Students in Education

In the study, the problems experienced in the student dimension in education were discussed under the themes of “academic success” and “social activity”. The findings obtained in line with the participant answers are given in Table 6.

Table 6. Problems related to equal opportunity in education at student dimension

Theme	Category	f	%
Academic Success	Portfolios of students are not considered in exams such as LGS and YKS	12	25,53
	Disadvantaged and transported students cannot benefit from DYK	11	23,40
	Academic knowledge does not turn into skill	9	19,14
Social Activity	Students are not guided by their interests	17	36,17
	Disadvantaged and transported students cannot benefit from extracurricular activities adequately.	8	17,02
Total		47	100

As seen in Table 6, according to participant opinions, the biggest problem faced by students studying in education regarding equal opportunity in terms of academic success is the neglect of student portfolios in central exams such as LGS and YKS which are national student selection and placement exams (f=12).

“Students are placed in higher institutions according to a few-hour exam. However, we have seen many times that students who could not overcome their excitement on the exam day even though they were very successful, or who got sick, were placed in schools that were lower than the ones they deserved. If portfolios including school achievements, teacher observations, artistic and sports activities are also taken into account in this process, the job is not left to chance.” (P-15)

As stated by the participant with the code P-15, the portfolio system, which includes the files related to the academic, social, cultural and sportive activities carried out by the students since the basic education level, teacher and administrator observation notes, certificates, and project works, is the most effective method of process-oriented evaluation. The fact that the files prepared with a holistic point of view regarding all the activities carried out by the students during the formal education process are not evaluated in terms of placement in higher institutions poses a problem in terms of equality of opportunity.

Another important problem emphasized by the participants is that students who are subject to bussed education cannot benefit from DYK which is organized for additional lessons in public schools in Turkey (f=11). Students are not transported to the DYKs held on the weekends, and each student attends these courses by their own means. This situation constitutes a situation contrary to equality of opportunity for disadvantaged students residing in areas far from their school. In addition, many of the participants stated that academic knowledge does not turn into a skill and this is an important problem in terms of equality of opportunity (f=9).

“Students memorize knowledge but do not know where to use it in daily life. Children who know mathematics very well and get a high degree from written texts have become unable to calculate in the market. We are constantly loading heavy information that exceeds their age groups and capacities, and they neglect basic life skills while trying to learn this information.” (P-3)

As the P-3 coded participant stated, intensive teaching curricula may prevent students from transforming knowledge into skills. Due to the heavy and theoretical content of the course, the possibility of transforming the learned knowledge into practice weakens.

3.6. Solution Suggestions for Equal Opportunity in Education at Student Dimension

The last subject discussed in the research is the solution proposals that can be developed for the problems experienced by the students regarding equal opportunities. The solutions discussed by the participants are listed in Table 7.

Table 7. Solution proposals for equal opportunity in education at the student level

Theme	Category	f	%
Academic Success	Portfolio system should be strengthened	13	23,63
	Disadvantaged students should be directed to DYK with bussed education	11	20
	Practical lessons should be increased	10	18,18
	Lesson hours should be reduced	7	12,72
Social Activity	Students should be guided individually.	9	16,36
	Extracurricular activities should be organized for disadvantaged students.	5	9,09
Total		55	100

As seen in Table 7, the main solution suggestions of the participants for the problems of equal opportunity in the academic achievement dimension of the students in education are to strengthen the portfolio system ($f=13$), to direct the disadvantaged students to DYK with the transportation system ($f=11$) and to increase the practical course activities ($f=10$).

“If the portfolios of the students are examined in the university and high school entrance exam, the number of students who produce creative works will increase to the maximum level.” (P-22)

“Students can turn theoretical knowledge into practice if applied courses are carried out in design skill workshops. They can transfer their academic skills to their daily lives.” (P-1)

As participant P-22 stated, functional use of the portfolio system will not only prevent students from doing exam-oriented studies; will also develop skills such as critical and creative thinking, producing concrete products, and working in teams. Thanks to the portfolio system, the possibility of turning academic knowledge into a skill will also increase; because students will be encouraged to take part in many innovative studies in order to strengthen their portfolio of social, cultural, sportive and artistic dimensions as well as academic exam success. In addition, as the P-1 coded participant stated, creating design skill workshops and similar environments and allowing students to carry out practical academic studies will be an important step towards ensuring equality of opportunity.

4. Results, Discussion and Suggestions

The fact that the educational opportunities offered to individuals are equal and the possibility of using them equally does not mean that individuals can benefit from these opportunities equally. Because although the opportunities provided by the society to its citizens in rural and urban areas are the same, there are many variables that affect individuals' ability to benefit from these opportunities; family education level, socioeconomic status, sociocultural structure, gender, etc. (Tutkun, 2020). For this reason, it is a fact that inequalities are inevitable despite the laws. Equality of opportunity in education inevitably constitutes the focus of any social analysis on education and especially the ongoing discussions on the function of education (Değirmencioglu, 2008). The results of many studies conducted in Turkey (Tezcan, 1994; Buluç, 1997; İçer, 1997; Güneş-Ayata, & Acar, 2003; Gök, 2004; Kamalak, 2004; Gedikoğlu, 2005; Akbey, 2006; Çınar, Teyfur) & Teyfur, 2006; Işıkoğlu & İvrendi, 2007; Mete, 2009; Sarier, 2010; Yılmaz & Altınkurt, 2011; Yaşar, 2014; ERG, 2014; Mercik, 2015; Petek & Önder, 2015; Değirmencioglu, 2018; Eren, 2020 ; Polat and Boydak Özcan, 2020) show that there are inequalities in our education system in terms of opportunities and possibilities. This is a big problem in the education system. With this study, 25 participants, consisting of branch managers, school administrators, teachers and students, determined their views on providing equal opportunities in basic education and secondary education in the Turkish education system. Considering the answers given by the participants to the research questions, analyzes were made and the results were evaluated as follows.

Problems related to equal opportunity in management dimension in basic and secondary education are grouped under the themes of “quality”, “planning” and “financial performance”. In the quality theme, the majority of the participants stated that “the difference in success between schools is very high”. In the theme of planning, the majority of the participants stated that “The number of qualified schools and their distribution to the regions were carried out unplanned”. In the Financial Performance theme, the majority of the participants stated that “The financial resources allocated to schools are not sufficient”. Similar to Eren (2020), the distinction between qualified schools (National Education Fundamental Law, 1973: 25th article amended: 1997; it is against the principles of generality, quality, diversity and accessibility) is “free of money, accessibility, diversity and sustainability”, which cannot be put into practice in the Turkish Education System. He emphasized that it was due to the limitations of its principles.

The difference in quality between different types of schools in Turkey also leads to inequality among students. There are many factors that cause these differences between student performances, which are the differences between individuals' socio-economic status and family structures. The most important factor that reveals these differences is the differences between the socio-economic status of individuals (Dinçer & Uysal, 2010). In particular, international student achievement monitoring studies such as PISA and TIMSS with different education levels and different focal points produced results comparable to the educational performance of countries, and the effects of out-of-school factors on the results were discussed in detail in these studies. These researches provide important data in terms of showing where countries are in equality in education (Özer, Gençoğlu and Suna, 2020: 295). In Turkey's PISA research results, it is known that success differences between schools continue with the effect of socioeconomic differences (Suna, Tanberkan, & Özer, 2020). Polat, Boydak Özan, (2020) also investigated the reasons of inequality of opportunity in their studies in which they investigated the views of teachers on equality of opportunity and opportunity in the Turkish education system; regional differences, economic situation of families, differences in physical and equipment structures of schools, inadequacies in the number of teachers, differences between private and public schools, girls not getting the necessary education, differences between school types, low schooling rate, low income allocated to education, insufficient number of classrooms expressed as. Mete (2009: 2), the main variables of this inequality of opportunity are the gender of the students, their socio-economic status, the geographical conditions of the environment they live in and school structures. Inequalities in each of these areas; qualified teachers, materials and structures of schools deepen inequalities between individuals and this situation has emphasized that students' success negatively affects them.

The solutions offered to the problems of equal opportunity in the management dimension in basic and secondary education are grouped under the themes of "quality", "planning" and "financial performance". In the quality theme, the majority of the participants stated that "The quality of DYKs should be increased"; in the planning theme, the majority of the participants stated that "Qualified school planning should be done rationally"; in the Financial Performance theme, the majority of the participants offered suggestions that "Sister school practice should be strengthened". Özdem, (2007) and Yolcu (2007) also mentioned financial problems in schools in their research. In contemporary education policies, equality of opportunity in education is mostly tried to be provided by school regulations. For

example, in schools in regions with low socio-economic level, increasing the educational tools to the level of the opportunities of the upper strata is considered as a factor that ensures equality of opportunity in education. It is a matter of debate that equality of opportunity in education will be overcome in the regulations made in schools. While explaining the conflict theory and cultural capital view, the equalization of children's conditions at school does not ensure that they have equal opportunities (Coşkun, 2010). Özer, Gençoğlu and Suna (2020) emphasized that inequalities in education begin before basic education. He emphasized that the children of advantageous families in terms of socio-economic and cultural level are progressing in the learning process before starting pre-school education, and their readiness for school is much higher than their disadvantaged peers when starting basic education by participating in pre-school education at a higher rate.

When socioeconomically disadvantaged families have limited access to pre-school education, the starting gap also increases between students from different socioeconomic levels, so students start education in an advantageous or disadvantageous way according to socioeconomic and cultural levels at the starting point of basic education. stated that it will continue.

Dönmez, Gürbüz, and Tekçe (2018), in their study titled "Evaluation of support and training courses in terms of equality of opportunity based on the opinions of administrators, teachers and students," stated that, according to the views of administrators and teachers, support and training courses are an effective practice to ensure equality of opportunity in education. Tabak, (2019) emphasized that public expenditures on education in Turkey are relatively efficient, but regional differences increase as private resources increase the expenditure per student. He also stated that the family's economic income (income flexibility) is an important determinant in taking decisions regarding education. In order to balance this inequality, it has been suggested to develop balancing public policies, social policies and education policies that will provide social awareness.

Problems related to equal opportunity at the level of educators in basic and secondary education are grouped under the themes of "professional development" and "practice". Almost all of the participants in the professional development theme stated that "Professional development activities of the trainers are not organized in line with the 21st century skills" and the majority of the participants in the Practice theme stated that "The system of rewarding the trainers is insufficient".

Petek and Önder (2015) stated in their research that a significant part of the school's financial resources are obtained from philanthropists, donations

and money collected from families. Since the paid teacher application and teacher appointment policy, which was basically made to fill the teacher shortage, paved the way for younger and less experienced teachers to work in schools that are already disadvantaged, teacher appointments will prevent both new teachers from being sent to schools where difficulties are most intense, and the needs of schools and their regions. and that it should be done in a way that overlaps the skill sets that teachers have. He also stated that legal arrangements could be made to provide monetary and non-monetary incentives in order to increase the permanence of these teachers. In addition to these, in order to reduce the inequalities that may arise from the socioeconomic characteristics of the student's family, the differences in the region where he lives, and the gender-based privilege, he suggested the development of social policies such as assistance, guidance and guidance that can eliminate the impact of socioeconomic inequalities on education.

His suggestions for the problems of equal opportunity at the level of educators in basic and secondary education are grouped under the themes of "professional development" and "practice". In the professional development theme, the majority of the participants suggested "The number of teachers who received certificates of achievement should be increased" and in the Application theme, the majority of the participants suggested "Deterrent measures should be taken against teachers involved in commercial activities" and "The system of rewarding educators is insufficient".

Özdemir and Kaplan (2017), in their studies aiming to determine the views of teacher candidates on the problems of our country's education system and the solutions to these problems; stated that the biggest problem is the "Constantly changing education system", respectively, "Rote education", "Lack of infrastructure", "The problem of training and education of teachers", "Educational strategy", "The effect of politics", "No application", "Exam system". ", "Course content and curriculum", "Too much quality", "Crowded classes", "Lack of quality of education planners", "Problem of vocational orientation", "Information not related to life", "Unconsciousness of families" and "Mixed" education" followed.

Önder and Güçlü (2014), based on the findings of their studies, stated that public resource distribution, teacher education, teacher change rate, family education, early childhood education, school-family cooperation, exam pressure on the education system, He suggested that arrangements should be made in the fields of training leaders, evaluation and establishment of a follow-up system. It was determined by Gezer and İlhan (2018) that the socio-economic level of academics is the most important variable that causes

inequality in education in Turkey. This in order; settlement (rural-urban), parental characteristics, disability, geographical region, mother tongue, gender, number of children in the family, technological opportunities, religion and belief, and ethnicity in the last place.

Problems related to equal opportunities in basic education and secondary education are gathered under the themes of “academic success” and “social activity”. In the academic achievement theme, the majority of the participants stated that “Students’ portfolios are not considered important in exams such as LGS and YKS” and in the social activity theme, the majority of the participants stated that “Students are not guided according to their interests”. The differences between the performances of the students are also closely related to the unique system of the school attended. In particular, the preference of such high-quality schools affects the performance of students (Berberoğlu & Kalender, 2005). MoNE, DYK and IYEP make-up education support opportunity to eliminate inequalities, “1000 Schools in Vocational Education Project” make-up education support opportunity, parent education, free book support, transportation support for students to access education, free food and accommodation support, scholarships for students in need. support and conditional education supports have expanded the scope of these projects much more and brought them to the dimension of social and economic support.

In this context, it is necessary to state that the government carries out very comprehensive and large-budget projects to reduce inequalities in education in Turkey (Özer, Gençoğlu and Suna, 2020). Polat and Boydak Özan, (2020) in their work, in order to eliminate the inequality of opportunity and opportunity arising from the socio-economic status of families; providing aid to families with low socio-economic status/disadvantaged families, raising awareness of families/educational coaching/mentoring services, more educational support to rural areas, meeting basic educational needs, increasing the budget allocated for education, increasing scholarship opportunities and fair distribution, government support for successful students, private Suggestions such as lowering school fees, cooperation with social assistance institutions, meeting the need for teachers, improving the economic conditions of teachers, guiding students according to their abilities, reducing class sizes, applying curricula according to regions have been developed. These results also support the results of the research.

His suggestions for the problems of equal opportunity at the student level in basic and secondary education are gathered under the themes of “academic success” and “social activity”. In the academic success theme, the majority

of the participants suggested “The portfolio system should be strengthened” and in the social activity theme, the majority of the participants offered the suggestions “Students should be guided individually and extracurricular activities should be organized for disadvantaged students”. Since the causes of out-of-school factors are multidimensional, taking these into consideration by the developed projects will increase the efficiency of the projects. In other words, focusing only on exam performance in order to increase equality in education simplifies the problem and distracts it from the solution (Özer, Gençoğlu, and Suna, 2020). In the study conducted by Taşdemir (2015) with novice teachers, interregional education inequality was one of the main problems related to education. Similarly, Neyişçi, Turabik, Gün, and Kısa (2020) stated in their study that the most frequently expressed problems within the scope of inequality of opportunity in education are the problems for disadvantaged students within the scope of “sexist approaches in education and the education of immigrants”. Inan and Demir (2018) emphasized that there are very important structural differences between regions in Turkey and rapid population growth complicates the search for equal opportunities in education. He stated how important the policies that make an intense positive discrimination in Eastern and Southeastern Anatolia over education and health expenditures, especially public incentive policies. While revealing the economic and social rationality of the positive discrimination applied especially to Southeast and Eastern Anatolia in public incentive programs and education investments, the importance of the role of such policies in reducing inequalities of opportunity was emphasized.

Ensuring equality of opportunity in education is much more important than others, as it can lead to changes in the situation of the individual in many areas such as income and employment. In Turkey, especially in public policies (Councils, Development Plans, government programs, laws) to ensure equality of opportunity in education, important perspectives have been drawn, especially in recent years, significant progress has been made. However, rapid population growth and deep structural differences between regions make the struggle difficult. Ensuring full equality of opportunity in education will also contribute to the solution of very basic problems such as income distribution considerations, employment problems, and regional differences (İnan and Demir, 2018: 339).

The factors that create opportunity and opportunity inequality in education may cause individuals to be deprived of other rights in the later stages of their lives. In addition, since the causes of inequalities are based on multiple factors, solution proposals should be considered comprehensive and multidimensional. For this reason, the following suggestions are presented,

based on the findings of the research, both in terms of eliminating this victimization and in terms of contributing to the preparation of education policies and solution proposals:

- To increase the quality of education, both administrators and teachers can be provided with the training they need in their professional development and facilitate their access to these trainings (financial support, quota increase and time planning).

- Currently, free resource book distribution and support training courses of our ministry are of great importance in ensuring equality of opportunity and opportunity. It is recommended to develop and improve the scope of such studies.

- At the planning stage, a special development plan can be created for each type of school.

- To provide financial support; it is recommended to strengthen the sister school practice, increase the cooperation of schools with local institutions, and apply for charitable and supportive aid.

- The fact that the novice teacher and teaching career steps regulation, which was prepared to determine the implementation framework within the framework of the principles determined by the teaching profession law, has come into force, provides an advantage for equality of opportunity. In addition to these, improvements are also recommended on issues such as standardizing the rewarding system of teachers, financial improvements that will not require them to do additional work, and overtime practice.

- Strengthening the portfolio system and individual planning are recommended to increase the academic success of the students.

- It is recommended to increase the participation of students in disadvantaged regions in social activities.

- Opinions on regional equality of opportunity and opportunity can be compared by taking the opinions of the participants working in different regions of similar studies.

- In addition to the factors revealed in this research, it is a known fact that parent education has positive effects on equality of opportunity and opportunity in education. For this reason, projects can be produced to support parents' access to basic and secondary education and higher education.

References

- Ayhan, A. (2009). Eşitlik İlkesi ve Tarihçesi. Ankara Barosu Hukuk Gündemi Dergisi. <http://www.ankarabarusu.org.tr/siteler/ankarabarusu/hgdmakale/2009-3/8.pdf> (Erişim tarihi: 24/05/2022).
- Ashford, N. (2011). Özgür Toplumun İlkeleri Hakkında Bir Çalışma Kılavuzu (Principles for a Free Society: Study Guide). Çev: Can Madenci. Liberte Yayınları (2. Baskı). 33 41.
- Au, W. (2007). High-stakes testing and curricular control: A qualitative metasynthesis. *Educational Researcher*, 36, 258-267 DOI: 10.3102/0013189X07306523.
- Bilgin, R., & Erbuğ, E. (2021). Eğitimde Fırsat Eşitsizliği Üzerine Eleştirel Bir Değerlendirme. *International Journal of Economics Administrative and Social Sciences*, 4(2), 231-239.
- Birel, S. (2012). Lise öğrencilerinin bazı değişkenlere göre rekabetçilik tutum, psikolojik belirtiler ve problem çözme beceri düzeyleri. On Dokuz Mayıs Üniversitesi, Samsun. 4a256444b7eb80b73949d2ae30d0bc028f37e0457c65b8df.
- Coleman, J. S., Campbell, E. Q., Hobson, C. J., McPartland, J., Mood, A. M., Weinfeld, F. D., & York, R. L. (1966). Equality of educational opportunity. US Office of Education. Retrieved from <http://eric.ed.gov/?id=ED012275>. Office of Education.
- Coleman, James S. (1968), The Concept of Equality of Educational Opportunity, *Harvard Educational Review*, Vol.38, No.1, 7-22.
- Çınar, O., Teyfur, E. & Teyfur, M. (2006). İlköğretim Okulu Öğretmen ve Yöneticilerinin Yapılandırmacı Eğitim Yaklaşımı ve Programı Hakkındaki Görüşleri. İnönü Üniversitesi Eğitim Fakültesi Dergisi, 7, (11), 47-64.
- Coşkun-Erdoğan, A., (2010). Eğitim sosyolojisi. İstanbul Üniversitesi Açık ve Uzaktan Eğitim Fakültesi Sosyoloji Lisans Yayını. https://cdnacikogretim.istanbul.edu.tr/auzefcontent/19_20_bahar/egitim_sosyolojisi/9
- Dönmez, İ. , Gürbüz, S. & Tekçe, M. (2018). Destekleme ve Yetiştirme Kurslarının Fırsat Eşitliği Açısından Yönetici, Öğretmen ve Öğrenci Görüşlerine Göre Değerlendirilmesi. Eskişehir Osmangazi Üniversitesi Türk Dünyası Uygulama ve Araştırma Merkezi Eğitim Dergisi, 3(2), 45-58. <https://dergipark.org.tr/tr/pub/estudamegitim/issue/39867/481265>
- Eraslan, L., & Babadağ, G. (2015). Eğitimin Hukuki Temelleri. Eğitim Bilimine Giriş.
- Eren, E. (2020). 1960 Sonrası Türk Eğitim Politikalarında Eğitim ve Öğrenim Hakkı ve Ödevi. *Mülkiye Dergisi*, 44 (4), 679-709.
- Ertürk, S. (1993). Eğitimde Program Geliştirme. Ankara: Hacettepe Üniversitesi Basımevi.

- Erlanson, D. A., Harris, E. L., Skipper, B. L., & Allen, S. T. (1993). *Doing naturalistic inquiry: A guide methods*. Beverly Hills, CA: Sage
- Gedikođlu, T. (2005). Avrupa birliđi sürecinde Türk eđitim sistemi: sorunlar ve çözüm önerileri. *Mersin Üniversitesi Eđitim Fakóltesi Dergisi*, 1, 1, 66–80.
- Gezer, M. ve İlhan, M. (2018). Akademisyenlerin perspektifinden Türkiye’de eđitimde fırsat eđitsizliđine neden olan faktörlerin sıralama yargularıyla incelenmesi. *Yükseköđretim Dergisi*, 8(3), 301–312. doi:10.2399/yod.18.016
- Glesne, C. (1999). *Becoming qualitative researchers: An introduction*. 2nd Edition. Pearson Publishing, New Jersey.
- Güneş-Ayata, A. & Acar, F., 2003, “Disiplin, Başarı, İstikrar: Türk Orta Öğretiminde Toplumsal Cinsiyet ve Sınıfın Yeniden Üretimi”, içinde *Kültür Fragmanları. Türkiye’de Günlük Hayat*, haz. Kandiyoti, D. & Saktanber, A., s. 101-123, Metis, İstanbul.
- Işıkođlu, N. & İvrendi, A. (2007). Mobile Crèches: A Way of Reaching Children of Poverty. *Educational Research*, 49 (3), 225-242.
- İnan, M. & Demir, M. (2018). Eđitimde fırsat eđitliđi ve kamu politikaları: Türkiye üzerine bir deđerlendirme. *Ankara Hacı Bayram Veli Üniversitesi İktisadi ve İdari Bilimler Fakóltesi Dergisi*, 20(2), 337-359.
- Karasar, N. (2019). “EĐİTİMDE FIRSAT EŐİTLİĐİ” Avrupa Eđitim Araştırmaları Merkez Başkanları Üçüncü Kolokyumundan İzlenimler. *Ankara University Journal of Faculty of Educational Sciences (JFES)*, 12(1), 203-211. DOI: 10.1501/Egifak_0000000601
- Kamalak, İ. (2004). Türk Eđitim Sistemi’nde Fırsat Eđitliđi: Karşılaştırmalı Bir Bakış”, *Üniversite ve Toplum*, <http://www.universite-toplum.org/pdf/pdf.php?id=210> erişim 2 Ağustos 2008.
- Kitzinger, J. (1995). Qualitative research: Introducing focus groups. *British Medical Journal*, 311, 299–302.
- Krueger, R.A., Casey, M.A. (2000). *Focus groups: A practical guide for applied research*. SAGE Publishion, California.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage
- Miles, M. B. and Huberman, A. M. (1994). *An expanded sourcebook: qualitative data analysis*, California: Sage Puplications.
- Milli Eđitim Temel Kanunu (1973), T.C. Resmi Gazete, 14574, 24 Haziran 1973.
- MEB (2012). *12 Yıllık Zorunlu Eđitim Sorular Cevaplar*. Ankara, Milli Eđitim Bakanlığı Yayınlar.

- MEB (2022). <https://www.meb.gov.tr/lgs-ve-yks-ogrencilerine-ucretsiz-12-milyon-yardimci-kaynaP-destegi/haber/25900/tr>
- MEB (2022) Aday Öğretmenlik ve Öğretmenlik Kariyer Basamakları Yönetmeliği T.C. Resmi Gazete, 31833, 12 Mayıs 2022.
- Mete, A. Y. (2009). Fırsat Eşitliği Temelinde Öğretmen Atama Politikaları- Nesnel Çözümleme / Öznel Tanıklıklar. Yayınlanmamış Doktora Tezi. KOÜ, Sosyal Bilimler Enstitüsü, Eğitim Bilimleri Programı: EYTPE.
- Merriam, S. B. (2013). Nitel araştırma desen ve uygulama için bir rehber. (3. Basım). S. Turan (Çev. Ed.). Nobel Yayınevi, Ankara.
- Morgan, D. L., Krueger, R. A. (1993). When to use focus groups and why. In D. L. Morgan (Ed.), *Successful focus groups: Advancing the state of the art* (pp. 3–19). Sage Publications, Inc. <https://doi.org/10.4135/9781483349008.n1>.
- Neyişçi, N., Turabik, T., Gün, F., & Kısa, N. (2020). Öğretmen adaylarının perspektifinden Türk eğitim sisteminin sorunları ve olası çözüm önerileri. *Kastamonu Education Journal*, 28(6), 2257-2270. doi: 10.24106/kefdergi.4095
- OECD. (2018). *Equity in education: Breaking down barriers to social mobility*. Paris: OECD Publishing. <https://doi.org/10.1787/9789264073234-en>
- OECD. (2017). *PISA 2015 results (Volume III): Students' well-being*. Paris: OECD Publishing. <http://dx.doi.org/10.1787/9789264273856-en>
- OECD. (2016). *PISA 2015 results (Volume I): Excellence and equity in education*. Paris: OECD Publishing. <http://dx.doi.org/10.1787/9789264266490-en>
- OECD. (2016). *Technical report of the survey of adult skills (PIAAC)*. Paris: OECD Publishing.
- Önder, E., & Güçlü, N. (2014). İlköğretimde okullar arası başarı farklılıklarını azaltmaya yönelik çözüm önerileri. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 40(40), 109-132.
- Özdemir, F., & Kaplan, A. (2017). Öğretmen adaylarının bakış açısından Türk eğitim sisteminin sorunları ve bu sorunlara yönelik çözüm önerileri. *Electronic Turkish Studies*, 12(28).
- Özer, M., Gençoğlu, C. & Suna, E. (2020). Türkiye’de Eğitimde Eşitsizlikleri Azaltmak İçin Uygulanan Politikalar. *Ondokuz Mayıs University Journal of Education Faculty*, 39(2), 294-312 . <https://dergipark.org.tr/en/pub/omuefd/issue/58553/828176>
- Özer, M. (2020). Educational policy actions by the ministry of national education in the times of COVID-19. *Kastamonu Education Journal*, 28(3), 1124-1129. doi: 10.24106/kefdergi.722280.
- Özyılmaz, Ö. (2013). *Türk milli eğitim sisteminin sorunları ve çözüm arayışları*. Ankara: Pegem Akademi.

- Petek, H., Önder, E. (2015). Ortaokulların fırsat ve imkan eşitliği açısından değerlendirilmesi (Burdur il örneği). *International Journal of Social Sciences and Education Research*, 1 (3), 908-920.
- Patton, Q. M. (1987). *How to use qualitative methods in evaluation*. Newsbury Park, London, New Dehli: Sage Publications.
- Polat, H. & Özcan Boydak, M. (2020). Teachers' views on the equality opportunity and possibility in the Turkish education system. *International Journal of Social Science Research*, 9 (2), 198-213.
- Sağlam, B. (2020). *Sosyal Politika Aracı Olarak Fırsat Eşitliği ve Bunun Sağlanması İçin Eğitim Rolü (Yayımlanmamış Yüksek Lisans Tezi)*. Bursa Uludağ Üniversitesi.
- Sözbilir, M., Gül, Ş. (2015). Thematic content analysis of scale development studies published in the field of science and mathematics education. *Education And Science*, 40(178), 85-102.
- Suna, H. E., Tanberkan, H., & Özer, M. (2020). Changes in literacy students in Turkey by years and school types: Performance of students in PISA applications. *Journal of Measurement and Evaluation in Education and Psychology*, 11(1), 76-97.
- Tabak, H. (2019). Türk eğitim sisteminde eğitimde fırsat eşitliğine kuramsal bakış: roller ve sorumluluklar. *Türk Eğitim Bilimleri Dergisi*, 17(2), 370-393.
- Taşdemir, M. (2015). Öğretmen adaylarının Türk milli eğitim sistemi üzerine algıladıkları sorunlar. *International Periodical For The Languages, Literature and History of Turkish or Turkic*, 7, 881-898. DOI: <http://dx.doi.org/10.7827/TurkishStudies.7898>
- Türkiye Cumhuriyeti Anayasası (1982), T.C. Resmi Gazete, 17863, 9 Kasım 1982.
- TEDMEM. (2019). 2018 eğitim değerlendirme raporu (TEDMEM Değerlendirme Dizisi 5). Ankara: Türk Eğitim Derneği.
- TÜSİAD, (2006). Eğitim ve sürdürülebilir büyüme: Türkiye deneyimi, riskler ve fırsatlar. Yayın No; TUSİAD- /2006- 06-420)
- TÜİK. (2012). Yaşam Memnuniyeti Araştırması 2011. Ankara: TÜİK Matbaası
- Tutkun, T. (2020). Eğitim Felsefesi. ATA-AÖF <https://www.felsefe.gen.tr/egitimde-firsat-ve-imkan-esitligi-nedir/>
- Yıldırım, A., Şimşek, H. (2006). *Sosyal bilimlerde nitel araştırma yöntemleri*. (5. Baskı), Seçkin Yayıncılık, Ankara.
- Yılmaz, K., Altınkurt, Y. (2011). Öğretmen adaylarının Türk eğitim sisteminin sorunlarına ilişkin görüşleri. *Uluslararası İnsan Bilimleri Dergisi [Bağlantıda]*. 8:1. Erişim: <http://www.InsanBilimleri.com>