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Administrator's Views On The Studies Carried Out On The Equipment Of Schools To Increase Internal Efficiency In Education And The Effect Of These Studies On The Academic Success Of Students

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Abstract – The aim of this research is to determine whether the studies carried out in the equipment of the schools in order to increase the internal efficiency in education serve the purpose based on the opinions of the school administrators and to find the effect of these studies on the academic success of the students and to determine the solutions to increase the internal efficiency in education. In the research, case study design, one of the qualitative research methods, was used. The study group of the research consisted of 10 school administrators who are primary school officials in Tokat Artova district in the 2022-2023 academic year. The data were collected by semi-structured interview technique and analyzed by descriptive analysis method. According to the results of the research, it is concluded that the deficiencies in the equipment of the schools negatively affect the internal efficiency in education, which reduces the attendance rate of the students and negatively affects the academic success. Most of the participants mentioned that there are deficiencies in their schools and that these deficiencies reflect negatively on the students. The lack of experienced personnel in schools and the inadequacy of the physical and technological facilities of the schools negatively affect the education process. It is concluded that preschool education is of high importance in efficiency in education and in achieving students' primary education goals. The fact that there are hygiene and heating problems in educational institutions and that these situations cause students to get sick and this situation causes a decrease in attendance rates has caused problems in achieving the goals in education.

The lack of physical facilities for children's abilities reduces the interest in school and reduces the quality of education. Insufficient technological, social and physical facilities negatively affect the sense of belonging in students, which reduces the academic success of the school. It is concluded that the inadequacy of science and laboratory physical facilities and technological materials dulls students' learning by doing and creative thinking skills. Disruptions in transportation in schools with transportation reduce the school attendance rate of students, which negatively affects efficiency in education. Lack of equipment in rural schools reduces the academic success of

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students. All of the primary schools in the district have deficiencies in terms of equipment. Participants stated that schools and classrooms were inadequate in terms of equipment, educational materials, painting, music and science laboratories were lacking, and that they were insufficient to solve these problems. The interviewed participants stated that pre-school education classes should be compulsory in all schools and in the building, improving the physical environments, eliminating the equipment deficiencies of the schools. Although there is a school-based budget, the money sent to the school is insufficient, sufficient amounts should be sent, technological equipment deficiencies should be eliminated, teachers with expert skills should be assigned to each school, personnel and equipment deficiencies of schools should be eliminated, the needs should be determined in advance before the necessary materials are sent to the schools, and the equipment deficiencies should be completed completely in order to increase efficiency in education. they have been found.

Keywords – Internal Efficiency in Education, Student, School Equipment, School, Facilities, Education, Quality, Technological and Physical Facilities of Schools.

CHAPTER I

INTRODUCTION

This chapter consists of the problem, aims, importance, counts, limitations and definitions of the research.

Problem

The number of schools and classes that carry out the education process in Turkey is 70 thousand 383 in the 2021-2022 academic year, of which 56 thousand 200 are public schools and 14 thousand 179 are private schools. 14,124 of these institutions are in early childhood education, 24,519 in primary school, 18,936 in secondary school and 12,804 in secondary education. 608 thousand 903 classrooms were actively used in public schools, 140 thousand 551 classrooms outside public schools, and a total of 749 thousand 454 classrooms. (Ministry of National Education of the Republic of Turkey, 2022). As can be observed, the multiplicity of physical environments in which students receive education in Turkey is obvious. For this reason, equipment and physical changes made in these environments are very effective in increasing internal efficiency in education.

Internal efficiency in education refers to the degree to which the results of educational experience are given during students' learning and the degree to which instructional objectives are achieved by students" (Morgan, 1988). It is an issue that is never open to discussion by all educators, parents and students that physical environments are very important in order to provide children with these in the education and training process. In the education life of students, schools are the place where they spend a long period of their time. The more physically developed the living environment is and equipped with up-to-date physical products equipped with technology, the more beneficial it is for students. In this respect, the necessary equipment should be provided to schools and students free of charge and should be made available to students.

In order to ensure equal opportunities in education and training and to improve the technology in our schools, the Fatih Project in Education has been initiated for the effective use of information technology tools in lessons in a way that appeals to more sensory organs in the learning-teaching process. Based on these principles, the success factors in creating the solution are based on 5 basic principles: Accessibility: To be able to provide services from anywhere at any time, regardless of time and tools. Efficiency: To be able to offer goal-oriented, more efficient working environments and development areas, equality (Equal Opportunity): To ensure that the best service is accessible to all stakeholders, measurability: To ensure that the process and results can be measured correctly in order to evaluate the development correctly, and to give proper feedback accordingly. Quality: To measurably improve the quality of all education (T.R. Ministry of Education | General Directorate of Innovation and Educational Technologies | Fatih Project Website, 2010). As can be figured out, there are projects in this field in Turkey. It is known that the facilities of schools have a positive effect on children.

According to Tapanien (2006), schools are institutions that support all areas of development of children and try to develop them in a positive way. These institutions are places that are like a collective group and encourage socialization. This society, which is formed by schools, is a complex phenomenon in which people's mutual relations, activity plans, daily activities are carried out. School buildings create a physical society for this phenomenon. Therefore, the buildings of these schools are very likely to affect what is done in the schools. School buildings have the effect of limiting or supporting activities in the school. In

other words; Every physical part of the school deeply affects whether students like to be in school or not, the quality of education and the results of education Therefore, the design of the school building and the school building should allow effective use.

"In today's societies, where schools are an important part, development and changes proceed at an increasing pace. Therefore, these conditions must be taken into account when designing the physical environment of a school" (Kirkeby, 2002). Because schools have a function that supports the learning and teaching process.

"In today's world, educational activities are carried out in buildings called "schools" and mostly in places called "classrooms". Therefore, physical environment (school building) conditions are added to the factors affecting educational activities such as teacher behavior, students' interests and abilities, attitudes towards the lesson, and the content of the course. When it comes to the physical environment, many important factors such as light, sound, heat, location, building conditions come to the fore" (Aydoğan, 2012).

In this study, the studies carried out in the physical equipment of the schools, the internet, interactive boards, LED lighting, light colored paints, renewed desks and desks, auxiliary resources distributed to students, tablets, etc. affect the success of children. The follow-up and feedback of this falls to school administrators and teachers. While these follow-ups and feedbacks will enable the most efficient and effective changes in the equipment, they will also be effective in the academic success of the students. These studies are important for the success of the Turkish education system, students and the survival of the country. It is important to work to reveal them.

Problem Statement

Do the studies carried out in the equipment of schools to increase internal efficiency in education really serve their aim?

Aim

The aim of this study is to determine whether the studies carried out in the equipment of schools in order to increase internal efficiency in education serve their purpose based on the opinions of school administrators and to reveal the effect of these studies on the academic success of students.

For this aim, answers to the following questions will be sought.

1. According to school administrators, is there a relationship between the equipment of schools and the academic achievement of students? If so, how is it?
2. Do the changes made in the equipment of schools have a positive effect on internal efficiency in education?

Importance

The education of students is important for their future and the future of Turkey. Fulfilling this education in the most beneficial way is in the hands of us educators and those who make, renew and develop educational environments. It is necessary to meet the students with a rich equipment in order to increase the internal efficiency in education, to raise the students academically and to ensure their personal development successfully. In order to ensure the most efficient use of the equipment, it should follow, give feedback and improve. Developers must be contributed. In this research, equipment changes made in schools are important to reveal how efficiently the physical materials distributed to children are used and to what extent they contribute to internal efficiency in education.

Counts

It was assumed that the school administrators who participated in the research answered the interview questions prepared in this research sincerely, and that the interview questions were reliable, valid and accurate.

Limitations

This study is a qualitative and quantitative research conducted in the 2022-2023 academic year with 10 administrators at the primary school level and 50 students in the 4th grade of primary school working in Artova district of Tokat province. The research includes responses to the semi-structured questionnaire form and school information forms.

Definitions

Equipment: It is called a tool, material and equipment that is owned in order to do any job or task. Education is a very permanent behavioral change in the individual.

Efficiency: It is the work that an individual or group does over a period of time. It is to accomplish a task faster with less effort in less time.

School: It is the place where different degrees of collective education are carried out and given, starting with developing the development areas at an age-appropriate level, continuing with literacy teaching, to providing a high level of art and science awareness and personal education.

Academic Achievement: It is the level at which a student can achieve short or long-term education-learning goals.

CHAPTER II

CONCEPTUAL FRAMEWORK

This section generally consists of two sub-headings: Related Literature and Related Research.

Related Literature

In this chapter, the concepts of school, education, equipment, and academic success will be examined. The equipment changes made in schools and the effects of these changes on internal efficiency in education and the academic achievement level of students and the data obtained as a result of the literature review will be examined.

School

In the educational process, schools are the key physical environments. Schools are the places where children spend the most time in the education process. For these reasons, it is an undeniable fact that schools contribute a lot to the education of children. School is a place that one touches, sees, feels. If it is equipped with a rich stimulating environment, it will benefit all kinds of students.

While "school" was the name of the institution where education was given during the Ottoman Period, this institution started to be called "school" with the Republic. School comes from reading, and school means writing place. Based on these names, the definition corresponding to all of them is the institutions in which the student is given a plan in order to transfer the desired behaviors in a very permanent way (Aytaç, 2000).

Equipment

Properly structured educational environments can positively or negatively affect the communication between the teacher and the student. Educational structures, schools, buildings, classrooms and the environments of these physical environments, which are accepted as the carriers of the most beneficial education, can benefit education as well as prevent it in other respects. Training locations need to be carefully structured (Cohen, Manion, & Morrison, 2010).

Equipment Changes in Schools

Structured environments for students should not only be aimed at one area of development of students, but should also support 6 areas of development of students. The demands of the students should also be taken into account (Bika, 1996).

It is known that the personalities of the students, which develop according to their age, change as they get older. For such reasons, it is necessary for suppliers, tenderers and those who decide on the equipment to work together in the enrichment of the equipment of schools (Henniger, 2005).

Education

Education is actually the process of educating students for certain purposes. To help these students become a harmonious individual in the society they live in from birth to the rest of their lives. Education is a process that can change the way people behave. The definition that everyone knows is the process of bringing about a change in the behavior of the individual through his own life and deliberately in the desired direction, it is the process that aims to raise students in the light of certain goals and ultimately brings about a certain behavioral change in the person. At the end of the training, behavioral changes occur in the person, and this behavior change occurs as a result of the person's experiences. To be able to provide people with knowledge, behavior, skills and the ability to do, to produce values in an amount that will enable a nation to survive and develop. While doing these, it is very important not to forget the past and to use the physical facilities at the highest level in order to make it for the future.

Over the years, the word education has been defined in many different ways. These definitions may vary according to societies, years, country and philosophical movements. It can be stated that this word, which we use a lot in our active life, "People have different definitions in their minds" (Çelikkaya, 2009; Erden, 1998; Fatty, 2006):

Education is the best way to mature man (Plato). Education is the art of acquiring moral behavior (Aristotle).

Education is the development of all the latent powers (abilities) that man is born with (Kant).

Education is to socialize the non-social generation (E. Durkheim). Education is the art of raising children and making people (J.J. Rousseau).

Education is to raise a citizen who is physically sound, has a high understanding, knows how to speak well, does not go to extremes in eating and drinking and material pleasures, and is fair (Farabi).

Education is the process of bringing about desired changes in the behavior of the individual deliberately and through their own experiences (Ertürk, 1973).

As I mentioned above, although there is an accepted definition of education, this definition is actually a definition of the "behaviorist approach" that we will deal with in detail in educational psychology later. The definitions of education that they can make according to their own in their different approaches are actually an indication that education is a field of science. The behavior mentioned in the definition here can be defined by the effects that the interaction and communication with people in the society can leave on individuals (Fidan and Erden, 1998).

Informal Education

It can be positive or negative, which can occur on its own through non-professional educators without being bound by a plan, the place is not clear. An education takes place after all.

Formal Education

Informal education is the opposite. Institutionalization, time, place and program are determined, and the fact that the trainers consist of trained professionals is formal education. The importance of our research in formal education emerges because spaces, classrooms, schools, additional education buildings belonging to schools, etc., have to be arranged, planned and structured according to the people who will be taught in formal education.

Internal Efficiency in Education

Successful graduation from school at the end of the period required for the education to be received by a student in an education process in the most successful and beneficial way as soon as possible without much expense. Not prolonging the school or successfully graduating from the school without creating too much financial and moral burden. In order to make this period the most beneficial and shortest, that is, to increase internal efficiency in education, the physical environment and the equipment of the educational environments are very important.

Developing countries like ours do not have many resources. For this reason, we should attach great importance to internal and external efficiency in education and prioritize it because our rate of making mistakes is almost non-existent compared to developed countries (Duyar, 1989).

Internal efficiency in education "reveals the extent to which the results of the vital processes taught in the process of educating students are achieved and the extent to which the purpose of their teaching is realized by the students" (Morgan, 1988). It is an issue that is never open to discussion by all educators, parents and students that physical environments are very important in order to provide children with these in the education and training process. In the education life of students, schools are the place where they spend a long period of their time. The more physically developed the living environment is and equipped with up-to-date physical products equipped with technology, the more beneficial it is for students. In this respect, it is necessary to provide the necessary equipment to schools and students free of charge.

Related Research

Şener (2018) directed the open-ended question "List the current problems you experience in our national education system" to 96 teachers using the qualitative study method in order to determine the general views of teachers on the current problems they experience. Interview forms were given to the teachers, necessary explanations were specified and they were asked to fill in and submit these forms. The basic data of the study were analyzed by content analysis technique. The reliability was

ensured by the formula Percentage of Agreement (P) = Consensus (Na) / (Consensus (Na) + Disagreement (Nd)) X100 developed by Miles and Harman.

Taymaz and Suiçmez (2006) used historical comparison, ratio analysis and visually useful Salter Curves as analysis methods to reveal the contribution of productivity growth in the long run (1923 – 2003) economic development period, to examine the change in labor productivity and other indicators in the manufacturing industry during and after the 2001 crisis, and to develop suggestions that contribute to the creation of a productivity-based growth policy

In the research of Yılmaz and Altınkurt (2011), according to the opinions of pre-service teachers, the main problems of the Turkish education system are; central exams, crowded classrooms, rote education, lack of equipment and physical structure, quality of existing teachers, inequalities in access to education, politics (ideological discrimination and favoritism), teacher appointment system, private courses, financing problems and vocational technical education.

Gürsoy (2018), in order to increase the effectiveness of education and to adapt the system model to the school and learning environment, by using purpose, source-input, process, satisfaction, legality, ineffectiveness, organizational learning models with administrators, trainers, students, employees. Data were collected with modern management techniques. Validity and reliability were ensured with the feedback evaluation type.

Duyar (2019), the main factor affecting internal productivity in the education system is losses in order to convey the methods of determining internal efficiency in education. In order to determine these losses, a group of 100 students from 1977 was examined by using the flow model, and data were collected with the student flow model. The degree of internal efficiency was determined by using the actual input output and the ideal input output.

Arslan (2000), Productivity is the main problem in service and production institutions in the 21st century. There is an obligation to use the scarce resources in the world effectively and efficiently. Education is a long process. There is no going back. It is also an expensive process. For these reasons alone, efficiency in education should be a basic principle. In this context, he defined the principle of efficiency in the slope he wrote as follows. Within the hierarchy of objectives, it should be understood as the rate of achievement of the goals of schools, classes, subjects, units and subjects specified in the programs, especially the objectives of national education. This ratio also expresses the efficiency and inefficiency of an education system. As a result, he mentioned that teachers are experts in their field, that they are successful and experienced in measurement and evaluation, and that the excesses that will reduce the efficiency of the education process are investigated and cleaned. He talked about thinking about efficiency in education in a multifaceted way and taking measures to increase productivity. In social and economic developments, education is one of the most basic factors that will affect productivity and it has been concluded that a culture of productivity should be created in people.

Ergin, Akseki (2012), In this research, the beneficial and positive effects of the Student Information System (OBS) used in graduate education and the issues that need to be improved were examined. The efficiency of the student information systems of Ankara and Gazi University Institute of Educational Sciences, Bahçeşehir University Institute of Social Sciences and Cambridge University was investigated. In the process of collecting the data, source scanning and document analysis were used. One of the important components that will affect the performance of the system is the servers to be used. The operation of the system depends on the operation of the database and the web server. Equipment, infrastructure and security are important factors for their creation.

Akkoyunlu (1988) gave 4 factors such as the quality of teaching, time devoted to teaching, motivation and student ability in 8 schools in order to compare the differences in learning models. Nearly 3000 studies have been synthesized using economical, repetitive and generalizable. Meta-analysis synthesis technique was used. Stable and static variables such as quality of teaching, correct use of time, formative assessment, mental and affective input characteristics were used. Reliability has been ensured with the full learning method.

Adams (1998) conducted the research using the qualitative research method to convey the definition of quality in education. In order to define the quality of education, he used the descriptive research type, which is one of the research types according to classification. According to the definition, the data was collected from scientific research using the documentary genre. Validity is ensured by direct quotation.

Dinçer (2002) started by diagnosing the concept of productivity by using the qualitative research method to make a general assessment of the productivity expected from the Turkish education system since the Republic. While giving the definitions of concepts with phenomology, he defined the efficiency in education in Turkish culture with his ethnographer and

conveyed the expectations and goals from education in the Turkish education system. He analyzed the 1990 Turkish census with an embedded theory model. The fact that he presented direct quotations and findings without comment ensured validity and reliability.

Ateş (2019) conducted a qualitative study to answer the question of what kind of product we will face if we look at education from the efficiency side, and in this research, the data were collected using the ethnography model. Descriptions are given on the exams made by the Turkish education system. The data were collected by literature method. The effort we spend on education is costly, and a large part of it goes to ranking exams. The official opening of officially closed institutions under different names accepts that the education provided by the Ministry of National Education will not actually produce any results, and suggests that they should be abandoned.

Özen (1997) used the descriptor from the theoretical research types to investigate what to do in order to ensure efficiency in secondary education. Descriptive method, one of the quantitative research methods, was used. The findings were collected through literature review and observation. As a result, suggestions were made under five headings. Validity and reliability were ensured by presenting the findings without comment and discussing them appropriately in the conclusion. The diagnostic approach was used to determine the problem, the situation of Turkey was conveyed in the field research, and as a result, the solution was completed.

In the research, Göçer (2019) aimed to raise awareness among practitioners about basic feedback giving and use of feedback. The purpose of giving feedback has been studied in the fields of feedback types, the relationship between feedback and evaluation, and the benefits and function of feedback application in measurement and evaluation have been tried to be revealed. Literature review method was used and qualitatively studied. It conveyed daily experiences and it was concluded that accurate feedback is very important for effective teaching and learning. Validity is ensured by direct quotation. Feedback should be used effectively and effectively so that students can reveal their unknown strengths and develop these abilities.

Karaoğlu, Çetinkaya and Çimşir (2020), this research was written to evaluate and discuss the results of previously published research on digital transformation. The process of transformation from digitalization in education to 1.0 to 4.0 in education is mentioned. What has been done about digital transformation has been examined. Studies and practices within the scope of digital transformation at formal and informal levels in Turkey are presented. Qualitative studies were carried out and data were collected using the literature review method and citations were also included. A review is a type of article.

(2018), in order to maintain and maintain the homeostasis balance of the education system, it is necessary to increase the effectiveness and efficiency and the quality of the learning environment and classrooms, which are the production places of school and teaching-learning activities, which are at the center of the process. For quality in education, it has been concluded that all units that make up the education system should be handled, organized and categorized within the framework of system integrity and systematics.

Cirit, Günday (2019), in their research, the aim of the 2023 education vision is to examine the project school practices and to convey the project school practices in the background of the Project Schools, which are not found as a type of school in the secondary education system, but which are understood or learned to advance their work under it. Qualitative studies were carried out and literature review method was used. The ethnography model was used and the Turkish education system was described with the culture and education system of the past. Historical and documentary research genres were used. In 1961-1962, the research was concluded by suggesting that the project schools should be transformed into "Type" in order to continue the project school practice by growing and developing it with an institutional structure, giving the courses taught in the last year of Maarif College as an example.

In related researches, the ways of increasing efficiency and inefficiency and productivity in the Turkish education system have been examined. Qualitative and quantitative research methods were used. A literature review was conducted and expert opinions were included. Of the qualitative research models, ethnography, phenomenology were used. Descriptive method was used in quantitative research. From the types of research; descriptive, causal, and generalization are used. Validity and reliability in the studies were mostly provided by direct quotation, expert opinion, explanation of the data analysis process and discussion of the data with suggestions in the conclusion. It has been stated that the ranking exams in education are wrong and that the order that continues despite the regulations and prohibitions causes inefficiency in education.

CHAPTER III

METHOD

In the method chapter; Information about the model of the research, the study group, data collection and data analysis was given.

Research Model

This research, in which we examined the effects of changes in the equipment of schools on internal efficiency in education and academic success of students, was carried out with quantitative and qualitative research methods. A quantitative survey model is defined as "a systematic investigation of phenomena by collecting quantitative data and applying statistical, mathematical, or computational techniques." Qualitative research is the research in which qualitative data collection techniques such as unstructured observation, unstructured interview and document analysis are used, and a qualitative process is followed to reveal facts and events in their natural environment in a realistic and holistic way (Yıldırım and Şimşek 2005, p.39). Using the phenomenology design, the opinions of the administrators on the effect of equipment changes made in educational institutions on internal efficiency in education and academic achievement of students were taken. The data were collected through interviews with managers. In the study, it was assumed that the data obtained by comparing the two independent groups by using the quantitative research method were sufficient.

Working Group

The study group of this research consists of administrators in the Artova district of Tokat province and 4th grade students in the Artova district. The interview form prepared was shared with the school administrators in the Artova district of Tokat province and interviews were held by making an appointment with them. School information forums were prepared according to the equipment status of the schools and the equipment status of the schools was tabulated and the effect of the equipment status of the schools on internal efficiency in education and the academic achievement of the students was examined.

A semi-structured interview form was used to collect data. In the first part of the interview form, gender, age, time in profession and management, and management time in the school they are in are taken.

In the second part of the interview form, there are interview questions. Answers were received to the questions about what changes have been made in the equipment of the schools so far, whether these changes have been made in a meaningful and correct way, the contribution of these changes to the success of the school students, the reaction of the students to the equipment changes, whether these equipment contributions are really needed by the school and whether these changes serve their purpose.

4. Using raw data, the grades of 4th grade students were compared. The effect of this situation on the academic achievement of the students was examined according to the total scores of the school information form of the schools that are rich in equipment and the schools that are deficient in terms of equipment. It has been observed that every plus equipment in the school has positive effects on education.

Table1. Demographic Characteristics of School Administrators Participating in the Interview

		f
Gender	Woman	1
	Male	9
Title	Head Teacher	5
	Deputy Headmaster	5
Education Status	License	5
	Master	5
Branch	Classroom Teacher	7

	Technology Design Teacher	1
	Turkish Teacher	1
	Science	1
Professional Seniority	0-10	2
	10-20	7
	20-30	1
Time in Management	0-10 Years	6
	10-15 Years	3
	15 Years and Above	1
Location of the School	Village	1
	Town	1
	District Center	2
Type of School	Primary school	10

According to the information given in Table 1, 9 of the school administrators participating in the interview were male and 1 female. Of the ten school administrators, five are school principals and five are vice principals. Five of the participants have a master's degree and five have a bachelor's degree. Seven of the school administrators are classroom teachers and one is a technology design teacher. one of them is a Turkish teacher and one of them is a science teacher. Six of the school administrators have been administrators for 0-10 years. There are three people who have been managers for 10-15 years and one person who has been a manager for more than 15 years. Two of the school administrators who participated in the interview work in the village. Two of the other managers work in the town and six in the district headquarters. All school administrators work in primary school.

Data Collection Tool

The research data were obtained from face-to-face interviews with school administrators working in primary schools of TokatArtova district and schools with primary school students in the villages of this district, and from the equipment status of the schools collected from the meis module and 4 grade grades. In this study, the data were collected using semi-structured interview technique. In the semi-structured interview technique, the thoughts of the interviewees can be revealed objectively and accurately. While preparing the interview questions, firstly, a literature review was made and studies suitable for the scope of the research were examined. One-on-one meetings with the consultant were also included and their opinions were taken on the questions. Then, the prepared questions were sent to the consultant, expert opinions were received and they were ready for implementation. Two separate forms (Annex 1, Annex 2) have been created for managers. In the first part of the forms, there were questions about the demographic characteristics of the participants, and in the second part, the following open-ended questions were included for the purpose of the research.

1. Considering the current physical condition of your school, what are the pros and cons in terms of equipment? Can you evaluate it?

2. Is there a relationship between the physical condition of your school, students' absenteeism and academic achievement? If so, how is it? Can you evaluate it?

3. When you think in the context of primary education goals, how well do you think your students have achieved these goals? At what points do you think it is not reachable? why?

Data Collection Process

The administrators of primary schools working in Artova district were reached. The interviews were carried out by applying semi-structured interview forms. The administrators of the selected schools were contacted and dates were set for the meeting. Interviews were held with school administrators and teachers in the schools where they work and in the teacher's house.

Participants were informed about the purpose of the research, how the interview would be conducted and their contribution to the research. They were asked to answer questions sincerely. It has been conveyed to the administrators that this information will be transferred under pseudonyms and that no information will be shared with anyone. The grades of the students were obtained from the school administrators with the acceptance of the students and parents. In the study, the "Y" code was used for school administrators to identify the participants. Interviews were conducted face-to-face and recorded. Recording the voice allowed no time to be wasted during the meeting. The interviews lasted a total of 264 minutes.

Analysis of Data

The data obtained from the interviews by audio recording were listened to and tabulated as raw data. 31 pages of data were obtained from interviews with school administrators. The transcribed data were analyzed by descriptive analysis method. The answers given by the participants to the questions were the same and the different ones were categorized and tabulated. In the analysis and interpretation of the data, the raw answers given by the managers to the questions were tabulated. Themes were created from this data. The themes that emerged as a result of the responses were placed in the tables, frequency distributions and number of participants were determined. Codes were used without giving the names of the participants. The raw data expressed by the participants during the interview are given in quotation marks without deteriorating the original structure. The grades of the class students were shared in the raw data section and their average achievements were determined. School information forms were prepared and the schools were scored according to the physical facilities of the school with the information obtained from the meis module, and the school scores were determined in a descriptive analysis by creating a table from the highest score.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

In this section, the findings obtained from the research results are included. Do the studies carried out in the equipment of schools to increase internal efficiency in education really serve their aim? An interview was held with primary school administrators working in TokatArtova district for the interview about the research. Interviews were conducted with a semi-structured interview form. The collected data were analyzed by descriptive analysis method. The equipment status of the schools was scored and tabulated by preparing a school information form using the meis module. In line with these data, the opinions of the participants were included and the following findings were reached.

The school information forms of the schools where the interviewed school administrators worked were prepared and tabulated during the interview process with the participants. School information forms are presented in table2, table3, table4, table5.

Table 2. School Information Form

School Name	Equip. Name	Present	Absent
A1 Primary School	Library		1
A1 Primary School	Support Training Room		1
A1 Primary School	New Modern Classrooms		0
A1 Primary School	New building built after 2015		0
A1 Primary School	Informatics and Internet class		0
A1 Primary School	Science and Nature Laboratory		0
A1 Primary School	Fiber,ADSL,Vdsl Internet		1
A1 Primary School	Interactive (Smart) Board		1
A1 Primary School	Multifunction Long Life Printer		1
A1 Primary School	Master Class		1
A1 Primary School	Teacher Rest Room		1
A1 Primary School	Meeting Room		1
A1 Primary School	Basketball Court		1

A1 Primary School	Volleyball Court		0
A1 Primary School	Indoor Grass Pitch		0
A1 Primary School	Swimming pool		0
A1 Primary School	Indoor Sports Hall		0
A1 Primary School	Multi-Purpose Hall	1	
A1 Primary School	Math Classroom	1	
A1 Primary School	Science Classroom		0
A1 Primary School	Music Class		0
A1 Primary School	Painting Workshop		0
A1 Primary School	Independent Study Class for Students		0
Total Score	(Present "1" Absent "0" points)	11	

Table 3. School Information Form

School Name	Equip. Name	Present	Absent
A2 Primary School	Library	1	
A2 Primary School	Support Training Room	1	
A2 Primary School	New Modern Classrooms	1	
A2 Primary School	New building built after 2015		0
A2 Primary School	Informatics and Internet class		0
A2 Primary School	Science and Nature Laboratory		0
A2 Primary School	Fiber,ADSL,Vdsl Internet	1	
A2 Primary School	Interactive (Smart) Board	1	

A2 Primary School	Multifunction Long Life Printer	1	
A2 Primary School	Master Class		0
A2 Primary School	Instructor Rest Room	1	
A2 Primary School	Meeting Room	1	
A2 Primary School	Basketball Court	1	
A2 Primary School	Volleyball Court	1	
A2 Primary School	Indoor Grass Pitch		0
A2 Primary School	Swimming pool		0
A2 Primary School	Indoor Sports Hall		0
A2 Primary School	Multi-Purpose Hall	1	
A2 Primary School	Math Classroom		0
A2 Primary School	Science Classroom	1	
A2 Primary School	Music Class		0
A2 Primary School	Painting Workshop		0
A2 Primary School	Seperate Study Class for Students		0
Total Score	(Present " 1" Absent "0" Points)	12	

Table 4. School Information Form

School Name	Equip. Name	Present	Absent
A3 Primary School	Library	1	
A3 Primary School	Support Training Room		0
A3 Primary School	New Modern Classrooms		0
A3 Primary School	New building built after 2015		0
A3 Primary School	Informatics and Internet class		0
A3 Primary School	Science and Nature Laboratory		0
A3 Primary School	Fiber,ADSL,Vdsl Internet		0
A3 Primary School	Interactive (Smart) Board		0
A3 Primary School	Multifunction Long Life Printer	1	
A3 Primary School	Master Class	1	
A3 Primary School	Instructor Rest Room	1	
A3 Primary School	Meeting Room		0
A3 Primary School	Basketball Court		0
A3 Primary School	Volleyball Court		0
A3 Primary School	Indoor Grass Pitch		0
A3 Primary School	Swimming pool		0
A3 Primary School	Indoor Sports Hall		0
A3 Primary School	Multi-Purpose Hall		0
A3 Primary	Math Classroom		0

School			
A3 Primary School	Science Classroom		0
A3 Primary School	Music Class		0
A3 Primary School	Painting Workshop		0
A3 Primary School	Seperate Study Class for Students		0
Total Score	(Present " 1" Absent "0" Points)	4	

Table 5. School Information Form

School Name	Equip. Name	Present	Absent
A4 Primary School	Library		0
A4 Primary School	Support Training Room		0
A4 Primary School	New Modern Classrooms		0
A4 Primary School	New building built after 2015		0
A4 Primary School	Informatics and Internet class		0
A4 Primary School	Science and Nature Laboratory		0
A4 Primary School	Fiber,ADSL,Vdsl Internet		0
A4 Primary School	Interactive (Smart) Board		0
A4 Primary School	Multifunction Long Life Printer	1	
A4 Primary School	Master Class	1	
A4 Primary School	Instructor Rest Room		0
A4 Primary School	Meeting Room		0

A4 Primary School	Basketball Court	0
A4 Primary School	Volleyball Court	0
A4 Primary School	Indoor Grass Pitch	0
A4 Primary School	Swimming pool	0
A4 Primary School	Indoor Sports Hall	0
A4 Primary School	Multi-Purpose Hall	0
A4 Primary School	Math Classroom	0
A4 Primary School	Science Classroom	0
A4 Primary School	Music Class	0
A4 Primary School	Painting Workshop	0
A4 Primary School	Seperate Study Class for Students	0
A4 Primary School	Movie Theater	0
Total Score	(Present " 1" Absent "0" Points)	2

A1 primary school, first school has 11 equipment, A2 is secondary, second school has 12, A3 primary school, third school has 4 and A4 primary school, fourth school has 2. The results of the school information form were also included in the findings created by interviews with the administrators. The findings confirm the low school scores. While most of the schools have photocopiers, not all of them have libraries, music classrooms, and science laboratories.

Administrators' Views on the Physical Condition of Schools

Considering the current physical condition of your school, the findings of the question of how the pros and cons are in terms of equipment were obtained from interviews with administrators. The findings obtained as a result of the analysis of the data obtained from the interviews with the participants are given in Table 6.

Table 6. Administrators' views on the physical condition of schools.

Themes	Codes	Frequency (f)	
Pros of the current physical condition of the school	Football, volleyball, basketball courts (Y1, Y2, Y5, Y7, Y9)	5	7
	Sufficient science materials (Y1, Y4, Y8, Y10, Y6)	5	
	The internet network is developed and usable (Y1, Y4)		
	Sufficient number of photocopiers (Y1, Y8)	2	
	Adequate schoolyard (Y1, Y5, Y8)		
	Having table tennis (Y1)	2	
	Sufficient physical interior equipment of the school (Y2, Y3, Y4, Y5, Y8, Y9, Y10)	3	
	Having a smart board (Y1, Y2, Y4, Y7)	1	
	Having a school library (Y2, Y5, Y6, Y10)	4	
		4	
Cons of the current physical condition of the school	Internet connection and lack of a computer (Y3, Y6, Y9)	3	
	Lack of a science laboratory (Y1, Y5,)		
	Lack of sports, art and music classes (Y5, Y6)	2	
	Lack of smart board (Y6, Y9, Y3)	2	
	Insufficient physical facilities of the school (Y6, Y7)		
	The school has a stove (Y10)	2	
	Toilets outside (Y10)	2	
		1	
		1	

According to school administrators (Y1, Y2, Y5, Y7, Y9), the physical advantages of their schools are that they have football, volleyball and basketball courts.

> These facilities are slightly less in the village. We have offered these opportunities with the opportunities of the state, and as I said, it uses the smart board well with the internet environment. In addition to these, our volleyball court is used ready-made. We also have a basketball court. Our football field is available to use. And it is at a level that can meet student needs. Because there is a school garden of approximately two thousand five hundred square meters. (Y1)

According to school administrators (Y1, Y4, Y6, Y8, Y10), the physical advantages of their school are that they have a school rich in science and nature materials.

> When we think about it as a plus, I do not think it is enough according to today's conditions. We have a football field, the use of the school's garden, a science laboratory, a library, and a computer laboratory. These opportunities make children love school. (Y6)

According to school administrators (Y2, Y3, Y4, Y5, Y8, Y9, Y10), they believe that the materials in their schools are sufficient for physical interior equipment.

> The school's playgrounds and interior materials are generally sufficient. (Y10) However, the fact that it has a stove creates a problem in heating all areas in winter, and the fact that the toilets are outside both makes it difficult for the student to control and creates problems in eliminating water freezes and cleaning needs.

According to (Y10), although the institution is sufficient in terms of educational equipment, it is stated that the fact that it has a stove and the toilet is outside causes damage to education.

According to school administrators (Y1, Y2, Y4, Y7), it was stated that there are interactive boards in their schools and that they contribute a lot to education.

> There is a smart board in our school. Again, our internet network is used effectively because it is developed. In addition, we have three photocopiers. It can meet all the needs of the student. Our teachers can download it from any site at any time, or they can prepare it themselves, print it out from the photocopier as they wish, and give it to the students. These facilities are slightly less in the village. We have offered these opportunities with the opportunities of the state, and as I said, it uses the smart board well with the internet environment. (Y1)

According to school administrators (Y2, Y5, Y6, Y10), it was stated that there was a library in their schools and that children gained a love of reading books.

> When we think about it as a plus, I do not think it is enough according to today's conditions. We have a football field, the use of the school's garden, a science laboratory, a library, and a computer laboratory. These opportunities make children love school. (Y6)

According to school administrators (Y3, Y6, Y9), the deficiencies in institutions are the lack of internet connection.

> Of the cons, our smart board is also missing. We had two smart boards. For example, we had four classrooms in middle school and a combined primary school. Of all of them, we only had two smart boards. This is one less. Another is that we don't have internet infrastructure, we don't have a computer, and it was very difficult for us to use two inadequate smartboards. (Y9)

> We don't have a problem with security systems. We don't have a problem with these, but when we look at digital content, my biggest problem is here. Since my school doesn't have an internet connection. I don't have a separate computer in my classroom, and my classroom is not a physical structure that is suitable for projection. (Y3)

According to school administrators (Y1, Y5,), the lack of science laboratories is a lack of equipment in schools.

> Oh, of course, we can't compare it to schools in big cities. But I think we can serve enough jobs in the current situation. But of course, if we had a laboratory, if we had a gym, I don't know, if we had official business classes, if we had music classes, of course it would be better. (Y5)

According to school administrators (Y6, Y9, Y3), the biggest deficiency in the equipment in their institutions is the lack of smart boards.

> My school doesn't have an internet connection. I don't have a smart board, I don't have a separate computer in my classroom, and my classroom is not a physical structure that is suitable for projecting. (Y3)

According to school administrators (Y6, Y7), the lack of physical facilities of the school is seen as a deficiency

> When we look at it in general terms, the building of our school is very old, although repairs have been made continuously, these repairs wear out immediately due to the old age of the building over time, as well as the fact

> that our school is not very resistant to earthquakes, the external appearance of our school is very weak, our school is a little more physically backward than other schools in matters such as laminate, door issue, window issue, It has a negative impact on our school in general. (A7)

According to (Y10), "the fact that the school has a stove is the biggest lack of equipment. The fact that the toilets are outside is also a separate problem and deficiency. In this case, children's health problems arise and this reduces the quality of education."

> The playgrounds of the school are generally sufficient. However, the fact that it has a stove creates a problem in heating all areas in winter and winter, and the fact that the toilets are outside both makes it difficult for the student to control and creates problems in eliminating water freezes and cleaning needs. (Y10)

Administrators' Views on the Relationship Between Physical Conditions of Schools and Students' Absenteeism and Academic Achievement

The findings of the question of whether there is a relationship between the physical condition of your school, students' absenteeism and academic success were obtained from interviews with administrators and students' grades. The findings obtained as a result of the analysis of the data obtained from the interviews with the participants and the grades of the students are given in Table 7.

Table 7. Findings of administrators' opinionson the relationship between the physical conditions of schools and students' absenteeism and academic achievement.

Theme	**Codes**	**Frequency (f)**
Having a kindergarten class in our school	Y1	1
Having basketball, football and volleyball courts	Y1, Y4, Y5, Y8,Y9	5
Stage presence in our school	Y1	1
Adequate playgrounds and school garden	Y2, Y3, Y5, Y6, Y7, Y8, Y10	7
Adequate classrooms	Y3, Y5, Y7, Y8	4
Clean and adequate toilets	Y3, Y8	2
Having a library	Y3, Y8	2
Sufficient smart board and technological equipment	Y4, Y5, Y6, Y8,	4
Not having basketball, football and volleyball courts	Y3	1

According to school administrators (Y1), the presence of a kindergarten class in the school increases the school attendance rate in future grades.

> First of all, if we start from kindergarten, having a kindergarten class within our school allows the students of that neighborhood to reach there comfortably. If there wasn't a kindergarten there, I'm sure most of the students there wouldn't have come to kindergarten. We can save this as a positive stuff. (Y1)

According to school administrators (Y1, Y4, Y5, Y8), having areas where children can have fun at school increases children's school attendance rates and has a positive effect on their academic success, and students' sense of belonging increases.

> In other words, when the school has more facilities, the duration of attendance increases more. In addition to the technological infrastructure, a volleyball court was also built in the garden of our school for sports. A basketball

> court was built. Playgrounds were built with lines in the garden of our school, and we organize competitions with the child as a school and a district. In these, it increases the interest in school and their desire to come to school as a game in children. (Y4)

> Teacher, considering the current physical condition of our school, the first advantage that comes to my mind is the sports field in my opinion. I mean, it's really nice that it's surrounded by wire braids like this, and it's really nice for students to stand in a separate place. I see this as a advantage. Nicely thought out. In other words, was it a district governorship or district national education project? I don't know, but I haven't seen anything like this outside. The ground has been carefully thought out. There are hoops for basketball, volleyball nets, goals for football and so on. Here, the children have a lot of fun while playing, they come to school with pleasure, which I think increases the attendance rate. I saw this very well. (Y9)

According to school administrators (Y2, Y3, Y5, Y6, Y7, Y8, Y10), although having enough gardens in the school affects the attendance rate of the children positively, the attendance problem is not seen in primary schools because the absenteeism is followed one-on-one and when there is a problem, the parents are contacted and the student is kept with an arrow. The fact that it is compulsory education is also one of the effective reasons for this.

> Now, although there is generally not a lot of absenteeism in primary schools, school facilities can be effective in terms of students coming to school with pleasure. Especially, as I just mentioned, having sufficient facilities and playgrounds in the school garden to make use of their free time, breaks, physical education hours, is effective in making them come to school more willingly. Apart from that, there is no general absenteeism. (Y2)

> I don't think the physical condition of the school is related to academic achievement between the courses of the school that teaches it. We're in the countryside. I mean, we are in the village place. Of course, I think that there is a relationship between the physical condition of the physical school and the academic success of compulsory education, because the lack of equipment due to the physical condition, for example; I think that children at the primary school level would be even more successful if they saw more of their children in their own imaginations, so I give an example, a life science or something. There is a correlation, but I don't think there is a link between school absences and the physical condition of the school (Y6)

According to school administrators (Y4, Y5, Y6, Y8, Y10), technological facilities are at the forefront of the physical facilities that increase the school attendance rate and the school love and belonging rate the most. The fact that smart boards and technological equipment are good ensures that children learn while having fun and come to school happier. Computer lab, technology classrooms, electronic reading rooms are of course a facility for a school. Being happy equals having fun and learning. The school attendance rate also increases, and the quality of education also increases.

> If the physical equipment of the school is as good as the technological equipment, the children love the school better. If we give an example, when there is no board in mind, children's interest in school when a technological innovation came, that is, when smart boards came to school, children were more interested in school. They liked it better. They can make something out of it, they can draw it. They can also use it easily during breaks, and this increases the commitment of children to school, and the better the physical and technological situation, the more their children's commitment to school increases. In other words, when the school has more opportunities, attendance times increase more. (Y4)

> Since our school is a transportation center, we have some absenteeism problems either because of the physical situation but because the education is moving. Otherwise, we have many technological opportunities in our classrooms, such as smart boards and sticks. Of course, it contributes positively to academic success. Children love to come to school. (Y5)

Administrators' Views on the Achievement of Primary Education Goals

When you think about it in the context of elementary school goals, how well do you think your students have achieved these goals? At what points do you think it is not reachable? The findings of the question were obtained from interviews with managers. The findings obtained as a result of the analysis of the data obtained from the interviews with the participants are given

in Table 8.

Table 8. Findings of Principal Views on the Achievement of Primary Education Goals.

Theme	Codes	Frequency (f)
Situations that enable students to achieve the goals in the context of primary education goals	Children's readiness by receiving preschool education (Y1, Y2, Y6)	3
	Having smart boards (Y1, Y5, Y9)	3
	Teachers should be permanent and experienced (Y1, Y2, Y3)	3
	Increasing students' academic achievement (Y1, Y4)	2
	Adequate physical facilities (Y2, Y4, Y5, Y8)	4
	Students' education in a clean and tidy environment (Y2, Y5)	2
	Enabling students to learn by doing and experiencing (Y2, Y6, Y9)	3
	Development of students' sense of responsibility in rural schools (Y3)	1
	Village students get to know nature well (Y3)	1
In the context of primary education goals, at what points students cannot reach the goals	Absenteeism (Y1, Y5, Y7, Y9)	4
	Inadequate and different physical facilities (Y3, Y5, Y6, Y7, Y8)	5
	Lack of technological facilities and administrators (Y3, Y5, Y6, Y7)	4
	Not being interested enough in English (Y3)	1
	Lack of adequate support from the family (Y5, Y6, Y10)	3
	Heating and stove problems (Y3, Y5)	2
	Inadequacy of sports activities (Y5, Y6, Y8)	3
	Failure to achieve goals in terms of transportation (Y1, Y6, Y10)	3

According to school administrators (Y1, Y2, Y6), it was stated that the presence of a kindergarten class in the school, which enables students to achieve the goals in the context of primary education goals, and the level of readiness of children increased with this preschool education.

> Now, when we think about this in the context of primary education goals, let's start with the kindergarten, and in the presence of a physical environment, children are prepared in kindergarten. What is it? Preparation for primary school. Now, because we have a physical environment, that is, we have a preschool class, we bring our students ready for primary school, we have some exceptions. For example, our students who cannot come from the village as a mobile person, for example, do not have a sufficient level of readiness. Let's at least give an example. While a student who goes to a preschool is cutting paper properly with scissors or sharing some things with his friends, a student who does not go to any main line and a student who comes from a village has problems in these cities. This problem is naturally reflected in the classroom. Therefore, in line with this goal, preschool has a very important place for us in terms of preparing for the first grade of primary school. (Y1)

According to the school administrators (Y1, Y2, Y3), it is stated that the teachers in the school should be permanent and experienced in the context of primary education goals, which ensures that students achieve the goals.

> The main objectives of primary education are being achieved. We can say that it is reaching. Of course, one of the main goals is to prepare for life, in terms of preparing for life, by doing and living, they are equipped with knowledge and skills at their own level about life, that is, I think we send them to secondary school from the fourth grade to the fifth grade, ready for life and higher education. Of course, the school facilities we have just mentioned are sufficient, our teachers are experienced, and they work in our school for a long time. We can say that the lack of frequent teacher changes is effective in this. In other words, of course, since there is not much academic success at the primary school level, it is more effective in terms of social development of students in terms of achieving some gains in terms of cognitive behaviors, and since classroom teachers, that is, kindergarten and primary school come after the family, primary school is important in continuing these educations that start from the family. We can say that the fact that the equipment in the classroom is sufficient and that children learn by doing and experiencing one-on-one is effective in developing these skills. (Y2)

According to school administrators (Y2, Y4, Y5, Y8), in the context of primary education goals, it was stated that students should receive education in a clean and tidy environment with sufficient physical facilities that enable them to achieve their goals.

> Education is a process. Teaching is intermittent. For this reason, it will not be possible to determine the results of the training in a short time. One of the most important gains that the physical environment of the school will add to the students is the sense of belonging to the education centers. In addition, I think that we have brought a positive health of education to our students and parents, as well as to our students, and I believe that the physical condition and facilities of the school can be brought to a better point, and the sense of belonging of the students will increase and decrease to a minimum level. (Y8)

> Students receive education in a clean and hygienic environment. We can say that these are also effective in their education and the formation of their personalities, some behaviors are effective in seeing, doing, experiencing, and learning the knowledge and skills related to cleaning. (Y2)

According to school administrators (Y1, Y4, Y2, Y6, Y9), in the context of primary education goals, students should learn by doing and experiencing, which increases their academic success. Literacy is his first goal.

> It is more effective in terms of achieving some gains in terms of cognitive behaviors for the development of students, and since classroom teachers, that is, kindergarten and primary school come after the family, primary school is important in continuing these educations that start from the family. We can say that the fact that the equipment in the classroom is sufficient and that children learn by doing and experiencing one-on-one is effective in developing these skills. (Y2)

> We don't have an academic benchmark to achieve the goal in primary schools. We have exams only in the

> fourth grade, and the success of our students in these exams is very good. All of them successfully passed their classes to the next level. It is very good for students to achieve those goals and objectives in primary education. We do not have any students who cannot reach us. Apart from this, our activities in teaching children to read and write, which is the main purpose of primary education, have been carried out very successfully. In our school, whether our school has technical facilities or equipment facilities. Since there is no problem with these, all of our children have passed to read and write on time. (Y4)

According to school administrators (Y3), the sense of responsibility of students studying in rural schools is more developed. They are well acquainted with nature and the mountain, which makes it easier to achieve goals in their training. There are pros and cons of combined classes.

> It has a budget even more than the district offices. In other words, these people are much more physically advantageous than us. Now with them, they want us to achieve the same goal. Of course, this creates a negativity here, sir. So, of course, it's the same We can't reach, we can't reach the goal. For example, technologically, we cannot raise children well. In other words, while they are opening robotic coding, I am worried about the stove bucket, for example. I'm under that circumstance. (Y3)

> We are not able to develop children technologically or self-actualize children. He can't think multi-faceted. As you said, we don't have a gym, we don't have a conference room. We don't have a swimming pool. Or kids don't have something to do like ice skating at work. In other words, even if children are interested in these, we cannot provide them to children. In other words, whether it is multi-faceted thinking or technological aspects, it takes us away from the goals. But if you ask if there are pluses, I mean there may be a few pluses, for example, teacher, if you do not give responsibility to the child in the combined class, the child cannot do it in the class we have combined, I definitely have to give a responsibility to each child. Since families are not very interested, when we think with other schools, that is, the child does his own homework, prepares his own bag. He brings his own food. He does it if necessary or other responsibilities that I give him in the course. Because they have to do the same responsibility that I give to other children while I teach other classes. So we can think about it in terms of responsibility. Or because we are in the village, they know nature better than the children in the city. This can be an advantage. (Y3)

According to school administrators (Y1, Y5, Y7, Y9), students' absences in the context of primary education goals have a negative impact on achieving the goals

> Now, you know, schools have some problems. At the primary education level, students need to gain some gains such as expressing themselves, gaining literacy skills, and being able to empathize. However, when we look at it, the success in schools decreases due to a number of reasons due to the physical condition and absenteeism, and we cannot fully reach these goals because the success decreases. (A7)

According to school administrators (Y3, Y5, Y6, Y7, Y8), the inadequacy of physical facilities, technological facilities, auxiliary personnel and service areas has a negative effect on achieving the goals in the context of primary education goals.

> When we think about the goals of primary education, physical facilities appear as a major deficiency. So, you think that you cannot achieve some goals. Because it can be in any sports high school or in another high school, depending on the student's interest and wishes to take the student from school and take a trip to a city or out of the province. It can be limited. Or he has a sports talent or, maybe, a musical talent. However, in our school, there is no music teacher who is an expert in the field, and it is not possible to have such a room or such a teaching or any distance for that student. Over time, we blunt that student's ability. And when we think about it in that context, I can't imagine that we're fully serving the primary school goals. I mean, he doesn't know if we can put it in with physicality, now when we think about this physical inadequacy, I give an example, as of this

year, my students, our Girls' Badminton team, we participated in competitions throughout the province, but we also participated in very difficult conditions. How? Namely, since we do not have an indoor sports hall in the winter environment, a large area is required for badminton. I could not provide this environment. We worked only in sunny weather, as much as we could work outdoors. (Y6)

According to school administrators (Y5, Y6, Y10), lack of adequate support from the family

It creates negative situations in achieving primary education goals.

In general, the targeted objectives are achieved. However, it is necessary to enforce the conditions for multigrade class students. It is not difficult to achieve these goals as long as family support is received. However, the target is very far for families where the family is far from education. A teacher tries to manage four grade levels at the same time, which makes it difficult to achieve the same goals as students studying in self-contained classrooms. Abandoning the combined classroom practice and continuing education in detached classes will be sufficient to achieve the goals. (Y10)

The school administrators (Y3, Y10) who participated in the interview stated that the proper heating and stove problems of the schools are one of the important problems. It is seen that some schools do not even have staff to light the stove while there are stoves in the schools.

We are not able to raise children well technologically in terms of the goals of primary education. In other words, while they are opening robotic coding, I am worried about a soda bucket, for example. For example, we cannot develop children technologically or the child cannot realize himself. He can't think multi-faceted. As you said, we don't have a gym, we don't have a conference room. We don't have a swimming pool. Or kids don't have something to do like ice skating at work. In other words, even if children are interested in them, we cannot provide them (Y3)

The school administrators (Y5, Y6, Y8) who participated in the interview stated that the inadequacy of sports activities was one of the problems. They added that the outcomes of the educational objectives cannot be observed immediately and that it is a process.

Education is a process. Teaching is intermittent. For this reason, it will not be possible to determine the results of the training in a short time. I believe that the physical condition and facilities of the school can be brought to a better point, the sense of belonging of the students will increase and decrease to a minimum level, I believe that we have not reached the level we want in summer activities and sports and art activities. (Y8)

According to school administrators (Y1, Y6, Y10), problems in terms of transportation cause deficiencies in achieving goals. They expressed this in the context of teachers, facilities and students' transportation to the school and reaching the school from outside.

You know, in terms of educational goals, this may be transportation due to physical condition. You know, we are working in a place where there is no transportation right now. Our school is in such a place. I think that these students are deficient in terms of these goals, because we cannot provide an environment that can reveal or develop their talents and interests. (Y6)

In general, we achieve our goals. When we look at the places where we have problems, if there are students from the village who need to be moved, they can sometimes be absent due to transporting them. That's why success is declining. At that time, our first goal, our goal is to ensure continuation. To ensure that the student is happy and to increase success. That's our main goal, our goal. When we move to the fourth grade, the academic achievements of the children are a little more prominent. Exams are held in the fourth grade. I don't think we have a problem in this regard. We achieve success. Just like I said, sometimes there are setbacks or minor problems with students with transportation. (Y1)

CHAPTER V

ARGUMENT

In this section, the findings obtained from the suggestions obtained based on the opinions of school administrators are evaluated and discussed whether the studies carried out in the equipment of schools to increase internal efficiency in education serve their purpose.

The aim of this research is to determine whether the studies carried out in the equipment of schools to increase internal efficiency in education serve their purpose based on the opinions of school administrators. The study group of this research consists of 10 school administrators who worked in the Artova district of Tokat province in the 2022-2023 academic year and voluntarily participated in the research. The survey model, which is one of the qualitative research methods, was used in the study. A semi-structured interview form was used as a data collection tool. Descriptive analysis method was used to analyze the data. In this context, the findings obtained as a result of the analysis of the data obtained were discussed in the light of the relevant research and literature.

Within the scope of the research, equipment deficiencies, pros and cons in schools affect internal efficiency in education positively or negatively. Technological equipment deficiencies in schools, heating problems, lack of physical space, the inability to follow and ignore these deficiencies by experts. The lack of work for a solution is seen as the source of the problem, and the main problems in achieving the goals in education are seen as equipment deficiencies. There are also studies that support the findings of the research. Henniger (2005) states that it is known that students' personalities, which develop according to their age, change as they get older. For such reasons, it has been concluded that it is necessary for the suppliers, the tenderers and those who decide on the equipment to work together in the enrichment of the equipment of the schools.

The fact that the physical facilities of the school, which is one of the sub-objectives of the research, have advantages increases the quality of education in the school. While technological opportunities increase children's sense of belonging, the presence of social areas and sports areas is very important for children to attend school. These pluses enable students to come to school with pleasure and learn while having fun, and these learnings are permanent. Lack of physical facilities and infrastructure are among the most important problems in our education, which leads to inadequacy in fulfilling the main objectives of permanent learning and education. As a study that supports these findings, we can give Şener (2018) the research he conducted as the lack of physical infrastructure and equipment, the influence of ideological effects on education policies, the problems thought to be created by teaching career ladders in the system, and the problems created by an exam-oriented education approach in transitions between education levels. In the study of Yılmaz and Altınkurt (2011), which supports these findings, according to the opinions of pre-service teachers, the main problems of the Turkish education system; central exams, crowded classrooms, rote education, lack of equipment and physical structure, quality of existing teachers, inequalities in access to education, politics (ideological discrimination and favoritism), teacher appointment system, private courses, financing problems and vocational technical education. Physical facilities that are improved over time also increase internal efficiency in education.

All administrators who participated in our question about how physical facilities affect children's attendance rates and academic success, which is one of our sub-objectives, stated that when the physical facilities of schools improve, it has a positive effect on the school attendance rate and even students come to school more willingly. Duyar (2019) supports this in his research. In his research, he examined school attendance rates by years. He concluded that as the improvements in the physical conditions of the schools increased, school attendance rates increased as the years progressed, and internal productivity increased.

A sub-objective was also considered in the context of the goals of primary education, and the findings were reached by identifying the achievement and non-achievement of these goals with the equipment. In the educational process, schools are the key physical environments. Schools are the places where children spend the most time in the education process. For these reasons, it is an undeniable fact that schools contribute a lot to the education of children. School is a place that one touches, sees, feels. If it is equipped with a rich stimulating environment, it will benefit all kinds of students. In the context of primary education goals, the presence of a kindergarten class in the school that enables students to reach the goals and the level of readiness of children increases with this preschool education, they receive education in a clean and tidy environment with sufficient physical facilities, they learn by doing and living, which increases their academic success. At the same time, internal efficiency has increased. There

are studies that support these findings. Ergin, Akseki (2012), If education is to be carried out effectively and efficiently, it is necessary to activate all kinds of education and application from the internet, which is a different and new environment, a brand-new opportunity, from the current educational environments, by using the opportunities provided by technology. The necessity of the system has been felt by seeing the positive effects of such newly structured systems in the schools and individuals where they have been tried. Of course, although the internet is a necessary system for education, the system also has its difficulties. However, if efficiency and quality are aimed in education, it has been concluded that some difficulties and problems can be solved with the necessary structuring and infrastructure studies.

In another study supporting these findings, Göksoy (2018) stated that in order to maintain and maintain the homeostasis balance of the education system, it is necessary to increase the effectiveness and efficiency and generally the quality of the learning environment and classrooms, which are the production places of school and teaching-learning activities, which are at the center of the process. For quality in education, it has been concluded that all units that make up the education system should be handled, organized and categorized within the framework of system integrity and systematics. In a study that supports these findings but states that the necessary studies and researches should be carried out and that this is a process, ASLAN (2012) stated that "the opinions of teacher candidates about the fatih project: In the study titled "Awareness, Foresight and Expectations", we see that the Fatih project is an extremely risky project, in addition to our teachers who constantly support smart boards and technology, there has not been enough research on it and it has not been discussed enough among academicians while introducing this technology into our classrooms and educational environment. It would be more appropriate to implement the project after pilot applications are made and the data obtained at the end of these applications are adequately discussed. Because this situation is very important in terms of preventing the negativities that may be encountered and minimizing the possible risks. On the one hand, it is necessary to provide the necessary equipment and software. Considering the factor of continuous development and change of information, R&D studies should be carried out for the development of new equipment and software that will keep up with these developments. Because the continuity and success of the large project is related to the allocation of a large amount of time and financial resources to research and development activities.

The findings that emerge in the sub-objectives are that teachers who are experts in their fields and their experiences increase internal efficiency in education and contribute to academic success. In addition, technological developments, economic conditions, transforming the physical facilities of schools into a suitable environment according to today's conditions, and removing unnecessary details from education have been reached. As a study that supports these findings, in the research titled "Efficiency in Education" conducted by Arslan (2000), teachers are experts in their field. They are successful and experienced in scale evaluation. He talked about investigating and cleaning the excesses that will reduce the efficiency of the education process. He talked about thinking about efficiency in education in a multifaceted way and taking measures to increase productivity. She concluded that education is one of the most fundamental elements that will affect productivity in social and economic developments and that a culture of productivity should be created in people.

CHAPTER VI

RESULT AND RECOMMENDATIONS

In this chapter, the results of the research and suggestions are included.

Results

Under this heading, the problems seen under the themes obtained as a result of the research and the results of the solution proposals are included.

Results of Administrators' Opinions on the Physical Condition of Schools

As a result of the research, it was concluded that the schools with sports fields were sufficient in terms of the equipment of the schools and that they could meet the needs of the students. Our manager stated that the science and laboratory materials are sufficient, 2 of our managers stated that the internet network is developed and sufficient, 4 of our managers stated that their schools are at a sufficient level in terms of smart boards and technology, and 6 of our managers stated that although they have some deficiencies, the physical facilities of their schools are sufficient and they can meet the demands of the students. Three of our administrators stated that there was not even an internet connection in their schools, there were no materials related to science and nature, and two of our administrators stated that there was no smart board and that the physical facilities were very insufficient. It was concluded that the fact that the toilets were outside the school and had stoves was also a significant deficiency of a school.

Even in one of the schools, all the physical facilities are not available, the one with a full social area does not have a library, and the one with a science laboratory does not have a smart board. It was concluded that there was no space for sports activities in the garden of the one with sufficient interior equipment. As the main source of equipment deficiencies, it is concluded that financial resources are insufficient and investments are made in more central schools. Not all of the schools investigated can fully meet the expectations in terms of equipment, the result is revealed.

Results of Administrators' Opinions on the Relationship Between Physical Conditions of Schools and Students' Absenteeism and Academic Achievement

It has been observed that the presence of a preschool class within the school both increases the school attendance rate and has a positive effect on the academic success of the students. The administrators stated that the fact that there are areas where students can socialize and throw their energy in the school, football field, volleyball court, basketball court, table tennis, playgrounds and a garden of sufficient width increases the school attendance rate. It has been concluded that the presence of these areas increases the sense of belonging of children and they come to school with pleasure.

It has been concluded that the fact that the classrooms are equipped with sufficient and smart boards and technological equipment increases the attention and interest of the children, while it has a positive effect on academic success, while it increases the technology literacy of the children and they learn by doing and experiencing.

In some schools, it has been concluded that the absenteeism rates are high due to the high number of children who get sick due to the fact that the school has a stove and there is no cleaning staff, and the high absenteeism of this absenteeism reduces academic success.

When the facilities of the school are high, the duration of attendance increases more. In addition to the technological infrastructure, it has been concluded that the fact that the gardens of the schools are at a level to respond to the abilities of the children in terms of sports increases the interest of children in school and their desire to come to school.

Results of Administrators' Opinions on the Achievement of Primary Education Goals

Even if there is no pre-school class in every school, the low pre-school attendance rate is one of the problems encountered in achieving the targets. In addition to these, insufficient classrooms and technological facilities in schools, hygiene

problems, and lack of library social playgrounds are also problems.

It has been concluded that the fact that smart boards and technological facilities are sufficient in schools, schools are clean and tidy, teachers who are experts in their fields work, students are educated in schools that are equipped to learn by doing and experiencing, they attend classes in schools where they can get to know nature well and students take responsibility. It has been concluded that when these opportunities are lacking, the absenteeism rate increases, family support cannot be provided, and it is difficult to reach the schools when they are far from the centers, there are difficulties in achieving primary education goals, which has a negative impact on the academic success of the students and the internal efficiency in education.

According to three school administrators, it was stated that the most important factor that enables students to achieve their goals in the context of primary education goals is that the teachers in the school are permanent and experienced, and physical facilities are less effective.

Suggestions

Recommendations for Practitioners

1. Social playgrounds should be built in schools in order to increase internal efficiency in education and to increase attendance rates.

2. Science, nature and laboratory equipment should be provided to every school.

3. The internet network should be expanded, and if necessary, even the farthest village school should be supplied with smart boards and computers at a level that will be sufficient in terms of internet and technology by using our Türksat-4B internet satellite.

4. Game materials such as table tennis, badminton, etc., where students can get rid of their energy and socialize should be provided.

5. Technological products such as photocopiers, projectors, color printers and computers should be supplied to schools.

6. Libraries should be built in all schools and equipped with books suitable for the developmental levels of the students.

7. Painting, music, handicrafts, gymnasiums should definitely be done and experts in these fields should be assigned to schools.

8. It should be ensured that the old schools are closed and students receive education in schools with sufficient facilities with transportation education.

9. Schools that are in the old structure and have a sufficient number of students should be demolished and built by re-tendering, but while they are being built, the future and present should be planned and done in the most appropriate way for internal efficiency in education.

10. A multi-purpose hall or stage should be built where children can do activities that increase their self-confidence.

11. While building schools, schools should be built by taking into account the future technology and the expectations, interests and abilities of the students.

12. Schools should be provided with permanent and experienced service personnel and followed-up, and school administrators should plan the duty notification and duties of these personnel.

13. Hygiene training should be given to school staff.

14. Pre-school teachers should be assigned to each school to continue pre-school education in the highest quality.

15. Pre-school classes should be opened in high schools, secondary schools and universities.

16. Special trainings that will increase the attendance of students should be given to parents and schools should be turned into centers of attraction.

17. Pre-school should be encouraged and parents should be educated and students should be sent to pre-school.
18. Transportation financial assistance should be provided to parents who have transportation problems.
19. It is necessary for teachers to diversify their educational activities.
20. The education of the students should be in cooperation with the administrator, the teacher, the family and the child.

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