IOJPE
INTERNATIONAL ONLINE JOURNAL OF PRIMARY EDUCATION

International Online Journal Of Primary Education

International Online Journal of Primary Education

Prof. Dr. Sinan OLKUN
Prof. Dr. Şule AYCAN
Assoc. Prof. Dr. Erdal ASLAN
Assoc. Prof. Dr. Sezai KOÇYİĞİT
Editors

Message from the Editor

I am very pleased to second issue in 2019. As an editor of International Online Journal of Primary Education (IOJPE), this issue is the success of there viewers, editorial board and the researchers. In this respect, I would like to thank to all reviewers, researchers and the editorial board. The articles should be original, unpublished, and not in consideration for publication elsewhere at the time of submission to International Online Journal of Primary Education (IOJPE), For any suggestions and comments on IOJPE, please do not hesitate to send mail.

Prof. Dr. Şule AYCAN
Editor

Vol 8, No 2 (2019)

Table of Contents

Research Articles

CREATIVE WRITING IN CLASSROOM: A REAL STORY

Ghulam HAIDER
Dr., Deputy Director (Planning & Development)
National Vocational & Technical Training Commission (NAVTTC) Punjab, Lahore, Pakistan
Ministry of Federal Education & Professional Training.
Govt. of Pakistan, Islamabad
Orcid: https://orcid.org/0000-0002-5457-5286
haider038@gmail.com

Rabia SALEEM
Civil Judge-I
High Courts, Lahore, Pakistan
Orcid: https://orcid.org/0000-0002-1124-9624
rabiasaleem111@gmail.com

Abstract
The article discusses the real story of creative writing in Pakistan creative writing in Pakistan lacks a big work both inside a class room and outside a class room. In Pakistan writing instruction still depends on a typical product oriented approach. That is why the trends in the pedagogical setting support product-oriented approach to writing. Pakistan possesses a rich heritage of all sorts of genres that are supporting features for creative writing yet lack of research in this area has pushed it at the secondary place. Teaching of literature is a much focused area in colleges but it lacks creative writing. The role of examination board(s) is also not so much effective .There is no any systematic program of evaluating the written product. Rather non standardized scoring guides are used to evaluate the written pieces of the students. That is why error is considered a mistake in spite of a way to learning. This condition can be made better if writing teachers start considering that 'creativity flourishes where there is a systematic strategy to promote it. In addition, they must suggest approaches to teaching such as the genre approach or the process approach for developing creative writing.
Keywords: Creative writing; Process Model of Writing; Diversity in Writing Style; Assessment of writing

INTRODUCTION

In Pakistan, although creative writing is widely recognised in schools and English literature is taught, the students are not being provided with sufficient classroom practice in various genres of creative writing. It is observed that the assessment system in Pakistan has marred students' ability in creative writing. It is evident that in our schools, the pedagogy, the curriculum and the assessment system do not provide freedom for self-expression which is a prerequisite for creativity. It is important to establish why creative writing is being neglected in schools, despite such a great literary heritage and the need to move with changing times.

Writing process has become a difficult task for most of the students in Pakistan. Studies (Humaira, 2011; Warsi 2004, Siddiqui 2007 and Nadeem, 2007) show that in Pakistan a rich literary heritage possesses a huge share and people are creative in most of their daily chores, but where comes self-expression they lose creatively because writing in a second language is a difficult and complex skill and has to be learnt strenuously. Learning to write effectively is a fundamental component academic achievements and the ability to do so could be a great asset for students throughout their lives (Berdan, 2006). It is pertinent to know that 'writing is not an innate natural ability but is a cognitive ability' (Harris, 1993, p. 78) and has to be acquired through years of training or schooling. Despite the fact that English is taught as a second language and writing is a compulsory skill in Pakistan, during the whole academic sessions from class 1 to Graduation, students in schools and colleges face great difficulty with expressing themselves in simple English. Thus, the major lies in system in other words in Pakistan, the teaching of writing tends to maintain more focus on memorisation of ready made answers from help books, guides and so called notes rather than on the development of communicative and creative skills.

Table 1. Here a comparison of the meaning and purpose of creative writing in a Pakistani classroom and in the western educational setting, is presented for the sake of mere a compare and contrast .

Creative Writing in western educational context	Creative Writing in Pakistan
Any writing of original composition, Evernett (2005). creativity is the ability to create one's own symbols of experience, creative writing is the use of written language to conceptualize, explore and record experience in such a way as to create a unique symbolization of it' Marshall (1974, p. 10). Creative writing is a craft and a profession. O'Rourke (2005) In schools, the learners are taught to express their feelings, experiences and knowledge in various types of writing. For example in English classrooms in Scotland, *'pupils commonly express their thoughts, feelings and imaginative ideas by writing poetry, prose and drama in ways that demonstrated their creativity with language and ideas'* (HMIE, 2006, p. 8). **Situations under which creative writing is taken by students:** As a class activity directly under a teacher's control; as a group activity; as a self-motivated individual activity; as a regular subject or a skill to be practiced; or as the theme of a project (Marshall, 1974).	Creative writing was known as literature including the variety of its genres (Humaira, 2011, p.112). In Pakistan, creative writing is widely recognised in schools, but it is important to note that 'creative writing has been reduced to a set of formulae taught through a series of exercises' (Myhill, 2001, p. 19). Problematic issues in the Pakistani system of education which fail to promote imaginative writing in various genres in the classroom 'are the shortcomings in the curriculum, examination, inefficient teachers, methods and techniques' (Warsi (2004, p. 1).

Factors involve in creative writing in Pakistani educational system

In Pakistan, teaching of writing is dependent on a number of factors such as curriculum and assessment. In addition, teachers are not autonomous; they cannot teach independently without permission from the authorities, Humaira, 2011, p.112). Notably, the imposition of a prescriptive curriculum and tightly defined assessment system has challenged teachers' professional autonomy and reduced their creativity (Burgess et al, 2002; Fisher, 2004). This fact is reiterated by Hanke, 2002, cited in, Humaira, 2011) so that if the curriculum and assessment system do not give opportunity to teachers to act independently, their professional and intuitive potential is definitely constrained.

This situation mentioned above is applicable to teaching creative writing in a Pakistani classroom. There is a vast magnitude of literature available on the effective teaching of creative writing in the classroom. The role of English teachers can not be neglected, as Grainger et al. (2005, p. 178) assert that 'creativity in students' writing does not occur independently of the skills, talents, motivations, knowledge and understanding of teacher', and that the creative teachers of writing are 'autonomous, competent, reflective and critical and work towards a vision of children who can think and act for themselves' (Moss, 2001, p. 36). Those teachers, who give the learners topics of their own choice, help the learners to become engrossed in their writings. Thus, 'the meanings of words and ideas are felt more strongly and deeply and their voices ring with conviction' (Laevers, 2000, p.24). Interestingly, Wilson and Ball (1997) describe risk-taking as an important characteristic of creative writing teachers who have the disposition to remain open to new ideas and strategies which may benefit the learners. Grainger et al. (2005, p.183) believe that 'research in the field of creativity indicates that creative teachers adopt a learner centered focus'. They make creative writing fun while stimulating their imagination and encouraging their criticality. Barnes (2007, p.27) remarks that 'it is

clear teachers need to be geared towards individuals, their passions, capabilities and personalities'. It is seen that learners' 'creative abilities are developed if teachers' own creative abilities are properly engaged' (Grainger et al, 2005, p.5). It is one of the central themes of the present study that those teachers, who are themselves creative and write creatively, are better teachers. In Pakistan, it is urgently required that teacher education programmes should work in this direction.

There are many other factors which are also responsible for the decline of creativity in schools. For example; unmotivated faculty and students; a curriculum divorced from real problems faced in teaching and the heavy reliance on rote memorization, large-size classes, lack of resources, untrained teachers, fixed syllabus, forty minutes duration for English and external examination bodies' Siddiqui (2007, p.161).

According to (Bachman and Palmer, 1996; Brown and Pickford, 2006), a number of different qualities can maximize the effectiveness of an English language test. A good test should have:
   a. construct validity,
   b. reliability,
   c. authenticity,
   d. interactiveness,
   e. impact and practicality
all the above listed qualities help to foster creativity and independent learning. One major problem in the evaluation of writing in Pakistan is that it tends to lack many of these factors. In Pakistan, it is seen that assessment has a direct relationship with teaching in the classroom (Humaira, 2011). According to Siddiqui (2007, p. 187) , 'in Pakistan the impact of assessment is conspicuous. It is an assessment system that has emerged as an omnipotent force that is calling the shots in the educational scenario of Pakistan. Each new government claims to realize its significance but hardly takes any practical, meaningful, holistic, and sustainable steps towards streamlining the system'.

Despite the fact that English language evaluation has failed to measure students' creativity and critical thinking, and that this has also been realized, no significant efforts are being made to improve the situation. The teachers' attention is focused on stereotypical questions set in the board examination; as a consequence, they do not practice creative writing sufficiently in the classroom (Humaira, 2011). Siddiqui (2007, p. 164) rightly says that 'the students memorise ready made answers of short stories, essays, plays, poems etc because the assessment system encourages rote learning and the examination requires the students to reproduce what they have learnt by heart'.

A critical evaluation of the Lahore Board Examination's Past Papers exposes that the topics are repeatedly taken from the textbooks (prescribed books) of Matriculation. To quote Siddiqui (2007, p. 103) 'in Pakistan, the textbooks are supposed to occupy a central position in the process of teaching and learning to the extent that the assessment system and classroom teaching seem to revolve around the textbooks' . One noteworthy fact is that for the past 10 years, the textbook of Paper B (English Grammar and Composition) has not been revised or updated. The textbooks have model essays and stories which students memorise for tests. For example, writing a story is a recurrent question. The type of question can remain unchanged year after year.
   a. Year 2008: Write a story with a moral 'The boy who cried wolf '.
   b. Year 2007: Write a story with a moral 'union is strength'.
   c. Year 2006: Write a story with a moral 'a friend in need is a friend indeed'. (Humaira, 2011).

These stories are prescribed in the syllabus. The question of story writing is easy and the learners need not think critically and imaginatively. In the test, the students have to remember the logical sequence of the events or paragraphs as they are given in the textbook, otherwise they would lose their score, because the examiners would keep the model compositions in view. The students do not write the stories themselves (Humaira, 2011). They are not taught to develop the plot, characterization or

dialogue. The research therefore asks, what is the purpose of such an examination? Does it measure originality of ideas, language and organization? The students' creative writing does not possess these characteristics. As Siddiqui (2007, p.189) believes, 'in Pakistan, the assessment system excludes creativity and critical thinking out of its legitimate boundaries'. It is stated in the National Education Policy (1992, p. 69) that 'we are caught in a vicious circle; the cycle begins at a badly constructed syllabi and ends at a rag bag system called examination'.

In this entire situation the role of the examination system especially Lahore Board of Intermediate and Secondary Education which has failed to measure students' creativity. It is worth mentioning that whoever crams things more efficiently, even without proper comprehension, can secure good marks in the examination. The teacher in the Pakistani education system is always under pressure to achieve a good result. Those who manage to gain a maximum number of *As* in their class are appreciated more than the one who promotes creativity in learners. Furthermore, the Lahore Board Examination lacks some qualities which should be in a good test such as construct validity, reliability, authenticity, interactiveness, impact and practicality.

Further it has been supported by studies that the English teachers perceive that the topics for creative writing are taken from textbooks. This fact can be further reinforced by comparison with the textbooks prescribed by the Punjab Textbook Board. Topics such as 'My Neighbours', 'My School' My National Hero, A Cricket Match or 'A House on Fire' are specified in the textbooks for Paper B. The same topics are repeatedly given in the examination. Students prepare these topics from guide books for the examination. In addition, the examiners cannot give unseen questions in case the students may fail. Some time if unluckily it ever happens that an examiner set some content of the paper out of prescribed text book, masses come out on roads against this "unjust". With all these elements considered, the Board Examination does not serve its purpose of assessing students' creativity. It is also fact that most of the teachers are not satisfied with the way topics are presented in textbooks and assigned to students for writing. So it is important that topics should be interesting, in order to help promote pupils' self- expression.

In this regard the following measures can be taken to avoid this entire malady and to help promote pupils' self- expression.

I. Both the teachers and students should promote words in their treatment with writing for example; 'experimentation', 'risk taking', 'problem solving' or 'intuition' which are commonly used for creativity in a western educational context.

II. Writing teachers must consider that 'creativity flourishes where there is a systematic strategy to promote it' (Robinson, 2001, p.12). In addition, they must suggest approaches to teaching such as the genre approach or the process approach for developing creative writing.

III. The pupils do not themselves decide the topics; instead, the teacher presents a topic or a theme. The teacher is the only audience for whom the students write. The teacher implicitly or explicitly dictates the form. So the learner must be facilitated to decide the topic wherever possible.

IV. The teacher judges the pupils' writings as the finished product. I believe that the teacher must change their attitude towards the writing of the learners.

V. They must consider the process despite of the product. Error free writing should not be idealized and they must make difference between error and mistake.

VI. English teachers must be encouraged to engage in activities that are essential for creativity, such as risk taking and viewing of their own learning.

VII. English teachers can also arouse the learners' interest in creative writing, so that their works will be published in a school magazine; it is potentially futile to continue writing unless there are intrinsic rewards in the process.

VIII.   Finally, the school timetable should give importance to creative writing.

References

Arnold, R. (1991). *Writing Development*. Philadelphia: Open University Press.

Barnes, J. (2001). Creativity and Composition. In C. Philpott, & C. Plummeridge (Eds.), *Issues in Music Teaching*. London: Routledge.

Brown, S., & Pickford, R. (2006). *Assessing skills and Practice.* London: Routledge.

English Grammar and Composition for Matriculation. (2009). Lahore: Punjab Textbook Board.

Evernett, N. (2005). Creative Writing and English. *The Cambridge Quarterly,* 34(3), 231-242.

Grainger, T., Goouch, K., & Lambirth, A. (2005). *Creativity and Writing: Developing voice and verve in the classroom*. London: Routledge.

Hanke, V. (2002). Improvisations around the National Literacy Strategy. *Reading Literacy and Language,* 36(2), 80-7.

Hooker, J. (1997). Developing creativity: The place of the imagination in the academy. *Writing in Education*, 11, 4-7.

HMIE Report. (2006). Emerging Good Practice in Promoting Creativity. Available: http://www.hmie.gov.uk/documents/publication/hmieegpipc.html (March 3, 2009)

HMIE Report. (2006). Promoting Creativity in Education: Overview of National Policy.   Available: http://www.hmie.gov.uk/documents/publication/hmiepcie.html (April 25, 2009)

Humaira, Khan. (2011). Testing Creative Writing in Pakistan: Tensions and Potential in   Classroom Practice. *International Journal of Humanities and Social Science, 1 (15) 111-119.* Retrievedfromhttp://www.ijhssnet.com/journals/Vol_1_No_15_Special_Issue_October_2011/14.pdf

Laevers, F. (2000). Forward to basics: deep level learning and the experimental approach. *Early years*, 20(2), 20-9.

Marshall, S. (1974). *Creative Writing*. London: Macmillan Education Ltd.

Model Test Papers of English for Class Tenth. (2009). Lahore: Kashmir Kitab Ghar.

Moss, P. (2001). The Otherness of Reggio. In L. Abbott, & C. Nutbrown (Eds.) *Experiencing Reggio Emilia, Implications for Pre-school Provision*. Buckingham: Open University Press.

Myhill, D. (2001). Crafting and Creating. *English in Education,* 35(3), 13-20.

Nadeem, M. (2007). Pakistan Land of Rich Literary Heritage. Available: http://www.uelowermall.edu.pk.com (August14, 2009)

National Education Policy. (1992). Islamabad: Ministry of Education Press.

O'Rourke, R. (2005). *Creative Writing: Education, Culture and Community.* Plymouth: Latimer Trend. Past English Papers. (2008). Lahore: Urdu Bazar Publishers.

Robinson, K. (2001). *Out of our Minds: Learning to be creative*. Oxford: Capstone: Publishing.

Siddiqui, S. (2007). *Rethinking Education in Pakistan: Perceptions, Practices, and Possibilities.* Lahore: Paramount Publishing Press.

Warsi, J. (2004). Conditions under which English is taught in Pakistan: An Applied Linguistic Perspective. *Sarid Journal*. Available: http:// www. sarid.net/sarid-journal (May 10, 2009)

Wilson, S. and Ball, D.L. (1997). Helping teachers meet the standards: new challenges for teacher educators. *The Elementary School Journal,* 97(2), 121-138.

THE SOCIAL SECURITY SYSTEM IN THE GRIP OF UNIVERSAL HUMAN RIGHTS AND COST: AN ASSESSMENT ON TURKISH EDUCATION SECTOR

Nejat İRA
Assoc.Prof.Dr, Çanakkale Onsekiz Mart University, Faculty of Education, Çanakkale, Turkey
Orcid: https://orcid.org/0000-0002-2271-9353
nejat.ira@gmail.com

Yeşim Atilla KÜROCAK
Çanakkale Onsekiz Mart University, Faculty of Education, Çanakkale, Turkey
Orcid: https://orcid.org/0000-0002-4520-7094
yesim_atlla@hotmail.com

Doğa Başar SARIİPEK
Kocaeli University, Faculty of Economics & Administrative Sciences, Kocaeli, Turkey
Orcid: https://orcid.org/0000-0002-35255199
dsariipek@gmail.com

Abstract

As in many countries, there is a pressure on social security system of Turkey to reduce overall costs and increase savings at the same time. While the private sector responds these pressures by increasing flexible and atypical working types as expected, surprisingly, the public sector increasingly applies similar strategies. In this context, the education sector is exposed to various employment reforms and regulations. In this sense, more unsecured practices such as paid teaching and fixed-term contracts are replacing indefinite term job contracts both in private and public sectors. The negative side of this process is the unequal dual structure where a group of teachers are employed under indefinite term job contracts with stable social security coverage and where even a larger group of teachers are employed with fixed-term job contracts and covered only within their teaching period. These teachers, who are excluded from formal right-based social security system, inevitably, replace traditional and informal social protection networks instead. Consequently, the education sector in Turkey has become one of the most vulnerable sectors, where people intensely use their informal networks to overcome the social protection crisis they face. Therefore, social security has lost its core feature of being a universal human right in Turkish education sector as confirmed by the qualitative research of this study. The findings portray that governments in Turkey are breaking away from rights-based social protection policies at least in education sector, and informal protection mechanisms such as familial solidarity and/or charity are getting stronger. In other words, charity-based social protection strategy has become the most common way to get access to social protection and to overcome the cost pressures in the social security system.

Keywords: The Social Security System, Universal Human Rights, Cost, Turkish Education Sector

INTRODUCTION

In the last few decades, pressures to reduce costs in social security systems emerged significantly in many countries. Turkey, being harshly exposed to such pressures, has been undergoing a process of restructuring in all sectors, including education. To this end, flexible and atypical working types are expanding rapidly both in private and public schools under the claims of 'employment reforms and regulations'. The most used strategy both in private and public sectors are pervasion of paid teaching practices or working with fixed-term contracts instead of indefinite term contracts. While the teachers who are employed under indefinite term contracts have a constant social security, paid teachers are only covered within the scope of their teaching period. The teachers employed with indefinite term job contracts in public schools are working even under the systems prevalent in private sector, and thus subject to significant cuts in their labor rights. Therefore, these teachers are actually reflecting the prevailing strategy of the governments against the problems faced by the Social Security System.

This teacher group, which is working with an amount of salary well-below the minimum wage and increasing in number, is devoid of any formal social security protection and most severely feels the

social insecurity. Since these teachers are excluded from formal and rights-based social security scheme, inevitably, they head for traditional and informal protection networks. In this sense, the most frequently taken precautions are accepting support from family, relatives, co- workers, neighbors and/or ask for assistance from civil society organizations, such as associations and foundations. To this end, Turkey has long been witnessing a process where informal social protection networks are extending to replace the formal schemes at least in education sector and it seems this is even encouraged by the government as well, as a tool to overcome neoliberal cost pressures on social security schemes.

Based on this claim, this study is an attempt to explain cost pressures and threats in formal social security scheme as well as the extension of insecure employment types in Turkey from the point of education sector and then to discuss the common self-coping with strategies of teachers as a response. What seems surprising here is that this existing structure flourishes not only in the private sector but also in the public sector as well; paid teaching along with fixed-term teaching contracts is the clearest indicator of these practices. The main reason behind this is that social security is not considered a universal human right but as a cost constraint by government.

While analyzing the interaction between formal and informal coping with strategies, this study is built on the opinions of teachers through several interviews. Put clearly, the study is based on semi-structured interview model and the qualitative research technique. In this context, seven paid teachers, both from private and public sectors, and eight fixed-term contract teachers are interviewed with. It is found that the perceptions of the paid and fixed-term teachers regarding social insecurity are far stronger and that they have had to apply to the informal security networks at least at one point in their lives. These results strengthen the claim that the government in Turkey is going away from right-based protection policies in social security, at least in education sector, and that they are increasingly replacing informal and charity-based protection mechanisms instead. As a result, this strategy constitutes the main struggle method against the cost pressures in the social security system.

This work, which discusses the regression in the quality of social security as a universal human right, is composed of three main sections. The first section presents the general theoretical framework and evaluates the social security as a universal human right. In the second section of the work, a brief history of education sector reforms in Turkey is discussed. As a result of these reforms and regulations that are more structured with the neoliberal point of views, there happens to be a regression in the social security rights of the teachers. As for the last section, it consists of the qualitative analysis conducted within the scope of work and obtained findings.

'SOCIAL SECURITY' AS A UNIVERSAL HUMAN RIGHT

From the etymological sense, 'social security' is composed of the word 'social', which stands for the idea of belonging to a community or ensemble, and the word 'security', indicating safety or guarantee. Through the word 'social', the logic based on the principles of unity, equality, solidarity, and assistance come to one's mind. On the other hand, the word 'security' reminds of the status of danger or threat. Combining them altogether, social security has the meaning of 'the process of taking collective precautions against hazards' (Yazgan, 1992: 17). From this point of view, public institutions regulated by the state are called 'Social Security System' which constitutes the protection of the individuals out of their own claim or will against some certain social risks by providing economic assurance and for the purpose of resolving the damages (Altın, 2010: 6).

Right of social security safeguards all necessary tools for meeting basic needs of all individuals and enabling their access to the basic services regardless of age, sex or working qualification. Put differently, everyone has the right of social security as human beings only and as a member of the society, they are living in without any other preconditions. This is a must for developing individuals' dignity and personality. The guarantee which is going to be provided, ought to meet the

accommodation, nutrition, clothing, and medical needs of the individual or/ and his/her family. And specifically, social security must be provided in case of unemployment, disease, disability, single parenthood, old age, and deprivation of livelihoods. Besides, certain groups such as women, children, persons with disability, and other disadvantaged individuals should be protected and covered by all means (Alper, 2015: 200).

There are some key principles of human rights playing fundamental roles in guaranteeing the right of social security. The first one is the 'inclusiveness'. Social security, to this end, indirectly covers all the risks faced by the individuals out of control that led the individuals to be deprived of means of subsistence. The second main principle is 'flexibility'. What is meant by this principle is that the change in the age of retirement totally depends on the profession and the working abilities of older people with flexibly determined. Besides these personal facts, demographical, economic, and social factors are directly influential in the determination process of the age of retirement. The third main principle is 'being indiscriminative'. Social security right must be provided to all regardless of any kind of discrimination based on grounds of health condition, race, age, sex, sexual orientation, disability, language, religion, nationality, income level or social status. This is a universal obligation.

The right of social security has been guaranteed by several global regulations such as Article 22 of the Universal Declaration of Human Rights, Article 9 of the International Covenant on Economic, Social, and Cultural Rights, Article 26 of the Convention on the Rights of the Child, Article 5 of the Convention on the Elimination of All Forms of Racial Discrimination, Articles 11 & 14 of the Convention on the Elimination of All Forms of Discrimination Against Women, and Article 16 of the American Declaration on the Rights and Duties of Men.

As well as these articles, there are certain committees established in the United Nations and formed by experts that audit the implementation of certain human rights agreements. These committees follow the implementation of agreements in question by the help of regular reports sent by governments and publish their conclusions.

In the light of all these explanations, basic features of social security appear per se. Social security is an essential right which belongs to human beings, yet it is a liability attributed to the state. Informal relations, such as interpersonal solidarity and charity/philanthropy may contribute to the social security of the individuals. However, these are only expected to complete the state. Clearly, a close and strong cooperation should exist between formal and informal networks. As interplay between these two networks, social security appears to be a system which strives for preventing individuals from being damaged against their will. In case of damage occurs despite all the effort, it can be evaluated as a system which provides individuals to 'regain the minimum working strength' and 'the guarantee of an income which is worth in human dignity' (Doğan, 1999: 4).

As in many countries, social security system in Turkey is, however, under attack to reduce overall costs. The precautions taken against this pressure and the reforms launched are, mostly, in line with liberal approaches. In this sense, a qualitative and quantitative progress in terms of scope is not the first and the foremost purpose anymore. The most prominent outcomes of this process are more deregulated labor markets; increase in flexible and atypical jobs and, in general, a significant decline in the overall social protection levels of individuals. Inevitably, more precarious jobs, and thereby more insecure individuals and lifestyles occur in almost all aspects of societies as well. This process simply means a disengagement from rights-based protection approach and filling this gap with traditional and informal protection mechanisms, such as familial solidarity and charities.

Shift in Education Sector in Turkey and the Social Security Rights of Teachers
Education sector in Turkey has been passing through a deep transformation process recently. In this process, the education life is restructured according to the market needs and the staff and curriculum

alteration are realized. In the financing of education, in particular, it is intended that non-governmental organizations such as family, civil society groups, and the private sector to be more active. Even, it is more clearly seen in the strategic plan which covers the 2015-2019 period of the Ministry of Education together with Ninth and Tenth Development Plan prepared by the State Planning Organization that the private sector is encouraged by the government to make more investments and it is going to be fostered by the state (Durmaz, 2014: 145). In the Ninth Development Plan, which covers the 2007-2013 period, it is explicitly stated that 'the resources of the private sector are going to be oriented to the most-needed segments'. Some similar expressions are there in the Tenth Development Plan which covers 2014-2018. In this plan, it is pointed out that 'the alternative finance models are going to be advanced in education and that the private sector is going to be tempted to initiate the educational institutions'.

A similar transformation is valid in terms of teachers. In a clearer expression, along with the restructuring process in education, the employment ways such as contracted and paid teaching are ever growing. Although contracted and paid teaching has taken place in legislation in the 1980s, starting from the 2000s, it has widely been used in filling the employment gap (Durmaz, 2014: 147). As a result of this process, there happened to be serious inequalities in the social security rights. In short, despite the fact that there are teachers who are working happily with their broad rights, there also exists another segment of unhappy teachers working with more restricted rights.

The Social Security of the Permanent Teachers
The employees those are defined as the permanent teachers according to the Article 657 No. the State Law's 4/A Article are people working as teachers. It is expressed that within the articles of the Civil Servants Law of the State numbered 657, the fail-proof working conditions and personal rights are broad (Alagöz, 2016: 25). According to the Civil Servants Law numbered 657, 'utilities are undertaken by the officials, contractual staff, temporary staff, and workers'. In this regard, public employees, in the A subparagraph of the matter (4) 'officer', in the B subparagraph 'contractual staff', in the C subparagraph 'temporary staff', and in the D subparagraph 'workers' are separated (Keskin Demirer, 2012: 179). Those working in the 4/A cadre must not sign any other agreement once they are promoted until they quit the job (Kablay, 2014: 179). A successful public sector, the careers of the employees working in the sector in question, guarantees the emergence of some higher opportunities for the business relations and that of a safer job for the workers (14. ÇEKO Congress, 2012: 101).

Also, those employed in this status have the right to the paid vacation. Their marriage and death permission periods are longer than the teachers in the same status. In short, the teachers in this status have, in general, much more convenient working conditions and employment assurances. Further, when there is no annual record evaluation in the contractual, paid, and deputy teaching, there is an annual record evaluation of the teachers working in 4/A status and this has a direct impact on its advancements in the profession (Alagöz, 2016: 26).

One must need to meet some criteria in order to become a permanent teacher in Turkey. At the beginning of these comes 4 years of bachelor degree, and then a candidate must be successful at Public Personnel Selection Examination (KPSS) which is conducted centrally and nationally and become a teacher intern for a specific time. Briefly, holding a bachelor degree from a relevant faculty is not enough to be permanent, and many visible and invisible obstacles should also be breached.

Consequently, due to all these impediments, there are many unemployed teachers that are excluded from the public sector. These teachers have to be employed in the education institutions either private or in privately-owned etude centers in a much more unfavorable condition. Inevitably, this case leads to marketization of teaching and even abuse of the profession without being able to get the return of their labor and qualification.

THE SOCIAL SECURITY OF THE TEACHERS IN THE PRIVATE EDUCATIONAL INSTITUTIONS AND THE PAID TEACHERS

Nowadays, there is a comprehensive restructuring process in Turkey in the sphere of education. In this process, on one hand, the education system is subject to some changes regarding its purpose, structure, and routes and on the other hand, the policies that aim at increasing the role of the private sector stand out. The most radical change in the education sector is that the schooling has remarkably increased in recent years. An inevitable conclusion of this increase in the number of the private schools is that the number of the educators working in this field has also gone up. This transformation in the education sector has led to many adverse results in the sphere of the social security (Alagöz, 2016: 2). In this scope, there has been either a regression or a complete disappearance of many basic legal rights. More importantly, a distinction between the teachers in terms of status such as 'happy minority' and 'unhappy majority' has sharpened. Most of the unassigned teachers, on one hand, are preparing for the next examination by attending KPSS courses and on the other hand, both to be exempted from internship and in order to make little income, they have been looking for jobs in etude centers, and private lesson offices. Many unemployed teachers could not find a place for themselves in the public sector or the educational institutions except for schools. This has rendered the field open to the subcontracts to teachers and exploitation of the teachers' labor.

The teachers who are looking for opportunities for jobs outside the formal education system, in which they 'failed' to enter, and more importantly, the teachers who are open to accept the hard working conditions to maintain their lives under the mentioned circumstances are becoming the focus of the pressures coming from various quarters (Keskin Demirer, 2012: 178).

Thus, the application of the part-time temporary staff employment in the educational institutions related to the Ministry of Education has been legalized by the decision of the Council of Ministers on 29 January 2003 vide No. 2003/5213. By this application, the temporary educational staff has been employed according to the provisions of social security scheme and hourly salary. This situation points out the fact that the teachers in the public institutions are also working in comparatively negative circumstances just like the teachers working in the private institutions and, therefore, there happens to be a convergence between the public and private sector teachers in a lower standard.

The temporary teachers almost do not have any of the social security rights that are available to the permanent and the contractual teachers. For instance, when the temporary teachers get sick and if their illnesses last longer than a week, their contracts can be countermanded. In such a situation, the teachers whose contracts are countermanded have to wait until the education year to come to an end.

It can be said that the temporary teachers that are seen as the contractual and temporary staff in the law, albeit they are not regarded as 'workers' in the law, as of their personal rights are placed in a more recessive position than workers. Another important reflection of the subcontracted employment methods of the teachers has become more visible by the changing employment ways and the working conditions and at the beginning of them comes the emergence of the rivalry among the teachers from different categories (Keskin Demirer, 2012: 179). Now, the name of the temporary teachers, who are employed in devoid of any kind of security, has changed and instead of the profession of teaching, which rings the bell of extremely significant values, the new adjectives such as 'master instructor', 'instructor', and 'language instructor' are derived. With the staff appointed in this way, ten months contract is agreed for a year, the yearly vacation right is not given, their salaries are deducted even when they have reported, their candidacy to the unions are banned and they are employed as unsecured (Eğitim Sen, 2007: 3-4).

The teacher that is working in a private college sometimes works twelve hours a day and sometimes more than seventy hours in a week inside or outside the college. The college teachers, along with the normal courses, answer the questions of the students in a marketing method called 'one by one' and in

spare time they tend to spend them in preparing questions, and answering question sessions that have become compulsory (Keskin Demirer, 2012: 178).

Consequently, the analysis of the problems faced in the social security system illustrates us that a new structuring intended for the system should be in the way that the social protection must be defined on the grounds of a right related to citizenship; the union organization problems must be exceeded as a primary element in the development of the social security, and it must be uttered that the risks are to be avoided rather than be compensated; the social insurance and the social grants must be perceived as a whole, the social security must be stayed up with the fight against unemployment and employment policies, the unregistered employment must be recorded, and lastly the social security system must not be used as a tool of political populism (Gökbayrak, 2010: 159).

In order to strengthen 'to be a better teacher', enthusiasms of the teachers and the teacher candidates, the social sensitivity ought to be highlighted in the sphere of the teacher unemployment. Improvement of the social conditions and the importance given to educate the qualified teachers together with the enrichment of the employment prospects will relatively descend the importance of the external foci that are to be blamed. In this context, the person will head for explaining the failure directly with her/himself and the future is going to be handed in the palms of the competent teachers (14. ÇEKO Congress, 2012: 978).

Aim of the Study

The main purpose of this research is to examine the social securities of the paid teachers that are working in the private schools and the public schools compared to that of the permanent teachers. At the same time, the conclusions of the reforms rendered in the education system in terms of the social protection rights are also going to be evaluated. In the light of these evaluations, a decision is going to be made in the fields of the education quality and whether there is a regression in the values attributed to the teaching profession.

Answers are sought after in line with these purposes.

1. What kind of differences are there, in terms of economic income and other resources, between the temporary teachers employed in the public and private schools and the permanent teachers?
2. What are the reasons for the teachers that prefer working temporarily in the public or private schools?
3. Are there conditions that make these teachers unhappy in their working environments?
4. What are the jobs and actions done by the teachers although not included in the definition of their jobs?
5. Is there a difference between the working hours and other conditions of the temporary teachers employed in the private and public sectors compared to the permanent teachers?

Method of the Study

This is a descriptive research done in the qualitative scanning method for the purpose of analyzing the social security problems of the temporary teachers employed in the private and public schools compared to the permanent teachers. The qualitative research can be described as an approach which is based on interviewing, observing, obtaining data by using the qualitative data gathering methods such as participant observation and documents, and searching, fathoming, and interpreting the social phenomena within their own peripheries (Alagöz, 2016: 40).

The semi-structured interview form is used in the conducted work. Interviewing is undertaken with the data gathering process via verbal communication way. The working group of the research is composed of 15 teachers that are employed in the private and public schools located in Izmit province which is the central province of the city of Kocaeli in 2016-2017. Seven teachers are employed in the private

schools as the contractual teachers and eight of them are permanent teachers in the public schools. During the selection of the teachers, terms such as sex, age etc. is not taken into account. It is paid heed to that there is diversity. Gathering the research data is realized through the means of the semi-structured interview form. The semi-structured interview form is obtained from Irem Alagöz's 2016 master thesis titled 'The Problems of the Teachers Employed in the Private Schools in the context of Divided Labor Market'. The interview form is composed of six chapters and 45 questions. The first two of these chapters are the ones where the personal information and educational backgrounds of the teachers are explained. As for the third and the fourth chapters, they are aiming at detecting the working conditions of the teachers. And, the fifth and the sixth are the chapters where the future expectations and the ideas in emotional means of the teachers are taken.

Necessary explanations are done to the teachers prior to the interview. It is guaranteed that no personal information is going to be used. Also, the information regarding the names of the schools where they are working is obscured. For this reason, coding intended for the persons are used. The interviews are done, one- to-one, in March and April in 2017.

The interview information done with 15 teachers are evaluated by using the descriptive data analysis methods which is one of the qualitative data analysis techniques. The data used are resolved by being loyal to the originals, as much as we can, or direct quotations method.

Findings and Suggestions
In this chapter, there are interpretations according to the obtained conclusions at the end of the evaluation process by using the semi-structured interview forms and interviewing the temporary school teachers in the private and public schools.

FINDINGS REGARDING THE TEACHERS' DEMOGRAPHIC INFORMATION

Sex, Age, Marital Status
The dispersion of the teachers by percentage of their sexes in the working group is shown in Table 1. 13% the teachers are female and, 2 of them are male. Their rates in total are 86.66% and 13.34% respectively.

Table 1. The Dispersion of the Participants by Sex

Sex	N	%
Female	13	86.66
Male	2	13.34
Total	15	100.00

With regard to making a general assignation, it is possible to conclude that the profession of teaching is traditionally regarded as the female profession and this understanding still continues.

The dispersion of the participants by their ages is shown in Table 2. According to Table 2, the working group consists of 11 (73.33%) teachers who are younger than 30, and 4 (26.67%) teachers are older than 30.

Table 2. The Dispersion the Participants by Age

Age	N	%
30 years younger	11	73.33
30 years older	4	26.67
Total	15	100.00

The fact that there are fewer people employed older than 30 years of age indicates that the older teachers are less preferred. Usually, the institutions tend to choose the teachers that are young, newly-educated, dynamic, technology literate, and someone who would be up-to-date. For this reason, it is harder to employ teachers that are older than a certain age.

Table 3. The Dispersion of the Participants by Marital Status

Marital Status	N	%
Married	5	33.33
Single	10	66.67
Total	15	100.00

The dispersion of the participants by marital status is given in Table 3. According to Table 3, the working group consists of 10 single (66.67%) and 5 married (33.33%) teachers.

Findings regarding the Educational Background of the Teachers
The dispersion of the participants according to their educational backgrounds is given in Table 4. According to Table 4, 13 (86.66%) of them hold bachelor degrees and 2 (13.34%) of them hold bachelor degrees but studying their masters.

Table 4. The Dispersion of the Participants by their Educational Backgrounds

Educational Background	N	%
Bachelor	13	86.66
Master	2	13.34
Total	15	100.00

The departments of graduation of the participants also differ from each other. According to Table 5, 3 (20%) of them are from Pre-School Teaching, 2 (13.33%) from Classroom Teaching, 2 (13.33%) Theology, 1 (6.66%) Turkish Language and Literature, 1 (6.66%) Social Services, 1 (6.66%) Social Sciences Teaching, 1 (6.66%) Computer Teaching, 1 (6.66%) Math, 1 (6.66%) Psychology, 1 (6.66%) Sports Sciences, and 1 (6.66%) Math Teaching graduates.

Table 5. The Dispersion of the Participants by their Graduation Departments

Departments	N	%
Pre-School Teaching	3	20.00
Classroom Teaching	2	13.33
Sports Sciences Teaching	1	6.66
Math Teaching	1	6.66
Social Sciences Teaching	1	6.66
Computer Teaching	1	6.66
Theology	2	13.33
Social Services	1	6.66
Math	1	6.66
Psychology	1	6.66
Turkish Language and Literature	1	6.66
Total	15	100.00

The rates of graduates from the Faculty of Education and the Faculty Science- Literature are close to each other. This indicates that the graduates from the Faculty of Science-Literature heading for teaching. And, they do it by taking formation courses or, rather, without having a certificate, in the public schools as the temporary teachers.

The Views of the Teachers regarding the Working Conditions

The salaries paid to the teachers vary from an institution to another one. The difference between the salaries is much more evident in the private schools. The salaries of the temporary teachers employed in the public schools are calculated on the basis of course hour. That is equal to some of the very low salaries; however, there are not numerically gaps among the temporary teachers.

Table 6. The Dispersion of the Participants by their Monthly Incomes

Monthly Income	N	%
500 TL-950 TL	—	—
951 TL-1500 TL	8	53.33
1501 TL-2000 TL	3	20.01
2001 TL-2500 TL	2	13.33
2501 TL-3000 TL	2	13.33
3001 TL and more	—	—
Total	15	100.00

The dispersion of the participants by their monthly incomes is given in Table According to Table 6, 8 (53.33%) of the participants have incomes between 951 and 1500 TL, 3 (20.01%) of them between 1501 and 2000 TL, 2 of them (13.33%) between 2001 and 2500 TL and, 2 of them (13.33%) between 2501 and 3000 TL. If we are to consider the fact that the minimum wage in Turkey in 2017 is net 1404 TL, we can assert that the salaries of the teachers are revolving around the minimum wage.

CONCLUSION AND SUGGESTIONS

In the result of the research, some problems are revealed such as the teachers working in the private schools are deprived of the social rights compared to the teachers enrolled in the public schools and that they are employed like the temporary workers and that they cannot get paid for their labors and they have to accept the low salaries they are given. When their monthly incomes are observed, generally there is piling between 950 and 1500 TL. It is seen that the temporary teachers are mainly the majority. This figure is a little bit higher in the private schools.

One of the participants EA (35) explains the situation as follows:
Because we are employed by hourly salary, we are not paid for the course that we do not attend. Of course, I do not find this salary enough, yet I prefer getting paid regularly although it is low.

SP (37) also explains the situation as follows:
I do not think that my salary is enough. I think that the hourly salary must be calculated differently for 'the temporary teachers' and to detect this salary a decision is made and it has not been worked on. If a regulation is arranged, the factor would be determined.

The newly-graduated teacher candidates, firstly, aim at working in the public institutions. In order to do so, they attend the KPSS courses during the senior year of their studies. However, in the result of the growing number of the Faculties of Education and the decreasing number of promotions rendered the employment in the public sector hard. Serious efforts and works are, therefore, necessary. In the conducted research, it is revealed that all the participants prefer the private sector and the temporary teaching because they are not assigned.

SC (33) explains the situation as follows:
I think that the merits must be taken as a base for the conditions of the assignment of the teachers. I work as a temporary teacher. Although I do the same job with the permanent teachers, my salary is 1/3 lower than theirs and my insurance is indicated to be for 17-18 days.

The most important drawback of indicating the monthly working period is, as it is the instance above, paying the social security prims incomplete instead of 30 total days. Consequently, the retirement wage is calculated low. So, the social security problems that the temporary teachers face today lead to more grave results in future when they are retired.

Another problem with the private school teachers is related to their vacation. We can observe that they cannot fully utilize their compassionate leave, which is given officially in case of death, marriage and birth, where the administration comes up with various excuses. The administration sometimes shortens this period and, as a different approach, even deducts from the wage bill. When this is the case, the teachers, most of the time, have a problem with the administration and they give up on their rights.

YK (26) explains the situation as follows:
I was told that my marriage leave would be only 3 days and I did not have any vacation for honeymoon. Even, I got reactions as I did not consult the institution authorities while planning my wedding date. As a consequence, my leave days for honeymoon were deducted from my salary.

YA (24) explains his/her situation as follows:
Yes, there are deductions. For instance, when I went to hospital my wage was cut.

The situation of the temporary teachers working in the public institutions is much less worrying. Because the teachers are paid according to their working hours, they are not paid in their absent days. In this situation, the number of people who are deemed to be problematic has become limited.

In the interviews, when the teachers are asked 'are there things that you do although it is not in your duty description', it is seen that most of the teachers conduct other kinds of things that are not included in their job descriptions out of the fear of losing their jobs or coercion of the administration.

HA (26) explains the situation as follows:
Because I am employed as a temporary teacher, although I am not obliged to do so, I mounted guard couple of times.

SC (33) says:
I conduct things such as handing the students to the services, feeding them and etc.

YS (23) says:
Yes there has been. I helped in self-care things out of shortage of staff.

AM (30) answers:
I accepted the students out of field into my class.

Along with these, they also suggested that they were doing marketing jobs and they were not paid extra for these. The teachers in the private institutions have the right to go to strike, legally, convene a union and be a member of a union. However, out of the fear of losing their jobs, the private school teachers cannot fully benefit from their rights. Thus, the answer to the question 'is there a community organization of which you are a member' has been 'no'.

Also, there is a parallelism between the performance of the teachers and their salaries; in private education institutions, each teacher strives to win recognition and therefore, this causes a devastating competitive environment. The weakening of the human and social relations among the teachers and the decrease in information sharing are some of the problems that often surface. There are different answers to the question asked to the participants 'what kind of a solidarity and competition relation do you see among the teachers'. For instance, HÇ (26) says that 'this attitude can vary from person to person. There are very benevolent colleagues as well as ones with the attitude of competitive ambition'.

SP (37) argues the situation as follows:
I think that the teachers are competing in Transition from Primary to Secondary Education Exams (TEOG) more than the students.

In most of the teachers, it is predominated that in spite of all the conditions and problems, the teachers have the emotion of loving their professions and jobs. Although the motivation factors of their jobs are low and it results in preventing them from attaining their vocational satisfaction, there are also motivating elements such as 'naivety and purity of the children', 'the job location is close to home' and 'positive feedbacks from parents'.

Besides, again the fear of losing their job is a prominent problem. It creates a grave concern that the private school teachers are working within the annual agreements and another critical concern for the temporary teachers that are working in the public institutions reasoning that an arrival of a permanent teacher may jeopardize their places. When this is the situation, there is no future expectation of the teachers. The teachers who cannot foresee their futures cannot get into the great expectations for their futurity. Thus, most of the answers support this idea. Here are the answers to the question of 'are you concerned of losing your job'.

HA (26) answers:
Yes, I work intensively. I have to do each of my plans. I always feel as if I am living this life imperfectly.

EA (35) answers:
I am always more intensely worried in each re-location due to my marital status and I feel it in each holiday of mine.

YS (23) answers:
I sometimes experience this. That's why I also have to accede with the working conditions that I dislike.

Consequently, it is seen that the numbers of the teachers graduated from the Faculty of Education and the Faculty of Science-Literature are close. Although the private schools exude that they are paying attention to selecting the graduates from the Faculty of Education, yet it turns out to be actually not the case. It is also observed that there are teachers employed who even do not hold any teaching certificate. It is seen that the teachers are doing things that are not specified in their job descriptions.

Besides, the obtained results indicate that the group that chooses to work as the permanent teachers is generally composed of the females. The main reason for this is to create an additional financial contribution, to save allowances or, their will to evaluate the spare time when the teachers do not work. And the main reason why it is not preferred by the males is that the salaries are well-below than the level that is enough to support a family. Thus, the salaries of the temporary teachers are even below the minimum wage.

The research findings show that the majority of the teachers are not members of the unions and civil organizations. Also, the private schools tend to raise the profits by employing teachers with low salaries. It is concluded that the monthly salaries of the private school teachers are somewhere between 1500 and 2000 TL. This same situation is estimated to be between 950 and 1500 TL for the temporary teachers employed in the public sector.

The promotion of the teachers employed in the private schools is directly proportional to experience. Despite the fact that there is solidarity among the teachers, there is also a rivalry.

There are some improvements in the education sector in terms of physical conditions day by day; the schools are fairly supported in terms of classroom size, course materials, and the technology used and it is striven to maintain and improve the educational level in the absence of such variables and types of equipment. However, there is an important point that should not be ignored. In spite of all these advancements in terms of physical conditions and educational materials, instead of a rise there is a decline in the education level. The PISA results, where Turkey has been attending since 2003, clearly show that the education level decreases more and more. Actually, there is a small increase in the results from 2003 to 2015. However, the results in 2015 are even behind 2003. Turkey has been the only country whose points drop fast.

It is seen there lays the fear culture under the conditions that require the teachers to be responsible of the technical things in the schools and those teachers' human relations deteriorate for they are dealing with photocopy jobs in their spare times and their sharing both vocational and daily lives decrease (Alagöz, 2016: 76). It is seen that the majority of the teachers aim at becoming permanent teachers against the private school working conditions. Right after their graduation, they take the KPSS examination and there are some who try it once or twice. Consequently, under the peripheries it gets harder and harder to become a permanent teacher in the public schools and the competition environment rises. Furthermore, there is no correlation between the students graduated and employed.

To summarize, the flexible and atypical working types in Turkey's education sector are ever pervading. This leads to a visible regression in the social security and the protection levels of the teachers. It is tried to stop this regression from the social security mechanisms that are traditional such as family solidarity and charity/philanthropy and community-based. For this reason, the social security is not described as a universal human right in Turkey, and it is only seen from the cost window. A fundamental principle such as 'while decreasing the costs, not causing any kind of regression or loss in universal rights' is not realized.

Recommendations that are claimed in the light of these findings can be listed as follows:

• The conditions of the contractual teachers employed in the private schools and the temporary teachers working in the public schools should not be lower than that of the teachers employed in the public schools permanently.

• The salaries of the teachers must be paid as equivalent to their labors and in line with the legal regulations. Its audit is to be done by the Ministry of Education.

• Repressive, illicit, and unqualified vocational elements such as in-class supervision, late-night sessions, summoning to the schools in spare times, and not leaving the schools within the working hours should be abolished (Alagöz, 2016: 79).

• The social rights of the teachers working in the private schools, contractually, and in the public, temporarily, should be improved.

• All the teachers should be kept under the same status and the discrimination among the teachers should be eliminated.

- No matter how the teacher is employed, a common minimum wage should be prescribed.
- More scanning works intended for identifying the problems in the social securities of the teachers should be undertaken.

REFERENCES

Alagöz, İ. (2016). The Problems of the Teachers Working in the Private Schools in the context of the Divided Labor Market, Master Thesis, Ankara University, Ankara, 2016

Alper, Y. (2015), the Social Security Right and the Funding of the Social Security, VII. Social Human Right Symposium, 2015

Altin, İ. (2010). The Social Security System and the Analysis of the Turkish Social Security System, Master Thesis, 2010

Aydoğan, E. (2008). The Restructuring and the Privatization Steps in the Education System, Homeland, Politics, Governance, 2008, Vol. 3, No. 6, pp.166-187

Doğan, M. S. (1999). The Ottoman Social Security Institutions in terms of the Social History, Sakarya University Press, No. 41, Sakarya, 1999

Durmaz, O. S. (2014). Being a Teacher in Turkey, Nota Bene Press, 2014, pp.304 Education Union, The Privatization Application Report in Education, 2007

Gökbayrak, Ş. (2010). Work and Society: The Transformation of the Social Security in Turkey, Ankara University, 2010, pp.141-162

Kablay, S., A. (2014). Look at the Flexibility in the Public Employment, Universal Culture Library, Istanbul, 2014, pp.158-184

Keskin Demirer, D. (2012). The Marketization in Education and the Transformation in the Teacher Labor, Kocaeli University, 2012

Türk-İş (1992). 14. Congress of Working Economy and Industrial Relations, Istanbul University, 2012 Yazgan, T., The Social Security Notes for the Economists, Kutyay Press, Publication No. 12, Istanbul, 1992

PALLIATIVE CARE SERVICES IN NORTHERN CYPRUS - AWARENESS RESEARCH

Beliz BELGEN KAYGISIZ
Assist.Prof.Dr., European University of Lefke, Faculty of Health Sciences, Department of Physiotherapy and Rehabilitation Department, Lefke, Northern Cyprus, TR-10 Mersin, Turkey
Orcid: https://orcid.org/0000-0003-4801-0884
bkaygisiz@eul.edu.tr

Gülbin ERGİN
Assist.Prof.Dr., İzmir Bakırçay University, İzmir, Turkey
Orcid: https://orcid.org/0000-0002-0469-6936
gulbin.ergin@bakircay.edu.tr

Aluvuddin KURBONBOYEV
European University of Lefke, Faculty of Health Sciences, Department of Physiotherapy and Rehabilitation Department, Lefke, Northern Cyprus, TR-10 Mersin, Turkey
Orcid: https://orcid.org/0000-0002-6404-5599
akurbonboyev@eul.edu.tr

Beraat ALPTUĞ
European University of Lefke, Faculty of Health Sciences, Department of Physiotherapy and Rehabilitation Department, Lefke, Northern Cyprus, TR-10 Mersin, Turkey
Orcid: https://orcid.org/0000-0002-6126-2122
balptug@eul.edu.tr

Abstract
Palliative care services have not been developed in Northern Cyprus despite the increased incidence of cancer cases in recent years. The aim of this study is to measure the level of knowledge of the people living in country on palliative care services by conducting an awareness research. People who reside in Northern Cyprus have been surveyed via internet. The questionnaire included 10 questions about the palliative care services as well as the demographic information. Of the 150 participants who completed the questionnaire: 39% of the respondents stated that they did not know what palliative care is, and 69% stated that they did not know whether there is a palliative care center. 34% of the participants do not have any idea about the need for this service. These results emphasize that there is lack of palliative care services around country and that awareness should be raised. Increasing life-span in chronic diseases as well as in cancer cases increases the importance of palliative care together with developments in medicine. It is inevitable to create teams / centers working on this issue by adhering to socio-cultural, economic and legal procedures.
Keywords: Palliative care, Society, Awareness

INTRODUCTION
The World Health Organization describes palliative care as an approach that "improves the quality of life of patients and families who face life problems through early identification, evaluation, prevention and mitigation of physical, psychological, mental pain and other problems". Although palliative care is a new component of modern health services, it is increasingly recognized as an essential part of all health systems. Despite the increase in the elderly population living in severe conditions or dying worldwide, access to hospice and palliative care is still inadequate (World Health Organization, 2018).

Millions of people around the world are affected by life-threatening diseases, such as HIV / AIDS and cancer, creating great pain and economic hardship for them and their families (Sepúlveda, Marlin, et al., 2002). Palliative care requires the collaboration of global societies not only in this case, but also to help prevent early morbidity from infectious and noncommunicable diseases. The majority of the need for palliative care is associated with noncommunicable diseases (Gwyther, & Krakauer, 2011).

Nearly 20 million people, 6% of whom are children, need vital palliative care every year. These are low-level estimates because approximately 20 million more people require palliative care in the years before death. Because there is an unmet need, the numbers are huge and only a few countries are implementing neutral palliative care programs with a public health approach. Moreover, opioid analgesics are not available or inaccessible for patients suffering from severe to moderate pain in many countries (Alliance, & World Health Organization, 2014).

Worldwide, palliative care is divided into four groups. Group 1: countries without hospice or palliative care activities; Group 2: countries where hospice or palliative care activities have not been performed and are not yet sufficient; 'Group 3a: countries with palliative care activity but not supported; Group 3b: countries where palliative care activities are supported by local/regional activities like Turkey; Group 4a: countries where hospice or palliative care activities are in the process of being widely integrated into the health system; Group 4b: are cited as countries here hospice or palliative care activities are widely integrated into the health system. In 2006, 115 out of 234 countries (49%) had one or more hospice or palliative care services (Lynch, Connor, & Clark, 2013). In 2011, palliative care services were established in more 21 countries. In 2010, Turkey's a total of 10 (7 University Hospital, 2 Ministry of Health, 1 private center) palliative care center were found (Özgül, Olcayto & Tuncer, 2010). In 2016, 194 palliative care units with 2194 beds were established in 72 provinces and rapid development was observed in Turkey (TC Sağlık Bakanlığı., 2017).

Today, in many countries, different palliative care models are seen at different levels. It is unclear how much palliative care services can be defined in Northern Cyprus. The aim of this study is to measure the level of knowledge of the people about palliative care and related services in Northern Cyprus.

Materials And Methods
A questionnaire was administered to the residents of Northern Cyprus via the internet. The survey was created with SurveyMonkey®, a smartphone application. 'SurveyMonkey® is an online survey portal. This portal allows the researcher to create online questionnaires that the researcher can ask for answers to be shared with many people online.

The questionnaire, which consists of 10 questions that we used in our study and which we created for our purpose, was published through this portal. The questionnaire includes questions about palliative care as well as demographic information (Table 1 and 2). For the online shared questionnaire, no extra information was given to the individuals, and they were asked to answer the shared questionnaire only.

Results
The survey was shared with a total of 286 people. 151 people completed the survey. Descriptive characteristics of the participants are shown in Table 1

Table1. Descriptive Characteristics

	n	*%*
1.Age		
18-42	129	87
42>	22	13
2.Education level		
High school	30	20
Undergraduate/gradute	121	80
3.City		
Lefkoşa	71	48
Girne	12	7,95
Mağusa	11	7,29
İskele	7	4,64
Güzelyurt	13	8,61
Lefke	37	25

4.Work Area		
Health sector	39	26
Education sector	29	19
Construction, Real estate	8	5,47
Tourism	13	8,94
University Student	9	6,03
Retired	12	7,56
Other	41	27

79 (52.31%) of the participants answered the question 'What is palliative care?' correctly. 72 people (47.68%) answered the question 'Where can palliative care be given?' as 'All (Hospital, Nursing Home, Home)'. 78 (51.66%) of the participants answered 'All' to the question 'Who is in the palliative care team'. 75 people (50%) answered 'All' to the question 'Which conditions might require palliative care?'. 49 of the participants (32.45%) answered 'Which diseases can require palliative care?' as 'Cancer cases'. 103 participants (68.85%) answered the question 'Is there a palliative care center in Northern Cyprus?' as 'I do not know '.

The survey results of the participants are shown in Table 2.

Tablo 2. Survey results

5.What is 'Palliative care'?	**n**	**%**
a. It is the approach of treating the problems in the home environment by working as a team in case of problems arising from life-threatening disease.	11	7,25
b. Identifying the problems arising from life-threatening disease; It is an approach that aims to improve the quality of life and to prevent and alleviate pain through meeting physical, psychosocial and spiritual needs.	79	52,31
c. It is more a drug-based treatment approach to prevent problems related to any disease, suffering and decreasing the quality of life.	4	2,65
d. It is a treatment approach with the help of a team of specialist physicians for the treatment of secondary complications related to any disease.	5	3,31
e. None	52	34,48
f. I do not know	0	0
6. Where can palliative care be given?		
a. At hospital	17	11,26
b. in a nursing home	11	7,29
c. At home	10	6,62
d. All	72	47,68
e. I do not know	41	27,15
7. Who is in the Palliative Care Team?		
a. Doctor	10	6,62
b. Nurse	0	0
c. Physiotherapist	14	9,27
d. Psychologist	14	9,27
e. All	78	51,66
f. I do not know	35	23,18

	n	%
8. What are the conditions that may require palliative care?		
a. Nutritionally impaired for physical and psychological / neurological reasons and needing nutritional support	5	3,08
b. Patients with impaired breathing due to infection, muscle and neurological diseases and who require mechanical ventilation support	3	2,31
c. Treatment and elimination of medical problems in patients with infectious bed sores, catheters with obstructed, fractured, entry site infections, or signs of catheter-related function	9	5,38
d. All	75	50
e. I do not know	59	39,23
9. Which Diseases May Require Palliative Care?		
a. Cancer cases	49	32,45
b. ALS (Amyotrophic Lateral Sclerosis)	23	15,23
c. MS (Multiple Sclerosis)	19	12,58
d. AIDS	20	13,25
e. All	8	5,30
f. I do not know	32	21,19
10. Is there a Palliative Care Center in Northern Cyprus?		
a.Yes	12	7,38
b.No	36	23,77
c. I do not know	103	68,85

Discussion

As a result of the literature review, we did not find any studies that previously investigated the awareness of palliative care in Northern Cyprus. In recent years, the change in the social structure of the society, the increase in the proportion of dependent elderly population increases the need for organized centers. In parallel with the developments in the field of medicine, the chronic process of diseases and consequently the increase in the burden of intensive care increases the importance of palliative care.

Studies have shown that palliative care can improve quality of life not only in oncologic patients, but also in patients and their families who experience problems associated with symptomatic heart failure. These patients do not respond to treatment by alleviating and preventing pain by recognizing and treating physical and psychological symptoms early in cardiovascular failure or by paying attention to social and spiritual needs (Mert & Barutcuç, 2012). Palliative care has been proven in the literature in pediatric patients with cardiovascular failure and untreated cancer and chronic obstructive pulmonary disease as well (Connor, Downing, & Marston, 2017; Mulkerns et al.,2017)

In 2007, a non-governmental organization named as "Kemal Saraçoğlu Children with Leukemia and Cancer Control Foundation" and Northern Cyprus Ministry of Health signed a protocol to establish "Palliative Care Services". The aim of the Foundation was to provide country with the modern service, which is needed in medical, psychological and social terms, including providing all kinds of support without waiting for provision. With this project, a service team was established for oncology patients (doctor, nurse, psychologist), but both the volunteer team could not be enlarged and our people were not aware of this service (KKTC Sağlık Bakanlığı., 2017).

Kahveci and Gökçınar in 2014, conducted a study in Turkey about patients and families who needs palliative care and results showed that 68% of the family have knowledge about palliative care. In our study, 39% of the participants did not know what palliative care was, and 69% stated that they did not know if there is a palliative care center in the country. The lack of awareness of even those who need this service creates a serious obstacle to access to the service (Kahveci, & Gökçınar., 2014).

Carlos et al. (2017) 53 investigated the integrated levels of palliative care in European countries. A total of 48 European countries responded. As a result, they identified the main barriers to the

integration of palliative care into the health system. These are: (1) the lack of basic training that places special emphasis on palliative care at the undergraduate level; (2) the lack of officially certified training for professionals; (3) lack of coordination / continuity between service users and providers; (4) absence of palliative care integration in non-cancer cases; (5) the absence of palliative care services in the regulatory frameworks / laws of countries; (6) there are unequal laws and regulations concerning palliative care within the country (Centeno et al., 2017).

These results emphasize the lack of palliative care services in Northern Cyprus and raise awareness on this issue. It is inevitable to create teams / centers working on this subject by adhering to socio-cultural, economic situation and legal procedures. Knowing the palliative care models in developed countries and integrating these models into our health care system will provide important support to the quality of life of the patients and facilitate the work of the health care team. The development of these services will help to make the public more aware.

References

Alliance, W. P. C., & World Health Organization (2014). Global atlas of palliative care at the end of life. London: Worldwide Palliative Care Alliance.

Centeno, C., Garralda, E., Carrasco, J. M., den Herder-van der Eerden, M., Aldridge, M., Stevenson, D.,& Hasselaar, J. (2017). The palliative care challenge: analysis of barriers and opportunities to integrate palliative care in Europe in the view of national associations. Journal of palliative medicine, 20(11), 1195-1204.

Connor, S. R., Downing, J., & Marston, J. (2017). Estimating the global need for palliative care for children: a cross-sectional analysis. Journal of pain and symptom management, 53(2), 171-177.

Gwyther, L., & Krakauer, E. (2011). WPCA Policy statement on defining palliative care. London: Worldwide Palliative Care Alliance.

Kahveci, K., & Gökçınar, D. (2014). Knowledge about palliative care in the families of patients. Acta Medica Mediterranea, 30, 1369-73.

KKTC Sağlık Bakanlığı Türkiye Kamu Hastaneler Kurumu. Tescilli Palyatif Bakım Üniteleri. Erişim Tarihi: 26 Nisan 2017 http://www.tkhk.gov.tr/4857_yeni-palyatif-bakim-

Lynch, T., Connor, S., & Clark, D. (2013). Mapping levels of palliative care development: a global update. Journal of pain and symptom management, 45(6), 1094-1106.Gültekin, M.,

Mert, H., & Barutcu, C. D. (2012). Kalp Yetersizliğinde Palyatif Bakım. TAF Preventive Medicine Bulletin, 11(2).

Mulkerns, A., O'Toole, P., Gregan, P., & McDonnell, T. (2017). Does Combined Respiratory and Palliative Care Management Improve Care for COPD Patients. International Journal of Integrated Care, 17(5).

Özgül, N., Olcayto, E., & Tuncer, A.M. (2010). Türkiye'de palyatif bakim hizmetlerinin mevcut durumu. Türk Jinekolojik Onkoloji Dergisi, 13(1), 1-6.

Sepúlveda, C., Marlin, A., Yoshida, T., & Ullrich, A. (2002). Palliative care: the World Health Organization's global perspective. Journal of pain and symptom management, 24(2), 91-96.

TC Sağlık Bakanlığı Halk Sağlığı Kurumu, Kanser Daire Başkanlığı. Erişim tarihi 26 Nisan 2017

World Health Organization. (2018). Integrating palliative care and symptom relief into primary health care: a WHO guide for planners, implementers and managers.