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**THE EDUCATION STATUS OF POPULATION IN TURKEY  
ACCORDING TO GEOGRAPHICAL REGIONS\***

*COĞRAFİ BÖLGELERE GÖRE TÜRKİYE'DE NÜFUSUN EĞİTİM DURUMU*

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***Abstract***

The aim of this study is to investigate “The education situation of population in Turkey according to regions”. There need an educated population of society in order to plan the future of a country, therefore, societies, which want to adapt to the modern world, aim to reach the quality population having of knowledge and experience.

The education situation of Turkey was not good in the early years of the Republic of Turkey, hence it was realized by Atatürk, who founded the Republic of Turkey, that education reforms should be done. The Republic of Turkey, which aimed to take the place in the modern world, completely demolished old education system, and built contemporary education system instead of them. While literacy rate of Turkey was approximately 10 % in 1927, that rate advanced 88% in 2010. In this study, educational characteristics of geographic regions in Turkey were determined using the statistics of TSI and MapInfo CBS. Besides, we analyzed the effect of social and environmental factors on literacy in Turkey.

***Keywords:*** Education Geography, Literacy rate, Geography Factors, Regions and Turkey.

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## Öz

Bu çalışmanın amacı bölgelere göre Türkiye nüfusunun eğitim durumunu araştırmaktır. Bir ülkenin geleceğini planlamak için toplum eğitilmiş nüfusa ihtiyaç duyar. Modern dünyaya uyum sağlamak isteyen toplumlar, bilgi ve deneyime sahip nitelikli nüfusa ulaşmayı amaçlar.

Cumhuriyetin ilk yıllarında Türkiye'nin eğitim durumu iyi değildi. Türkiye Cumhuriyeti'nin kurucusu Atatürk, durumun farkında olduğundan bir dizi eğitim reformu gerçekleştirdi. Modern dünyada yerini almayı amaçlayan Türkiye Cumhuriyetinde eski eğitim sistemi değiştirildi ve modern eğitim sistemi uygulandı. 1927 yılında toplumun okuryazarlık oranı % 10 iken, bu oran 2010 yılında %88'e ulaştı. Bu çalışmada Türkiye İstatistik Kurumu ve Malatya İl Milli Eğitim istatistiklerinden yararlanılarak bölgelere göre Türkiye'nin eğitim durumu ve bunda etkili olan sosyal ve ekonomik etkiler analiz edildi. Elde edilen sonuçlar MapInfo CBS ile haritalandı.

**Anahtar Kelimeler:** Eğitim Coğrafyası, Okuryazarlık, Coğrafi etkenler, Bölge ve Türkiye.

## Introduction

Education is very crucial for societies who have aimed to reach the quality and the quantity society, to transform correct knowledge to the next generations. Therefore, the early years of the Republic of Turkey, education was one of the most important issues. Due to an important part of youth and educated population died at the Freedom War in Turkey, there needed educated people for the development of economic, social, and cultural fields of country, Hence, Mustafa Kemal Atatürk, founded the Republic of Turkey, realized major reforms on the education system. These main reforms were as follows: (1) Tevhid-i Tedrisat Law was passed, that was the most comprehensive arrangement in the education in Turkey in 1924; (2) Medrese, which was a part of education system in Ottoman, closed; (3) Contemporary education system was carried out; (4) Primary schools were compulsory by law; (5) Education was converted to a unique education system from different education varieties; (6) The Minister of the National Education was established in 1926; (7) The Turkish Alphabet Revolution was accepted in 1928, and (8) National schools were opened to aim to have a fundamental skill of Turkish society in 1929 (Gök 1999; Başaran 1999; Akyüz, 2001; Akbulut 2010). In light of these developments, many schools were opened throughout the country. The literacy rate of Turkey increased fastly. Education reforms have led to major structure changes on the Turkish society and contributed a great deal to Turkey's modernization in these years.

Despite of the Second World War, economic and social problems of country, education reform continued during 1940 years. In this term, Village Institutes were established to train teachers for village schools. Demir&Paykoç cited that the purpose of these Institutes were to change village culture by taking individuals who were loyal to the Republic and who were prepared to disseminate Republican ideology and equipping them with skills and knowledge needed to improve village life (Demir&Paykoç, 2006), That's why these Institutes taught the students how to play an instrument; to handmade wooden objects and structure; reading and writing so on. Teachers were trained from Village Institutes aiming to eliminate the social-cultural and economic differences among regions in Turkey, but Village Institutes changed their structure due to political reasons, and closed in 1954.

Like the world counties, Turkey also majorly changed in terms of social and economic after 1950. These basic changes: (1) The development of transportation, communication, and urbanization; (2) Changed role of the women in the society; (3) Economic varieties; (4) The new education paradigm of the country. For instance, as it began to use tractor in the

agriculture, people, lived in rural fields, migrated from small cities or villages to big cities such as İstanbul, İzmir, and Ankara, so rural structure in the country began undeveloped, and education investment, especially, in Blacksea Region, Eastern Anatolia, and Southeastern Anatolia regions were sufficiently unrealized due to traditional structure, economic and social problems, and geographic conditions.

## 2. Method

In this study, educational characteristics of geographic regions in Turkey using the statistics of TSI and MapInfo CBS were determined, to analyze the effect of social and geographic factors on literacy. Geographical Information System (GIS) is an effective tool to analyze, to map, to synthesize the object and events belong to the earth and to carry out the most favorable plan for living activity in relationship human and place. Technology of GIS ensure the information to be used in an effective way for solving problem that are lived in life and is used for sustain the life more conditions (Özgen & Oban, 2008).

## 3. Education in Turkey

The population of Turkey was detected to be 13 648 270 in 1927. About 41 % of the population is at the age range of 0 to 14 years. The rate of the population between 15-64 years is 55 %, and the rest of population is only 4% (Tandoğan, 1998). The literacy rate of Turkey is about 10 % in this term. At the same time, the level of education both gender is rather low. The literacy rate of male is 17.4% and the literacy rate of female is 4.6% (TSI, 2000); (Table 1; Fig 1). There are differences between genders in terms of the literacy rate.

Turkey has a population over 73 million according to the census of 2010 National Data Release Calendar (NDRC), it is estimated that it will increase to about 82 million by 2015 (Akşit, 2007). Today, population growth rate of Turkey is 1.2 %. Approximately 25 % of the population is at the age range of 0 to 14 years. The rate of the population between 15-64 years is 67 %, and the rest of population is only 8%. The literacy rate of Turkey is now 88.1 %. The literacy rate of population has increased to both genders, that rate is 92.1 % in male and 84.1 % in female in 2009, but there are still differences between them related to literacy (TSI, 2010). According to the Minister of the National Education (MONE) data, proportion of total education budget in GDP is 3.3 %, and proportion of total education budget in consolidated budget is 14% in 2009. In Turkey, there are 21 117 017 students, 757 277 teachers, 58 982 school/Institution, and 552 786 classroom in 2009 (MONE Statistic Year, 2008-2009).

**Table 1.** The literacy rate of Turkey between 1927-2009 years.

| Year | Illiteracy | %    | Literacy   | %    | Total      |
|------|------------|------|------------|------|------------|
| 1927 | 9 390 000  | 89.4 | 1 112 000  | 10.6 | 10 502 000 |
| 2009 | 7 704 714  | 11.9 | 57 344 379 | 88.1 | 65 049 093 |

Source: TSI, 2000-2010.

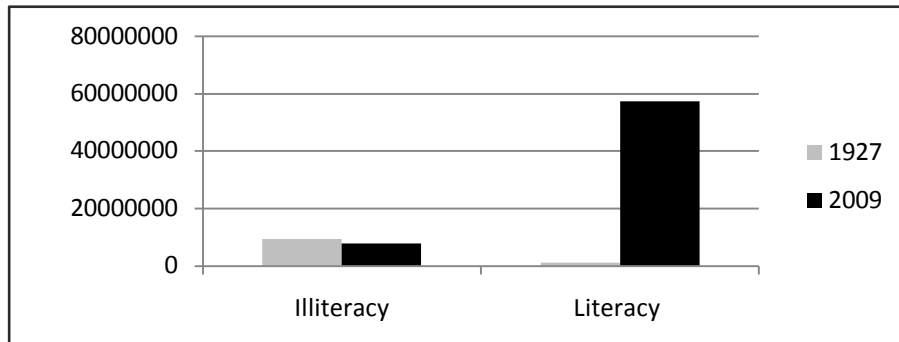


Fig 1. The literacy and illiteracy population of Turkey between 1927- 2009 years (TSI, 2000-2010).

### 3. The Main Characteristic of Education in Turkey According to Regions

Literacy is an important value for a society. Marmara Region has the highest literacy rate of Turkey with 90.79 %, followed by Aegean Region (90.35 %), Middle Anatolia (90.32 %), Mediteranean (88.33 %), Blacksea (86.99 %), Southeast Anatolia (80.48 %), and East Anatolia (80.33%); (Table 2, Fig 2). The difference between the highest literacy rate and the lowest literacy rate among geography regions is 10.46 %, and there are many reasons of that. For instance, Marmara and Aegean regions, have improved in terms of economic and social depends on geographical conditions and productive soil. It is located in the most populated cities such as İstanbul, İzmir, and Bursa, of Turkey in here. These regions allowed immigration from all over the Turkey. Briefly, they have a dynamic structure, and their literacy rates are high. Comparing East Anatolia, Southeast Anatolia and Blacksea regions with Marmara and Aegean regions, it seems that these geographical regions are also less developed due to mountainous terrain, poor soil, and limited economic resources, there are not many metropolitians and very big cities. Notwithstanding that, the high fertility is very important problem to be solved in terms of education, especially; the total fertility rate (TFR) is highest in Southeast Anatolia (average 4.31children per women) and East Anatolia (average 3.2 children per women) regions.



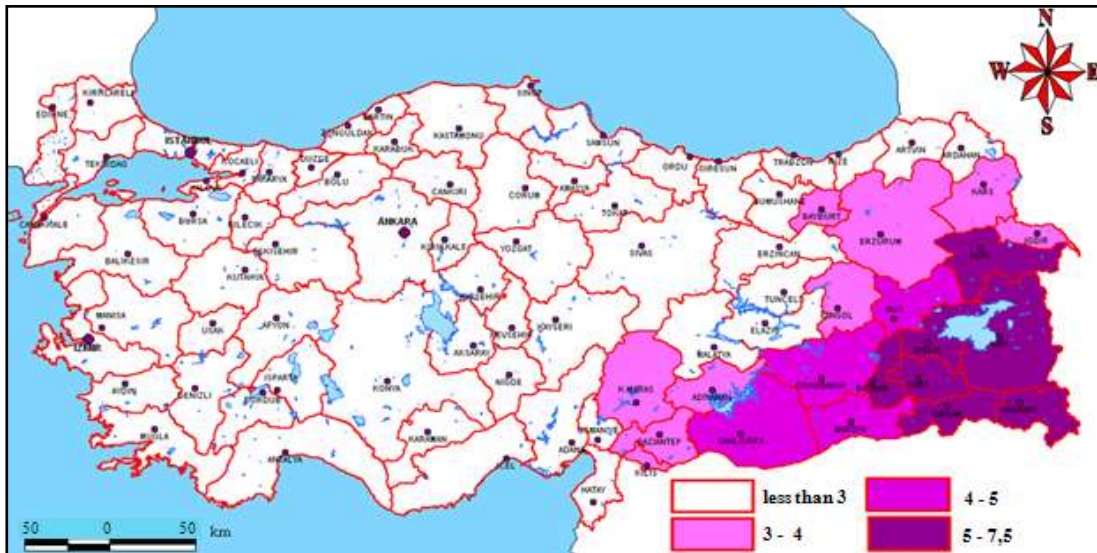
Fig 2. Literacy Rates (%) according to region in Turkey (TSI, 2009).

**Table 2.** TSI, according to Literacy rates according to regions in Turkey (2009).

| Region Country        | Literacy Population |            |            | Total Population over 6 and 6 years | Literacy rate% |
|-----------------------|---------------------|------------|------------|-------------------------------------|----------------|
|                       | Male                | Female     | Total      |                                     |                |
| Turkey (TÜRKİYE)      | 30 039 678          | 27 304 701 | 57 344 379 | 65 049 093                          | 88.15          |
| Marmara Region        | 9 045 207           | 8 527 791  | 17 572 998 | 19 354 125                          | 90.79          |
| Aegean Region         | 4 073 541           | 3 804 843  | 7 878 384  | 8 719 073                           | 90.35          |
| Middle Anatolia R.    | 4 896 820           | 4 607 283  | 9 504 103  | 10 521 838                          | 90.32          |
| Mediterranean R.      | 3 874 697           | 3 507 365  | 7 382 062  | 8 357 115                           | 88.33          |
| Blacksea Region       | 3 152 493           | 2 855 540  | 6 008 033  | 6 906 460                           | 86.99          |
| Southeast Anatolia R. | 2 587 596           | 2 104 030  | 4 691 626  | 5 828 986                           | 80.48          |
| East Anatolia R.      | 2 409 324           | 1 897 849  | 4 307 173  | 5 361 496                           | 80.33          |

Source: TSI, 2010.

According to the research Özgen (2009) did; in the regions, such as Hakkâri, Siirt, Şırnak, Batman, Van and Bitlis, situated in southeast of Turkey, the average number of children for each mother varies from 5-7,5 (Fig 3). Indeed, the more years of school those women have completed, the lower their fertility is. For instance, in Marmara and Aegean regions, the high literacy rate of women is the lowest (less than 2 children per women) the TFR (Özgür, 2004). These differences among regions have led to degrade the quality and quantity of Turkey population and education have been affected negatively. Although it was made regularly and more investments were made to the less developed regions by government these investments are inefficient in the face of increasing population in these regions, particularly the east part of Turkey.

**Fig 3.** TSI, according to date of 2000, General Distrubition of birth rates in Turkey (Özgen, 2009).

The literacy rate of Turkey is about 88 %. This rate is the same in Mediterranean Region. Mediterranean Region, surrounded by the Mediterranean Sea from the south, improves in terms of agriculture, tourism, and industry. By contrast, the literacy rate is not high compared to the others. This situation is related to exceed of the numbers agriculture cities. There is a connection between socio-economic development Index and education among regions. Marmara Region (1.18-1.19) with social-economic dimensions is the first in seven regions, as education. This situation provides very big contribution to İstanbul. Second region in social-economic Index with 0.63-0.66 is Aegean Region, followed by Mediterranean (0.40-0.49), Middle Anatolia (0.15-0.23). However, the level of social development of Blacksea Region (-0.28- -0.14) is below of the average of Turkey, followed by Souteast Anatolia (-0.85- -0.93) and East Anatolia (-0.94 -0.98), (Albayrak et. al. 2004). The literacy rate of these regions is also below of the average of Turkey.

Formal education system consists of three levels of schooling in Turkey primary, secondary, and tertiary. Primary compulsory education, which is extended from five to eight in 1997, covers the children aged 6-14. Secondary education, extended from three to four years from September 2005, is between 15 and 18 age. Briefly considering of the educational levels usually examine over 20 years (Akşit, 2007). Compared to formal education system according to geographical region, interesting results can be reached to. Marmara Region is the highest region of illiteracy population of Turkey with 820 117 due to migrations come from less development or undevelopment places or settlements (Table 3; Fig 4).

**Table 3.** Educational status of the population over the age of 6 according to region of Turkey (2009).

| Education                      | Gender   | Marmara Region   | Aegean Region    | Blacksea Region  | Mediterranean R. | Middle Anatolia   | East Anatolia    | Southeast Anatolia | Total             |
|--------------------------------|----------|------------------|------------------|------------------|------------------|-------------------|------------------|--------------------|-------------------|
| Illiteracy                     | M        | 151 631          | 95 479           | 120 422          | 117 425          | 92 985            | 158 663          | 178 449            | 915 054           |
|                                | F        | 668 486          | 416 649          | 503 245          | 492 429          | 479 562           | 561 694          | 635 138            | 3 757 203         |
|                                | <b>T</b> | <b>820 117</b>   | <b>512 128</b>   | <b>623 667</b>   | <b>609 854</b>   | <b>572 547</b>    | <b>720 357</b>   | <b>813 587</b>     | <b>4 672 257</b>  |
| Not Graduated                  | M        | 1 688 704        | 702 867          | 630 268          | 855 836          | 922 985           | 809 179          | 973 892            | 6 583 731         |
|                                | F        | 1 787 667        | 744 001          | 686 267          | 882 221          | 981 298           | 832 445          | 1 019 584          | 6 933 483         |
|                                | <b>T</b> | <b>3 476 371</b> | <b>1 446 868</b> | <b>1 316 535</b> | <b>1 738 057</b> | <b>1 904 283</b>  | <b>1 641 624</b> | <b>1 993 476</b>   | <b>13 517 214</b> |
| Primary school                 | M        | 2 771 097        | 1 456 977        | 1 057 773        | 1 198 515        | 1 362 011         | 517 143          | 573 755            | 8 937 271         |
|                                | F        | 3 093 334        | 1 557 584        | 1 121 734        | 1 244 290        | 1 658 924         | 459 565          | 451 121            | 9 586 552         |
|                                | <b>T</b> | <b>5 864 431</b> | <b>3 014 561</b> | <b>2 179 507</b> | <b>2 442 805</b> | <b>3 020 935</b>  | <b>976 708</b>   | <b>1 024 876</b>   | <b>18 523 823</b> |
| Primary education              | M        | 1 095 911        | 493 637          | 413 918          | 523 401          | 607 187           | 393 861          | 439 900            | 3 967 815         |
|                                | F        | 984 077          | 437 016          | 395 017          | 466 296          | 557 640           | 282 500          | 342 252            | 3 464 798         |
|                                | <b>T</b> | <b>2 079 988</b> | <b>930 653</b>   | <b>808 935</b>   | <b>989 697</b>   | <b>1 164 827</b>  | <b>676 361</b>   | <b>782 152</b>     | <b>7 432 613</b>  |
| Secondary & equivalent schools | M        | 615 493          | 243 383          | 182 926          | 222 723          | 327 673           | 103 140          | 90 815             | 1 786 153         |
|                                | F        | 394 262          | 145 340          | 83 422           | 128 386          | 180 890           | 40 782           | 36 682             | 1 009 764         |
|                                | <b>T</b> | <b>1 009 755</b> | <b>388 723</b>   | <b>266 348</b>   | <b>351 109</b>   | <b>508 563</b>    | <b>143 922</b>   | <b>127 497</b>     | <b>2 795 917</b>  |
| H. school & equivalent schools | M        | 1 943 538        | 782 853          | 614 273          | 748 126          | 1 093 101         | 438 224          | 382 573            | 5 002 688         |
|                                | F        | 1 557 322        | 625 040          | 412 646          | 567 002          | 810 938           | 209 151          | 194 444            | 5 376 543         |
|                                | <b>T</b> | <b>3 500 860</b> | <b>1 407 893</b> | <b>1 026 919</b> | <b>1 315 128</b> | <b>1 904 039</b>  | <b>647 375</b>   | <b>577 017</b>     | <b>10 379 231</b> |
| College-Faculty                | M        | 835 433          | 368 077          | 240 222          | 308 313          | 526 553           | 136 852          | 118 984            | 2 534 434         |
|                                | F        | 646 575          | 277 660          | 149 305          | 208 396          | 378 775           | 68 899           | 56 769             | 1 786 379         |
|                                | <b>T</b> | <b>1 482 008</b> | <b>645 737</b>   | <b>389 527</b>   | <b>516 709</b>   | <b>905 328</b>    | <b>205 751</b>   | <b>175 753</b>     | <b>4 320 813</b>  |
| Master                         | M        | 73 679           | 17 952           | 9 106            | 12 635           | 40 273            | 7 098            | 5 542              | 166 285           |
|                                | F        | 51 285           | 13 603           | 5 482            | 8 225            | 28 541            | 3 374            | 2 473              | 112 983           |
|                                | <b>T</b> | <b>124 964</b>   | <b>31 555</b>    | <b>14 588</b>    | <b>20 860</b>    | <b>68 814</b>     | <b>10 472</b>    | <b>8 015</b>       | <b>279 268</b>    |
| Doctorate                      | M        | 21 352           | 7 795            | 4 007            | 5 148            | 17 037            | 3 827            | 2 135              | 61 301            |
|                                | F        | 13 269           | 4 599            | 1 667            | 2 549            | 10 277            | 1 333            | 705                | 34 399            |
|                                | <b>T</b> | <b>34 621</b>    | <b>12 394</b>    | <b>5 674</b>     | <b>7 697</b>     | <b>27 314</b>     | <b>4 960</b>     | <b>2 840</b>       | <b>95 500</b>     |
| Unknown                        | M        | 535 575          | 189 063          | 147 229          | 210 482          | 238 154           | 174 982          | 162 090            | 1 657 575         |
|                                | F        | 425 435          | 139 498          | 127 531          | 154 717          | 207 034           | 158 984          | 161 683            | 1 374 882         |
|                                | <b>T</b> | <b>961 010</b>   | <b>328 561</b>   | <b>274 760</b>   | <b>365 199</b>   | <b>445 188</b>    | <b>333 966</b>   | <b>323 773</b>     | <b>3 032 457</b>  |
| Total                          | M        | 9 732 413        | 4 358 083        | 3 420 144        | 4 202 604        | 5 227 959         | 2 742 969        | 2 928 135          | 32 612 307        |
|                                | F        | 9 621 712        | 4 360 990        | 3 486 316        | 4 154 511        | 5 293 879         | 2 618 527        | 2 900 851          | 32 436 786        |
|                                | <b>T</b> | <b>19354125</b>  | <b>8 719 073</b> | <b>6 906 460</b> | <b>8 357 115</b> | <b>10 521 838</b> | <b>5 361 766</b> | <b>5 828 986</b>   | <b>65 049 093</b> |

Source: TSI, 1927-2010 datas.



According to TSI 2009 data, compared to gender, the rate of the male population is more than the female population among of children over the age of six the process of teaching or learning in a school in total population, except for illiteracy population, and not graduated. Indeed, literacy rates of female population have increased to improve educational participation in the country in the last decades, but it has shown the same trend in education that many women are still not permitted to go to the school or carry on their education, especially, in the Eastern and the Southeastern part of Turkey. For instance, the illiteracy rate of female is 78.1 %, male is 21.9 % in total illiteracy population in the Southeast Anatolia Region (7.1 % total). Because, these girls are often needed in the home and they are unpaid family workers in agriculture, at the same time, cultural, religious and social factors have high impacts on low level of girls's school enrolments. In Turkey, the rate of unfinished any school in total population over the age of six is 20.7 %. Marmara Region has the highest rate of unfinished any school in the non-graduated total population among regions (25.7 %), followed by Souteast Anatolia (14.7 %), Middle Anatolia (14.0 %), Mediterranean (12.8 %), East Anatolia (12.1 %), Aegean (10.7 %), and Blacksea (9.7 %) regions as given in Table 2. Marmara Region has many attractions. However, that is problem due to both internal and external migration. Blacksea Region has the lowest rate of any school unfinished population among regions.



**Fig 4.** The distribution of illiteracy female and male according to region in Turkey (TSI, 2009).

The rate of compulsory primary education is approximately 39 % in total population over the age of six in Turkey. Marmara Region has the highest rate of primary school in the total primary school with 31.6 % again, followed by Middle Anatolia (16.3 %), Aegean (16.2 %), Mediterranean (13.1%), Blacksea (11.7 %), and Southeast Anatolia (5.5 %), and East Anatolia regions (5.2 %) as given in (Table 2, Fig 5). The number of female in primary school is higher than the number of the male in Turkey, except for East Anatolia and Southeast Anatolia regions. Indeed, the lowest rate of primary school students in the total primary school population in Turkey is 5.2 % in East Anatolia Region. The economic resources of region are

agriculture and livestock. In addition to, this region has very strong traditional structure. For instance, girl children were majority married as illegal after primary school by their families; unfortunately, most of them who have not reach their 17 age, have one or more children. Traditional gender role attitudes in the family are impact on education. However, there are also general problem in regions about primary education. O'Dwyer pointed out that school dropout rate in Turkey is high after completion of the eight grades of compulsory primary education, 66 % of the male and 72 % of the female leave from school, and only 31 % of those who complete primary school go to complete high school education (O'Dwyer et.al, 2010).

It is questioned the number of students per classroom and teacher. At the primary education, the average class size in OECD countries is about 22 students, ranging from 30 or more in Chile and Korea to fewer than 20 in Austria, the Czech Republic, Denmark, Finland, Greece, Iceland, Italy, Luxembourg, Mexico, Poland, Portugal, the Slovak Republic and Switzerland and Estonia, the Russian Federation and Slovenia. There are about 32 students per class at primary level in Turkey. The OECD average in primary education is 16 students per teacher. At the primary level, the ratio of students to teaching staff ranges from 24 students or more per teacher in Chile, Korea, Mexico, Turkey and Brazil to fewer than 11 in Hungary, Italy, Norway and Poland (<http://www.oecd-library.org/&MONE>, 2008-2009). In secondary education, the average class size is 24 students, ranging from more than 35 students in Korea to 20 or fewer in Denmark, Iceland, Luxembourg and Switzerland, and the Russian Federation. There are about 29 students per class at secondary level in Turkey.



Fig. 5. The distribution of primary school female and male according to region in Turkey (TSI, 2009)

The OECD average in secondary education is 14 students per teacher, is 18 at secondary level of Turkey (<http://www.oecd-library.org/&MONE>, 2008-2009). However, there are differences in terms of the number of students per classroom, teacher and school among regions in Turkey. At the primary level, the number of students per classroom is the highest with 49 in İstanbul; they are the lowest with 24 Middle Anatolia and West Marmara according to MONE. In primary education is 30 students per teacher in Southeast Anatolia, the numbers of students per teacher are 18 in East and West Blacksea (MONE, 2008-2009).



The student population in the high school is over 10 million in Turkey, and that rate is 15.9 % in total population over the age of six. Marmara Region has the highest rate in the total high school population in the country, that rate is 33.7 %, followed by Middle Anatolia (18.3 %), Aegean (13.5 %), Mediterranean (12.6%), Blacksea (9.8 %), East Anatolia (6.2%), and Southeast Anatolia (5.5 %) regions as given in Table 2 (Fig 6). There are differences both gender in regions. For instance, comparing the high school female students (33.7%) in Southeast Anatolia Region with the high school male (66.3%) in the same region, it seems that girls has disadvantaged in terms of education. Because families give more important to be male's school enrollment. Although Marmara Region has the highest rate in the total high school population, the rate of male is 55 % and the rate of female is 45 % in the high school.



**Fig 6.** The distribution of female & male in the high school according to regions in Turkey (TSI, 2009).

The rate of college-faculty education is 6.6 % in total population over the age of six in Turkey. Marmara Region has the highest rate of college-faculty students in the total college-faculty students with 34.2 %, followed by Middle Anatolia (20.9 %), Aegean (14.9 %), Mediterranean (11.9 %), Blacksea (9.0 %), East Anatolia (4.7 %), and Southeast Anatolia (4.0%) as given in Table 2 (Fig 7). To be the high of college-faculty student numbers of Marmara Region is related to university numbers and total population. There are over 45 states and private university in Marmara Region. Most of these universities are very popular. Istanbul is the most populated (over 13 million) and economically the most important city of Turkey is in here. Middle Anatolia Region is high college-faculty students. This region is second in terms of university numbers. Ankara, the capital of Turkey is in here. Eskişehir is also one the oldest universities city of the country. However, government initiated the establishment of new universities in different cities of the Turkey, and their numbers reached to 171, in the next future, it will increase the college-faculty student numbers in the other places of Turkey.



Fig 7. The distribution of female & male in the college-faculty according to regions in Turkey (TSI, 2009).

The rate of master and doctorate students is 0.5 % in total population over the age of six in Turkey. Marmara Region has the most master and doctorate students of Turkey, with 42.5 %, followed by Middle Anatolia (25.6 %), Aegean (11.7 %), Mediterranean (7.6 %), Blacksea (5.4 %), East Anatolia (4.1%), and Southeast Anatolia (2.8%) as given in Table 2. There are gender differences in participation in the master and doctorate education. However, there is change in higher education with universities adapting to the European credit transfer system to foster mobility as part of the Bologna initiative, at the same time, Turkey is a candidate to join the European Union (EU), so there needed for further reform in education (O'Dwyer et.al, 2010).

### Conclusions

Education is the most important investment for the future of a country. Turkish education system has contributed to Turkey modernization since the early the Republic of Turkey, however, there need educated population to aim with contribute to the sustainable social and economic development of the country, at the same time Turkey is a candidate country to join the European Union (EU). Therefore, The Turkish education system should be reorganized with globalisation, regional, social, and technological dimensions.

Turkey has a population over 74 million according to last data, and population growth rate is 1.2 %. There are over 21 million students. The literacy rate of Turkey is 88.1 %. The literacy rate of population has increased to both genders, that rate is 92.1 % in male and 84.1 % in female in 2009.

In Turkey, the difference between the highest literacy rate and the lowest literacy rate among geography regions is approximately 10 %. However, population growth rate in southeast Anatolia is very high according to the others. Hence, although it made more investments the less development regions compare to development regions by government, these investments are sufficiently inefficient in the face of increasing population in these regions, particularly the east part of Turkey.

There is inequality among regions in Turkey in terms of education, especially girl students. Indeed, government continually supports for gained to education particularly the girl

children in the school aged. For that, government regularly gives the money to the families of children for promoting education and knowledge about importance of education. Despite of these developments, it is unsatisfactory education due to social and economic problems, and geographic conditions, so it should apply education sanctions seriously. It should promote education and the training of young people in Turkey. Differences in the regional population growth rate should eliminate for negative affected education. There are problems about the numbers of students per schools, teacher and class. This should carry on identification of training needs, meet needs, and build new school and class. Finally, education has a key role to build the future of the Republic of Turkish and Turkish society.

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