What Kind of Person Should an Education System Raise? A Survey of Teachers' Views in Turkey

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Abstract

This study aims to find answers to the question: What kind of person should the Turkish education system raise? To evaluate the participants' responses thoroughly, the phenomenology method has been used. The study group includes 185 teachers and school administrators working in Sivas city centre. To reach out to more participants, the data have been obtained by a survey developed by the researcher. Four categories, academic, social, individual, and ethical, have been identified as a result of data analysed with content analysis. The data have been presented according to the variables of school type and positions. According to the findings, it has been found out that teachers' order of preference about the kind of person to be raised is individual, academic, ethical, and social characteristics; administrators' order of preference is academic, individual, ethical, and social characteristics. Sentences have been formed about the kind of a person to be raised by the variables of school types and positions in the study. In this regard, considering participants' priorities, common phrases have been brought out to be 'having critical thinking, ethical, national and moral values, and love of country and nation'.

Keywords: critical thinking, education system, phenomenology, school administrator, teacher perception

Introduction

Each society adopts an effective system that can help them to raise individuals aligned with their cultural, political, economic, and social dynamics. The individuals raised by education systems are crucial for a society to maintain its

existence. In this sense, the question of 'what kind of person should and education system raise' becomes important. This question is noteworthy as Levent (2018) stated that experts such as psychologists, anthropologists, biologists, physiologists all deal with individuals as their subjects, and they characterize and describe humans from various aspects. Scientists' information on humans aims to understand, interpret, express human behaviors, and estimate how an individual acts in what conditions.

Depending on social, economic, political, and technological developments in the 21st century, the expectations about the qualifications of individuals have changed. Furthermore, these changes affect education systems, and there emerges the necessity of making changes while equipping individuals with information, skills, and qualifications (Cansoy, 2018). Therefore, it is necessary to offer varieties in educational services about changing student needs (Rix et al., 2007). Nevertheless, Okpala et al. (2001) suggested that educational reforms should focus on how educational sources can improve students' academic skills.

For the last 20 years, there has been an increasing number of attempts for the evaluation of education and comparison of success. International tests such as Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS), and The Programme for International Student Assessment (PISA) provide information about the comparison of the national education system of countries and lead to these countries to embark on a competitive approach. The findings are generally used by national governments to inform about education policy under the heading of 'improving the standards' (Biesta, 2009). For this reason, maybe the first thing to do is, as Bass (1997) stated that the purpose of education should be reviewed entirely. After that, demands about education should be processed by their contribution to the purposes of education.

Education serves the needs of societies and it is a social institution, thus it is an indispensable part of societies to survive and develop. Students should be raised in a sophisticated way so that they can be ready for their future life (Serdyukov, 2017). Therefore, different researchers propose different purposes for education: to raise a healthy society, having both individual and universal culture,

with high intelligence (Çakmak, 2008); preparing individuals for life, introducing them the world of values that their parents have (Başdemir, 2012); developing students personalities and their ethical values (Kamaruddin, 2012); conveying the cultural aspects of education system to individuals (Fischer et al., 2010) and providing students a personalized, informal, flexible, encouraging, and democratic learning environment (Lind, 2007). Many other purposes of education are as follows: bringing students up with an entrepreneurial individualism in accordance with their abilities (Garba, 2010); raising individuals who are aware of themselves, and aware of learning methods (Pongratz, 2006); teaching students civil rights and responsibilities (Ramsey, 1993); providing students practical skills of applying their knowledge of modern information technologies in their future studies(Bazhenov, & Luchaninov, 2014); showing students healthy ways of life (Aron, & Loprest, 2012) and according to Tuğrul (2006), education is not transferring information, emotions, and thoughts, but to help them build and use their own information, emotions, and thoughts, and to develop positive attitudes towards learning with their motivation to learning.

Today's conception of education is mainly a result of modernism. Modern schools generally approach life as a technical process and as out of integrity. For this reason, the development of cognitive processes is usually targeted and methods and techniques that are aligned with this are put in use. Modern schools raise 'consumers' instead of 'happy and ethic people'. That is why; schools are missing the point of the idea of a 'fairer, more democratic, and happier' society (Yılmaz, 2017). Though all the participants in education believe that schools are there for students, students are still considered the object of reforms (Levin, 2000). Moreover, it can be claimed that today's education systems fail to raise individuals who play key roles in development, have a good character as a citizen, have a democratic tendency, and who are creative (Moon, 2007).

There are a great many studies about education systems and reforms in education systems in the literature (Afonso, 2019; Beckmann, & Cooper., 2005; Díaz et al., 2020; Gasperini, 2000; Goel, 2016; Gün, & Baskan., 2014; Jelas et al., 2014; Kanyongo, 2005; Koc et al., 2007; Kwon et al., 2017; Lomofsky, & Lazarus., 2001; Morgan, 2014; Uygun, 2008). These studies have been conducted to analyze different aspects of education systems and to offer solutions about the development of education systems. However, without a clear description of what kind of person

to rise through the education system is nothing but trying to complete a puzzle with missing pieces repeatedly. This study argues that humans and their characteristics should be concentrated in structuring education systems. For this reason, it aims to describe the kind of person to be raised by the Turkish education system according to the opinions of teachers and administrators.

Methodology

Research Model

This study has been conducted according to phenomenology design, which is one of the designs in qualitative research methods. According to Çekmez et al., (2012), phenomenology deals with what people perceive, what they understand, and what their experiences are in terms of the phenomena that they undergo in their population. Creswell (2013) claims that phenomenology is the core of experiences obtained from a phenomenon that people go through. In this study, the characteristics of a person to be raised through an education system have been closely examined depending on the teachers' and the administrators' experiences. Even though the main purpose of educationists is to raise students in the best way, it can be concluded that they cannot describe exactly what kind of characteristics they expect from students at the end of education. In this sense, the kind of person to be raised can be acknowledged as a phenomenon. For this reason, phenomenology design is favorable in this study based on the research problem.

Study Group

In selecting the study group, maximum variation sampling method, which is one of the purposive sampling methods, has been used. According to Şimşek and Yıldırım, (2011) the purpose of the maximum variation sampling method is to represent different characteristics of a study group. Accordingly, the study group of this research includes 27 public schools in Sivas city center. The participants in the study groups have taken part in the study voluntarily. The distribution of these schools is 8 primary schools, 9 secondary schools, and 9 high schools. In addition, teachers and administrators working for these schools have been the sample of the study to provide variation. Following the data collection process, the surveys of 134 teachers and 51 administrators have been evaluated. The distribution of the schools of teachers and administrators according to the variation of school types

and their positions are provided to be on similar levels.

Data Collection Tool

The data have been collected via a survey developed by the researcher. The survey method aims to obtain as many participants as possible and to provide data variation. Some of the steps have been taken into consideration while developing the survey. Anderson (1990) underlines these steps as determining the problem, writing the items of the questionnaire, consulting to expert opinion for the items, and the pre-test of the questionnaire (as cited in Büyüköztürk, 2005). Thus, the survey to collect data has been designed to research the problem of what kind of person to be raised through education. It was thought that one question would be enough to collect data, so the data has been collected with one question. Besides, an introduction section about the topic and another section for the personal information of the participants are also included in the survey. In the third step, field experts have been consulted to check the understandability of the survey. The question of the survey is designed as 'What kind of person do you think our education system should raise?'

The Analysis of the Data

The data of the study have been analyzed with the content analysis method. In this regard, the content analysis includes obtaining significant codes out of the data, organizing these codes to get categories and themes, and presenting these themes (Creswel, 2013). During the research process, the data obtained from the participants have been transferred into a computer, then coding has been applied on the computer. Afterward, by gathering codes, categories have been achieved, and by gathering categories together, themes have been achieved. The themes are given with tables. The participant teachers have been symbolized as (T1, T2, T3, …) and the participant administrators are symbolized as (A1, A2, A3, …).

Whereas the terms as reliability and validity are included in quantitative researches, terms such as credibility, transmissibility, consistency, and confirmability are included instead (Mills, 2003). For this reason, each step of the research has been clearly explained in the method section. Whereas the terms as reliability and validity are included in quantitative researches, terms such as credibility, transmissibility, consistency, and confirmability are included instead

(Mills, 2003). For this reason, each step of the research has been clearly explained in the method section. The survey of the study has been developed in four steps as stated in the literature. The participants have been selected by considering their willingness while conducting the survey. The data have been analyzed objectively, the researcher has been attentive to remain objective. The data have been enriched by the direct quotations of the participants. The researcher has examined the data for the second time, and similar results have been attained.

Findings

The findings of the study are shown separately by opinions of teachers and administrators within the context of school types as primary school, secondary schools, and high school. First of all, overall findings are given in a summary table. Depending on the research findings, the opinions of the participants have been arranged into four categories, which are academic characteristics, social characteristics, ethical characteristics, and individual characteristics in terms of each school type.

Overall Distribution

The overall distribution of what kind of person to be raised are given in Table 1.

Table 1
The Overall Distribution of What Kind of Person to be raised

		Primary (f)	Secondary (f)	High School (f)	Total (f)
Teachers' Opinions	Academic characteristics	51	56	61	168
	Social characteristics	37	44	52	133
	Ethical characteristics	39	49	49	137
	Individual characteristics	57	80	66	203
Total		*184*	*229*	*228*	*641*
Administrators' Opinions	Academic characteristics	35	16	17	68
	Social characteristics	13	20	24	57
	Ethical characteristics	9	19	19	47
	Individual characteristics	19	20	25	64
Total		*76*	*75*	*85*	*236*

When it is examined according to teachers' opinions, the priority is the individual characteristics. It is followed by academic, ethical, and social

characteristics. According to administrators' opinions, the priority is academic characteristics. It is followed by individual, social, and ethical characteristics. Basing on these data, the following points can be expressed in terms of the variables of school types and positions for what kind of person to be raised. While forming these descriptions, the most frequently emphasized expressions in each dimension have been used.

In terms of primary school teachers' opinions,

The person to be raised should

"Have high self-confidence, express himself/herself, be versatile, be honest and ethical, have a love of his / her country and nation, and appreciate national and moral values".

In terms of secondary school teachers' opinions,

The person to be raised should

"Be target-oriented, open to changes, do his / her job the best, question and think critically, be honest and ethical, appreciate national and moral values, have a love of his / her country and nation".

In terms of high school teachers' opinions,

The person to be raised should

"Be responsible and express himself/herself, have research skills, and think critically, appreciate national and moral values, be ethical and conscientious".

In terms of primary school administrators' opinions,

The person to be raised should

"Think critically and be raised according to their skills, have high

self-confidence and open to changes, appreciate national and moral values, have a love of his / her country and nation, be ethical and honest".

In terms of secondary school administrators' opinions,

The person to be raised should

"Be highly aware and do his / her job the best, appreciate national and moral values, have a love of his / her country and nation, be ethical and virtuous, can think critically and have research skills".

In terms of high school administrators' opinions,

The person to be raised should

"Have high self-confidence and open to changes, appreciate national and moral values, have a love of his / her country and nation, be ethical and conscientious, be hardworking and think critically".

All the descriptions above do include

"Critical thinking, appreciating national and moral values, love of country and nation".

Teachers' Opinions

The primary school teachers' opinions about what kind of person to be raised are given in Table 2.

Table 2

Primary School Teachers' Opinions about What Kind of Person to be raised

Categories	Codes	f	Codes	f
ACADEMIC CHARACTERISTICS	Questioning	10	Love of reading	4
	Having research skills	8	Equipped with skills and information	3
	High academic success	1	Speaking Turkish correctly	1
	Thinking freely	2	Being raised for their fields of interest	3
	Thinking critically	12	Using technology	1
	Thinking creatively	2	Hardworking	2
	Self-learner	2		
				Total: 51
SOCIAL CHARACTERISTICS	Having national and moral values	8	Keeping up with time	4
	Love of country and nation	9	A good citizen	2
	Respecting the elderly	1	Treating everyone equally	1
	Sharer	1	Beneficial to his / her family	1
	Responsible for his / her environment	5	Beneficial society	1
	Having a cultural identity	1	High social skills	2
	Being a world citizen	1		
				Total: 37
ETHICAL CHARACTERISTICS	Honest	7	Tolerant	1
	Ethical	12	Patient	1
	Well-mannered	1	Compassionate	2
	Fair	5	Respectful	5
	Conscientious	2	A good human	3
				Total: 39
INDIVIDUAL CHARACTERISTICS	Expressing himself/herself clearly	6	Entrepreneurial	2
	High self-confidence	11	Happy	3
	Self-supportive	3	Visionary	1
	Love of humans	1	Responsible	3
	Characterful	1	High awareness	4
	Prolific	1	Open to new ideas	1
	Constructive	1	Solution-oriented	4
	Productive	1	Self-aware	1
	Versatile	6	Self-love	1
	High discernment	4	Self-ordained	2
				Total: 57

Table 2 shows that primary school teachers' priority about what kind of person to be raised is individual characteristics. It is followed by academic, ethical, and social characteristics. High self-confidence, expressing himself/herself clearly, and versatile in the individual characteristics category; critical thinking and questioning in the academic characteristics category; ethical and honest in the ethical characteristics category; love of country and nation, having national and moral values in the social characteristics category are the highlighted opinions.

Some of the teachers' remarks are given below:

"I think we need a person who reads, thinks, questions first of all. I believe that we should develop the habit of reading and do some studies in this respect" (T29).

"To begin with, we should raise individuals who are virtuous, respectful to the elderly, having a love of his / her country and nation, ethical, questioning, loyal to values, and having high self-confidence" (T12).

The secondary school teachers' opinions about what kind of person to be raised are given in Table 3.

Table 3

Secondary School Teachers' Opinions about What Kind of Person to be raised

Categories	Codes	f	Codes	f
ACADEMIC CHARACTERISTICS	Having research skills	4	Equipped with skills and information	6
	Questioning	9	High skills of interpreting	1
	Being raised for their fields of interest	6	Hardworking	7
	Thinking critically	9	Open to learning	1
	Making others think	1	Thinking reasonably	1
	Curious	3	Thinking scientifically	1
	Inverting information into production	3	Love of reading	1
	Creative		Knowing how to reach information	3
			Total: 56	
SOCIAL CHARACTERISTICS	Sensitive to his / her environment	5	Respectful to the elderly and the young	1
	Knowing the world	1	Respectful to social values	1
	Love of country and nation	9	Respectful teachers	1
	having national and moral values	12	Open to criticism	1
	Thoughtful	1	Sharer	1
	Respectful to social rules	1	Beneficial to his / her family	2
	Social	1	Obeying the rules	2
	Respectful to his / her friends	1	Conscious of citizenship	1
	Love of humans	1	Love of nature and animals	1
	Respectful to differences	1		
			Total: 44	
ETHICAL CHARACTERISTICS	Ethical	18	A good person	3
	Honest	8	Conscientious	4
	Respectful	5	Compassionate	2
	Philanthropical	2	Having moral values	1
	Tolerant	2	Fair	2
	Faithful	1	Charitable	1
			Total: 49	
INDIVIDUAL CHARACTERISTICS	Open to changes	7	Target-oriented	8
	Solution-oriented	6	Knowing that he/she is valuable	1
	Responsible	2	Expressing his / her opinions freely	5
	High self-confidence	4	High self-motivation	3
	Self-ordained	2	Happy	1
	Productive	1	Keeping up with the time	3
	Self-supportive	3	Doing his / her job the best	7
	High awareness	4	Well-articulated	1
	Versatile	4	Struggle against difficulties	3
	Independent	1	Knowing the world	1
	Entrepreneurial	3	Knowing himself - herself	4
	Playing a musical instrument	1	Interested in sports	1
	Giving importance to culture and art	1	Fertile	2
	Farsighted	1		
			Total: 80	

Secondary school teachers' priority about what kind of person to be raised is, similar to those of primary school teachers, individual characteristics. It is followed by academic, ethical, and social characteristics. Target-oriented, open to changes, and doing his / her job the best in the individual characteristics category; questioning and thinking critically in the academic characteristics category; ethical and honest in the ethical characteristics category; and having national and moral values; love of country and nation in the social characteristics category are the featured opinions.

Some of the teachers' remarks are given below:

> *"Ethical values should be passed on initially to raise a good person so that whatever job they do, they will do it well for sure. It is essential to raise honest, philanthropic, and tolerant generations for our future" (T1).*

> *"We should raise individuals who have love of country, are honest, hardworking, thoughtful, liberal, and open to changes" (T15).*

The high school teachers' opinions about what kind of person to be raised are given in Table 4.

Table 4

High School Teachers' Opinions about What Kind of Person to\be raised

Categories	Codes	f	Codes	f
ACADEMIC CHARACTERISTICS	Having research skills	11	Equipped with knowledge and skills	1
	Thinking critically	12	Knowing how he/she learns	1
	Good use of knowledge	1	Reaching information	2
	Thinking analytically	5	Use of technology	1
	Hardworking	3	Love of reading	3
	Examining closely	1	Being raised for their fields of interest	3
	Questioning	14	Creative	1
	Thinking scientifically	2		
			Total: 61	
SOCIAL CHARACTERISTICS	Love of country and nation	13	Fitting into society	2
	Protecting his / her history	2	Love of humans	6
	Protecting others' rights	1	Respecting differences	1
	Sensitive to his/her environment	5	Beneficial to his / her family	3
	Beneficial to society	5	Skilled in social interactions	1
	Having national and moral values	12	Protecting the young	1
			Total: 52	
ETHICAL CHARACTERISTICS	Fair	4	Ethical	13
	Thinking positively	1	Distinguishing good and bad	1
	Conscientious	6	Obeying ethical principal	1
	Virtuous	1	A good person	3
	Compassionate	5	Respectful	6
	Honest	5	Tolerant	2
	Modest	1		
			Total: 49	
INDIVIDUAL CHARACTERISTICS	High managing skills	2	Idealistic	2
	Entrepreneurial	1	Keeping up with the time	1
	Hopeful for the future	1	Doing his / her job the best	2
	Characterful	1	Solution-oriented	4
	Ability for empathy	1	Directing his / her own life	1
	Versatile	4	Sincere	1
	Expressing himself/herself freely	7	Intellectual	1
	Protecting his / her own rights	2	Self-supportive	2
	Responsible	9	Knowing himself/herself	2
	Questioning himself/herself	1	Having decision-making skills	2
	Productive	6	Open to changes	2
	High self-confidence	4	Visionary	2
	High self-control	1	Acting within plans and programs	2
	Target-oriented	2		
			Total: 66	

The high school teachers' priority about what kind of person to be raised is, similar to those of primary and secondary school teachers, individual characteristics. It is followed by academic, social, and ethical characteristics.

Responsible and expressing himself/herself freely in the individual characteristics category; having research skills and thinking critically in the academic characteristics category; having national and moral values, love of country and nation in the social characteristics category; ethical and conscientious in the ethical characteristics category are featured opinions.

Some of the teachers' remarks are given below:

> *"Our education system should raise individuals who can keep up with the society, I mean he/she should meet society's expectations, are productive, respectful and protective to national and moral values, rationalist and positivist" (T10).*

> *"Individuals who are smart enough to solve any kind of problems that they face in their lives, honest and ethical should be raised" (T32).*

Administrators' Opinions

The primary school administrators' opinions about what kind of person to be raised are given in Table 5.

Table 5

Primary School Administrators' Opinions about What Kind of Person to be raised

Categories	Codes	f	Codes	f
ACADEMIC CHARACTERISTICS	Knowing how to reach information	2	Equipped with knowledge and skills	2
	Asking questions	1	Having a good quality of education	1
	Thinking critically	10	Love of reading	1
	Thinking freely	1	Able to analyze and synthesize	2
	Being raised for their fields of interest	4	Questioning	3
	Hardworking	1	Learning by experience	1
	Thinking scientifically	2	Learning himself/herself	1
	Active participation in classes	1	Use of technology	2
				Total: 35
SOCIAL CHARACTERISTICS	Love of country and nation	4	Protecting others' rights	1
	Respectful to his / her environment	2	Respectful to the elderly	1
	Having national and moral values	3	Following social values	1
	Respectful to teachers	1		
				Total: 13
ETHICAL CHARACTERISTICS	Virtuous	1	Charitable	1
	Ethical	1	Fair	1
	Honest	2	A good person	1
	Honorable	1	Not a self-seeker	1
				Total: 9
INDIVIDUAL CHARACTERISTICS	Versatile	1	Hopeful for the future	1
	Respectful to himself / herself	2	Entrepreneurial	1
	Open to changes	2	Imaginative	1
	High self-confidence	3	Expressing his/her ideas fearlessly	1
	Empathetic	1	Responsible	1
	Kind	1	Qualified	1
	Intellectual	1	Finding different solutions	1
	Problem-solving	1		
				Total: 19

The primary school administrators' priority about what kind of person to be raised is academic characteristics. It is followed by individual, social, and ethical characteristics. Thinking critically and being raised for their fields of skills in the academic characteristics category; high self-confidence and open to changes in the individual characteristics category; having national and moral values in the social characteristics category; ethical and honest in the ethical characteristics category are featured opinions.

Some of the administrators' remarks are given below:

> *"A kind of individual who reads thinks, analyses, synthesizes, and questions; who is not rote- learning based should be raised" (A9).*

"We should raise an individual who is respectful to national and moral values, and internalized these values; open to changes, skilled at using technology, and qualified" (A14).

The secondary school administrators' opinions about what kind of person to be raised are given in Table 6.

Table 6
Secondary School Administrators' Opinions about What Kind of Person to be raised

Categories	Codes	f	Codes	f
ACADEMIC CHARACTERISTICS	Being raised for their fields of interest	5	Use of technology	1
	Thinking critically	2	Success-oriented	1
	Having research skills	2	Love of reading	1
	Interpreting information	1	Carrier-oriented	1
	Questioning	2		
				Total: 16
SOCIAL CHARACTERISTICS	Having national and moral values	5	Protecting his/her history	1
	Conscience of citizenship	3	Open to universal values	1
	Beneficial to society	2	In tune with cultural values	1
	Love of country and nation	3	Embracing his/her own culture	1
	Respectful to his / her environment	1	Meeting society' needs	1
	Respectful to human rights	1		
				Total: 20
ETHICAL CHARACTERISTICS	Ethical	5	A good person	2
	Honest	2	Virtuous	5
	Respectful	2	Conscientious	3
				Total: 19
INDIVIDUAL CHARACTERISTICS	Beneficial to himself/herself	1	High awareness	3
	Respecting himself/herself	1	Knowing himself/herself	1
	Responsible	2	Aware of his / her skills	1
	Doing his / her job the best	3	Good at planning	1
	Versatile	2	Hopeful for the future	1
	Happy	1	Solution-oriented	1
	Responsible	1	Expressing his/her ideas fearlessly	1
				Total: 20

The secondary school administrators' priorities about what kind of person to be raised are individual and social characteristics. They are followed by ethical and academic characteristics. High awareness and doing his / her job the best in the individual characteristics category; having national and moral values, love of country and nation in the social characteristics category; ethical and virtuous in the ethical characteristics category; being raised for their fields of skills, thinking critically, having research skills in the academic characteristics category are featured opinions.

Some of the administrators' remarks are given below:

"First of all, we should raise individuals who have self-respect. This is because when a person has self-respect that person becomes respectful to every segment of society, does his / her duties with responsibility, and beneficial to his / her own country and nation" (A3).

"We should raise a young generation who has research skills, questioning, aware of differences, a good citizen, and conscious" (A15).

The high school administrators' opinions about what kind of person to be raised are given in Table 7.

Table 7
High School Administrators' Opinions about What Kind of Person to be raised

Categories	Codes	f	Codes	f
ACADEMIC CHARACTERISTICS	Knowing how to reach information	2	Equipped with knowledge and skills	2
	Hardworking	4	Having research skills	2
	Thinking critically	3	Questioning	2
	Thinking scientifically	1	Love of reading	1
			Total: 17	
SOCIAL CHARACTERISTICS	Having national and moral values	6	Knowledge of his / her history	1
	Aware of universal values	1	Protecting nature	1
	Love of country and nation	6	In tune with society	1
	Love of humans	1	Beneficial to people	1
	Fair	1	Love of family	1
	Sensitive to his / her environment	2	Beneficial society	1
	Committed to his/her traditions	1		
			Total: 24	
ETHICAL CHARACTERISTICS	Respectful	2	Conscientious	2
	Well-mannered	2	Virtuous	1
	Ethical	7	Fair	1
	Compassionate	1	Honest	2
	Respectful	1		
			Total: 19	
INDIVIDUAL CHARACTERISTICS	High self-confidence	4	Open to changes	3
	Well-balanced	1	Target-oriented	1
	Protecting his / her own rights	1	Sharer	1
	Acting within plans and programs	1	Versatile	1
	Struggle against difficulties	1	Shaping the future	1
	Having a competitive spirit	1	Characterful	1
	Characterful	1	High awareness	1
	Responsible	2	Prolific	1
	Good at saving	1	Being at peace with himself/herself	1
	Expressing his/her ideas fearlessly	1		
			Total: 25	

The high school administrators' priority about what kind of person to be raised is individual characteristics. It is followed by social, ethical, and academic characteristics. High self-confidence and open to changes in the individual characteristics category; having national and moral values in the social characteristics category; ethical and conscientious in the ethical characteristics category; hardworking and thinking critically in the academic characteristics category are featured opinions.

Some of the administrators' remarks are given below:

> *"The individual to be raised should be aware of national values and internalized them, have a competitive spirit, high self-confidence, show love and respect others, and be a fair person wishing the best for his / her country and the whole humanity" (A2).*

> *"Our education system should raise a generation who can shape the future, are conscious, characterful, self-confident, and ethical" (A8).*

Discussion

According to the research results, primary school teachers have prioritized the terms of high self-confidence, expressing himself/herself clearly, and being versatile concerning individual characteristics of what kind of person to be raised; secondary school teachers have prioritized target-orientation and openness to changes; high school teachers have prioritized responsibility, expressing oneself freely. However, primary and high school administrators have emphasized high self-confidence and openness to changes; secondary school administrators have highlighted high awareness and doing one's job the best. Teachers' and administrators' different priorities on individual characteristics can result from students' distinct developmental characteristics on each level of education. There have been various studies in the literature within the field of education about individual characteristics expressed by the participants. The studies in the literature are about self-confidence (Ensor, 2010; Nwogu, & Nwannoruo., 2011); communicational skills (Downing, 2005; Lefevre et al., 2008); target-orientation (Chung, 2003; Hua, 2005); openness to changes (Crary, 2019; Dinas, 2013); responsibility (Clouder, 2009; Vaughn, & Schumm., 1995) and awareness (Jalael,

2016; Lobron, & Selman, 2007). However, there has not been a study examining the terms 'versatile' and 'doing one's job the best' in the literature. Studying most of the terms including teachers' and administrators' expectations about individual characteristics of students as research subjects in the literature can be explained by participants' high awareness about individual characteristics.

Primary and secondary school teachers have given priority to thinking critically and questioning in the academic characteristics' category about what kind of person to be raised. The expression `critical thinking`, about which the participants share similar opinions, is the common expression of all participants. There are various studies in the literature about the terms addressed by the participants about the expected academic characteristics of students. These are; about critical thinking (Gelder, 2005; Paul & Elder., 2002); about questioning (Almeida, 2012; David, 2007); fields of skills (Bitzer, 2005; Larson, & Miller., 2011); about research skills (Payne, & Israel., 2010; Weetman DaCosta, & Jones, 2007). However, there are no studies specifically referring to the term 'hardworking' in the literature.

In the ethical characteristics' category about, what kind of person to be raised, primary and secondary school teachers, and primary school administrators have prioritized the students being ethical and honest; high school teachers and administrators have prioritized their being ethical and conscientious, and secondary school administrators have prioritized they're being ethical and virtuous. There are some studies in the literature about the terms addressed by the participants about the expected ethical characteristics of students. These are; about ethics (Applebaum, 2005; Gilligan et al., 1987); about virtue (Barbour, 2009; Palloff, & Pratt, 2003); about conscience (Demirkol, & Kılıç, 2017; Santoro, 2017); about honesty (Korkmaz, 2015; McCabe, & Pavela, 2004).

All of the participants have commonly prioritized the terms of national and moral values, love of country and nation in the social characteristics' category about what kind of person to be raised. There are also other studies in the literature about the terms addressed by the participants about the expected social characteristics of students. These are; about the terms of love of country and nation (Çatak, & Yıldız., 2018; Westheimer, 2006) about the terms of national and moral values (Almonte, 2003; Özen, 2014).

Conclusion and Recommendations

Considering the general distribution of the research findings teachers' order of preference about what kind of person to be raised is individual, academic, ethical, and social characteristics; however, administrators' preference is academic, individual, social, and ethical characteristics. In this sense, it can be suggested by teachers' opinions that students principally should be recognized as individuals, then they should be successful academically, and become beneficial to society by having ethical values. Nonetheless, the administrators think that students should be academically successful first, then recognized as individuals, become beneficial to society, and having ethical values. Teachers' priority of individual characteristics can be explained with their interactions with students in class and their opportunity to know them as an individual; whereas administrators' priority of academic success can be about considering the school as a whole, and their assumption of the success of a school depends on students' academic success.

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In this study, opinions of teachers and administrators about what kind of person to be raised have been analysed in four categories. Each category has been studied independently, and different terms have been determined. Every one of these terms is an indispensable element in raising a student as a whole. There are various studies in the literature of education on these terms. Participants' opinions are in parallel with the studies in the literature, and this shows a scientific background about what kind of person to be raised via education. That is to say, it can be concluded from the study that it is possible to define the target characteristics of individuals by making use of related literature and addressed terms about what kind of person to be raised, thus restructuring the education system accordingly. Hereby, further studies can be suggested focusing on considering the education system within the context of their cultural, economic, political, social, and ethical ecosystems.

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