



**AN INVESTIGATION OF THE MINISTRY OF NATIONAL EDUCATION
COMMUNICATION CENTER (MEBİM) 'ALO 147'
(A SAMPLE OF RIZE PROVINCE)***

**MİLLİ EĞİTİM BAKANLIĞI İLETİŞİM MERKEZİ (MEBİM) 'ALO 147'
ÜZERİNE BİR İNCELEME (RİZE İLİ ÖRNEĞİ)**

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ÖZET

Bu araştırmada, MEBİM ALO 147'ye Rize ilinden yapılan başvuruların hangi başlıklarda toplandığı, bu hattın hangi amaçlar doğrultusunda kullanıldığı belirlenmiştir. Araştırma MEBİM ALO 147'ye yapılan başvuruların incelenmesini amaçlayan tarama modelinde nitel bir araştırmadır. Araştırmada MEBİM ALO 147'ye yapılan, iletişim merkezinden Rize İl Milli Eğitim Müdürlüğüne iletilen 2015-2016 eğitim-öğretim yılı Kasım, Aralık, Ocak, Şubat, Mart ve Nisan aylarındaki toplam 152 başvurunun kayıtları incelenmiştir.

Araştırmaya göre yapılan başvurularının zamanında cevaplandırıldığı, başvuruları en fazla velilerin ve öğrencilerin yaptığı, başvuru şeklinin en fazla şikâyet ve bilgi edinme olduğu, şikâyet konularının velilerce okul servileri ve öğretmen memnuniyetsizliği, öğrenci açısından performans notu ve öğretmenden memnuniyetsizlik, öğretmenler açısından sınav görevlendirilmeleri, yönetici açısından personel yetersizliği olduğu ortaya çıkmıştır. Talep konularının ise velilerce öğretmen ve sınıf değişikliği, öğrencilerce öğretmen değişikliği, öğretmenlerce okula ulaşım konularında olmuştur. Araştırma sonuç ve önerilerle son bulmaktadır.

Anahtar Kelimeler: Millî Eğitim Bakanlığı İletişim Merkezi (MEBİM), 'ALO 147', Talep, Şikâyet

ABSTRACT

This study thereby aims to determine in what ways and manners the MEBİM ALO 147 have been used by applicants of Rize. The records of 152 applications, which were sent to the Rize Provincial Directorate of National Education between November and April in the 2015-2016 academic years, were examined through the qualitative screening modelling approach. In particular, this study argues how the process of the ALO 147 works and what the education-training problems have been faced in the province of Rize. Consequently, this study presents its conclusions and recommendations to improve the MEBİM ALO 147 and its connection with the general educational and structural issues.

Key Words: Ministry of National Education Communication Centre (MEBİM), ALO 147, Demand, Complaint

* This study, verbally presented in the IV International Symposium on Educational and Social Sciences in Turkish Cultural Geography, Baku/Azerbaijan, on 27-30 June 2018

¹ We would like to thank the teacher, Mr. Samet SAKAL who worked harmoniously with us in the Rize MoNE

1. INTRODUCTION

According to the Constitution of the Republic of Turkey in 1982, the legislation of Turkey is principally written legislation based on our Constitution. According to the Article 2 of the Constitution, Turkey is the state of law which is bound to legal rules in its activities and provided to legal guarantees to the rulers. That means there are not only the rules which are governed by rulers, but also the state itself which is bound by its own previously known established rules. One of the most important qualities of rule by law is that the activities of the administration are clearly clarified and formerly expectable. In the state of law, the actions and activities of individuals in charge ought to be predictable by individuals who are administering (Eyes, 2015). From the principle of the rule by law, the right of our citizens to have applications and information in the face of their needs has been determined and guaranteed by the constitution and its other concerned laws. The article 74 of the Constitution of the Republic of Turkey is covered the petition, information and is defined as the right to apply to the Ombudsman (No. 17863, 09/11/1982 Official Journal).

The law on the use of the right of petition of citizens states that 'Turkish citizens about their wishes and complaints related to other individuals or the public apparatuses, have the right to appeal in writing to the competent authorities in the Turkey Grand National Assembly (TBMM)' (No.18571, 11/01/1984 Official Journal). It is emphasized that citizens have rights to demand information, to make a petition or to appeal against ruling in terms of their complaints or maintenance requests (No.25269, 24/10/2003 Official Journal). In addition, the digital government practices (e-governance) which function as a system based on information and communication technologies, have been added into the system, and so citizens are able to obtain digital information from public institutions and to express their problems in the digital platforms (Erdal, 2004). This extended system is declared as a one of the public reforms that attempts to abolish the issues of traditional public administration.

The Prime Ministry Communication Centre (Başbakanlık İletişim Merkezi - BİMER) was established on the basis of the circular letter issued in the Official Gazette on January 20, 2006 and numbered 26055. It is facilitating and expanding the applicant's right to be informed in the face of any particular conflicts or arrangements with the state. This publicized version aimed to establish a system that is effectively and efficiently fast and appropriate for our citizens to easily communicate about their complaints, demands, opinions and suggestions about the governance. It has been emphasized as an indispensable requirement for the success of administration as well as for the proper functioning of democracy. Immediate processing, evaluation and finalization of complaints, demands, opinions and proposals are also stated to be important for the governmental bodies. In light of these considerations, it has been emphasized that some new regulations should be made about public institutions and organizations to implement meaningful and significant new public management.

Citizens are now able to submit their applications to the Prime Minister, and their submissions to able to be made to the governor with the approval of the Ministry that aimed to be monitored from the Prime Minister and the BİMER as well. So, Turkey foresees the use of computing programs with a searchable from the general telephone number allocation. It has been ensured that to make any written or oral requirements of applications, the relevant public institution or unit has received it as soon as possible for the response, the related units are notified in the case of delay, all these processes are carried out by an automation system, (Prime Ministry, Circular No. 2006/3). Since 2008, the call centres have become widespread within all public institutions (Mert, 2017). Within the scope of BİMER, 'the public relations subdivision' was established in the district governorship and ministries. Together, there are calling centres located in the governor's offices and able to be answered through the 'Alo 150' line.

The 2015 report published by BİMER stated that the total number of transactions is 3.859.240 and 355.598 of these applications were concerned about our education system. As it is seen in this data, citizens can apply to BİMER about general educational concerns as well as many other related matters to its administration system. Besides these, the Ministry of National Education (MoNE) has established the MoNE Communication Centre (MEBİM) in order to provide an interface intermediary system for our citizens about their demands, complaints, opinions, suggestions, notices, acquisition and supervision of education and most importantly to deliver a meaningful and significant responsibility and accountability in the education system.

Reviewing and accountability of any particular system are both foremost elements that enable the system for the functionality in a healthy manner. In particular, any good governance approach, check and balance are an indispensable part of the assessment (Memişoğlu, 2013). The aim of the education system, which is an important and integral part of the governance process, is to ensure and maintain the effectiveness of the system (Özer, 2014). Reviewing is then carried out in order to achieve the objectives of the education system and so ensures that the objectives of the system which are fulfilled and so the outputs are controlled (Gökçe, 1994). In the literature, it has been pointed out that this reviewing direction is also useful in the previous audit descriptions. Definitions such as the process of controlling human behaviours for the benefit of the educators (Bursalıoğlu, 2000) and determining and assessing the situation, eventually improve educational activities (Başar, 1993) that also means that the efficiencies and effectiveness in the direction of the MoNE' objectives audited to see how acceptable and expected outputs are (Aydin, 1986). Therefore, there is a need for renunciation in the educational organizations as well (Erdem and Eroğlu, 2012).

In the matter of accountability, especially in the recent years, particular orchestrating educational systems have become a noteworthy concept in the MoNE (Erdoğan, 2007; Özdemir et al., 2010) because of the continuing structural and functional problems in our education system, the inadequate response to citizens' wishes and the inability of innovations to reach desired success. It is thought that the careful and comprehensive treatment of accountability associated with many other problems would provide important contributions to overcome many educational issues related to the socio-political issues (Bülbül and Demirbolat, 2014). Accountability in that sense is an ethical concept with its various meanings. The concept is often used in conjunction with concepts such as standards, transparency, provision and inquiry (Acar, 2013). Thus, accountability in the education system is the obligation to provide information and justification for these stakeholders and the general public about decisions, actions and activities that affect to and influence upon the stakeholders of education. Accountability serves the purpose of the development of learning and teaching and the administration of education, and requires responsibility for the successes or failures that arise in these matters (Sato and Rabinowitz, 2010). "Equality, ethics and access" are the most important and primary goals of accountability. In addition, accountability has a very important place in ensuring transparency and inquiry in the education. Accountability of the system for schooling includes standards-setting knowledge and skills to be learned (Hoy & Miskel, 2015). One of the influential school characteristics is the sharing of assessment process and accountability requirements (Lunenburg & Onstein, 2013). From this point of view, the MoNE activated the 'ALO 147', which can be approached by our citizens and concerned authorities in the matters of reviewing, accountability, transparency in education, about questioning and inquiries related to educational issues, as well as complaints, opinions and suggestions (MEB 2015-2019 Strategic Plan). It also provides to citizens and institutions related to information requests, suggestions, complaints and notices via BİMER.

1.1. Ministry of Education Contact Centre (CBRT) 'ALO 147'

The contact centre of the MoNE, which entered service in the city of Van (Erciş) on 1 March 2012, encompassed all kinds of duties and responsibilities of the Ministry, such as demand, complaint, opinion, suggestion and notice, Information acquisition questions to be able to solve effectively and quickly. The contact centre can be searched and information about the services provided by the MoNE, especially education and training services can be obtained 24/7. Anyone can reach the communication centre from abroad by calling +90 312 147 11 22 (www.meb.gov.tr/duyurular/duyurular2012/basinmus/alo147). The general purpose of the ALO 147 published by the MoNE on 06/01/2012, number 2012/02 is very clear that it is to resolve and answer the educational issues quickly as possible. Acceptance across the country to applications, can be monitored from the MoNE, in order to reduce the bureaucracy and red tape, the centre can be reached by a single telephone number in general the 'ALO 147' that was put into service since March 01, 2012 (MoNE, 'the Alo 147' circular letter numbered 2012/02).

Following the earthquake in Van, Van was chosen as a particular case study because Van had a workforce of 800 square meters built with a 'disabled-friendly' mentality. In MEBİM there have been 120 employees, 64 of whom are male and 56 are women, with an average age of 27. 95% of these employees are earthquake victims and 50% of them are disabled (www.meb.gov.tr/duyurular/duyurular2012/basinmus/alo147). Turksat and Turkcell global information business

association was established and in the first year of the mission, 952.225 applications were answered. The communication centre has been searched for most of the year on the topics of 'open education high school jobs and procedures', '4+4+4 education system' and 'vocational open education high school jobs and procedures' and 'individual procedure' (MEB, 2014).

1.2. MoNE 2013 Annual TBMM Report

The MoNE presented the report of the head communications centre in the TBMM on 07/12/2013. According to this report, a total of 1,048,177 applications were made by March, 2013. 90% of these applications were made for information, 5% for demand, 3% for complaints and 2% for opinions and suggestions. It was also noted that 95% of the applicants were responded to at the first contact point, 4% to the provincial organization support and 1% to the central organization support offices. Due to the fact that there were particular issues, such as 'there is no concrete evidence' or 'the accuracy of personal information via MERNIS cannot be determined' or 'the incident is transferred to the judiciary after the statement to share information about the personal abandonment', 44, 43%. (21,868) of applicants complained (48,218 complaints) filed in the first point of communication centre. It was also emphasized that 55, 57% (27,350) of the complainants were directed to the support offices of the 'provincial and centre'.

In another part of the report, 15,489 of the relevant applicants were given the title of 'dissatisfaction with teaching' title. It is stated that 8,017 of these applications were concluded in the centre of communication, 7,418 of them were in the provincial organization and 54 of them were in the central organization. In the section titled 'the dissatisfied with the administration', a total of 18,376 calls were made, 11,092 of these calls were answered as 'meeting the physical and infrastructural needs of schooling', 5,298 of them answered as 'negative attitudes and behaviours against students', 'negative part' and 'negative attitudes towards parents' (MoNE, 2014).

1.3. 4-Year Evaluation of MEBİM ALO 147

A 4-year evaluation of MEBİM ALO 147 was made in the statement of the MoNE dated 29/02/2016. As a result of this, approximately 6,500,000 applications have been answered in 4 years. 91% of these calls were for information, 4% for demand, 4% for complaints and 1% for opinions and suggestions. Responding to 95% of these calls, the centre was directed to the central and provincial organization units, which required 5% research and examination. About 5,300,000 queries were answered at the interview. Through 'MEBİM 147', 351,000 applications related to the personnel procedures of the teachers and principals were concluded. 'MEBİM 147' has been the main topics of the search in the main title of the education in the 4th year of the open education and junior high school, basic education secondary education transition system (TEOG), and teacher appointment and relocation (www.meb.gov.tr).

The MoNE provided 351 students with continuing education and training by sending their applications to the provincial and district national education directorates for further examination. In addition, the MoNE stated that it was not sent to the schools by applying to 'MEBİM 147', but 6,000 people who were determined to be out of the age-group formal education educated thanks to the information and guidance given. As it is understood from this, MEBİM has a very important role in providing the equal opportunity in our education system (www.meb.gov.tr). Nevertheless, the MEBİM is confronted with problems such as occupying the line unnecessarily, being searched out of the education subjects, giving the unfounded complaints, and perceiving the line as merely a complaint line.

Initially, students and parents who were angry about teachers and principals, they used the system, such as 'I want to keep my name hidden' or 'Please keep my child's name hidden'. These complaints which hurt the comfortable working environment in the school, left the employees under suspicion and missed their peace of mind, are the only complaints in which the 'ALO 147' is perceived as merely a complaint line has caused (Hazelnut, 2014). Therefore, the MEBİM carefully examines denunciations and complaints in order to prevent unfounded denunciations and complaints and requests citizens to their claims based on the concrete evidence on the legislation and does not take into consideration the denunciations and complaints in abstract and general qualifications. To reduce the number of false complaints applicants, 58% of the applicants terminated their demands voluntarily. And only 1.4% of

the complaints and 4% of all searches are attributable to concrete evidence by the applicants (www.meb.gov.tr/).

As a result of the precautionary measures, the ALO 147 continued to operate as a consultation hotline, avoiding being perceived as a complaint line. The ALO 147, an internationally recognized independent research firm, has shown that 86.8% satisfaction in the citizen satisfaction survey 2015 about the system. It is seen as an institution that operates above the public sector average with this evaluation. It has a very important place in terms of auditability, transparency and accountability. In addition, it can make important contributions to the development of the strategies and policies of the Turkish education system when it is thought that it is important to be able to go to innovations in education and to know and predict problems in advance. It plays a serious role in the construction of question marks that arise when educational activities are carried out. Besides, education plays an important role in conveying the expectations, proposals and complaints of the stakeholders to the educational administrators.

Based on the reasons stated above, the problem of this research is the examination of the applicants made in the province of Rize in the line of the ALO 147. The general aim of this research is to determine in which headings the applicants made from Rize are used in the ALO 147 and for what purposes this line is used. In response to this general objective, the following questions were asked:

1. How does the process of the ALO 147 in Rize province work?
2. How do the distributions of education stakeholders apply to the line of the ALO 147 from the province of Rize?
3. What are the education-training problems that expressed by calling MEBİM in the Rize province?

2. METHOD

2.1. The Research Modelling

This study used the screening qualitative modelling which is aiming to examine the applications made to the ALO 147. Screening modelling is the research approaches that aim to describe the past or present as if there is an existing situation. It is tried to be defined as an event, an individual or an object, which is the subject of the research, as it is within its own conditions. No attempt is made to alter or influence them in any way (Karasar, 2009). Qualitative research method is conducted to reveal perceptions and events in a natural and realistic way (Yildirim and Simsek, 2008).

2.2. Research Group

The records of 152 applications between November and April 2015-2016 academic years, which was made to the ALO 147 and sent to the Rize Provincial Directorate of National Education from the communication centre, constitute for the research group.

2.3. Data and Collection

This study is based on the content documentary data analysis. Document analysis mainly includes written materials that contain information about facts or phenomena targeted to be investigated. The document analysis method is used to reach the sources for the purpose of the research and to determine the data to be obtained. Much information about the area being investigated can be obtained through document review without having to interview and observe. In this way, the researcher saves time and resources (Yıldırım and Şimşek, 2008). The data was obtained with permission from Rize MoNE.

3. RESULTS AND COMMENTS

In this section, the findings and interpretations obtained in the direction of research questions are included. Evaluations made by following the sequence of the objectives given in the objective section in the findings and interpretations.

3.1. How Does the Process of MEBİM Alo 147 In Rize Work?

The MoNE made it clear in the general way that it was published in 2012 that the way of operation of MEBİM. All the incoming calls answered and terminated at the communication centre but only those

that cannot be answered and terminated would be forwarded to the MoNE central or the provincial organizations according to the relevant matter. For this purpose, it has been declared that at least two personnel would be appointed as the public relations representative in the office where the 'communication centre support bureau' would be established and it will work in accordance with the unit supervisors in the central and provincial organizations. If we take the province of Rize; it has been seen that in the Rize provincial directorate of national education, the MEBİM communication centre support bureau was not established at the time of the research. It has been determined that the branch director has looked at the business and transactions related to MEBİM and a branch director has been appointed as the responsible person. The private office carries out both services in its own field and services related to MEBİM. The absence of the communication bureau to be established for MEBİM operations suggests that these operations cannot be carried out fully.

The MoNE stated that in the general public, the issues addressed to the communication centre support offices from the contact centre would be answered within 3 (three) business days (72 hours) maximum by the office staff. The response time of the special branch in the Rize provincial national education was 48 hours in the monthly reports published by the MoNE. In other words, the subjects directed to the Rize provincial directorate of national education from the communication centre are answered within a maximum of 48 hours. The scope of the study is between November and April. It has been found out that 152 applications submitted to the Rize provincial directorate of national education and the MoNE have had 2 unanswered transactions within 72 hours. When the number of applications answered and connected to the result is so high, the need to base the denunciations and complaints on concrete evidence, and the later on to give up the complaints and denunciations of the applicants under the influence of the necessity of disclosing the name of the applicant.

3.2. How Has The Distribution Of The Trainers' Stakeholders, Who Apply For The Line MEBİM ALO 147, From The Province Of Rize?

During the last six months, (from November to April), total of 152 applications were submitted to the communication centre in Rize. The distribution of the applications of these applications and of the stakeholders making the application is as follows:

Table 1: The Distribution of Applications by Month and Stakeholders

Month	Parents	Students	Teachers	Principals	Others	Totally
November	15	8	3	2	-	28
December	19	4	4	-	-	27
January	15	7	1	3	-	26
February	11	2	2	3	-	18
March	20	5	-	-	2	27
April	18	4	2	1	1	26

When we examined the Table 1, 98 of the 152 total applicants were parents, 30 were students, 12 were teachers, 9 were principals and 3 were other people. So, 64, 4% of the applications were made by parents. It is seen here that the parents use the ALO 147 line more and more efficiently. It is a positive situation for the parents to have such an active role if we think that the basic education of ALO 147 is to ensure the participation of all stakeholders and transparency in education. The ALO 147 also demonstrates that parents are an important means of communicating educational complaints and requests to the bodies governing education. The student who has a rate of 19, 7% with 30 applications scored in the second place. It should not be overlooked that the applications of students, who are an active part of the education, seem to have little application, and that the parents are applying instead. In addition to this, students can also be found in the application by calling MEBİM; demands and complaints of the main element that constitute the basis of education are increasing the reachability to the necessary institutions. It is seen that 12 teachers who constitute 7.8% of the applicants did not use the ALO 147 effectively in the demands and suggestions related to the problems and education they had in education. 9.9% of the total applications are filed by the administrators. The fact that the principals can easily reach the relevant

commission suggests that ALO 147 is a sign of not using it too much. 3 applicants and 1.9% are tradesmen and neighbourhood residents around the schools. On the basis of these data, the ALO 147 line plays an active role in the demand, complaints and acquirement of information regarding the educational processes of the education stakeholders. In particular the ALO 147 has an important place in that parents are able to participate in this process and they can express the problems students are confronted with comfortably. When the monthly distribution of the applications is examined; it is seen that there are 25 applications per month on average. It is clear that they have been applying close together for months outside of February. It is believed that if the applications are low in February, the semester break will be effective for this month.

The applications submitted to the provincial organization from the Ministry of Health are composed of complaints, requests and acquirement of information related to persons and institutions affiliated to the relevant provincial organization, other than obtaining information about general issues related to education and training. The numerical data for complaints, claims and information about these applications are as follows:

Table 2: The Distribution of Application Forms to Educational Stakeholders

Type of Application	Parents	Students	Teachers	Principals	Others	f	(%)
Complaints	51	19	7	5	3	85	55,92
Requests	28	7	3	-	-	38	25
Getting Information	19	4	2	4	-	29	19,08
Total	98	30	12	9	3	152	100

When we look at the data in the Table 2, 55.9% of the applications requested from the provincial representative for the reply of Rize to the Ministry of Health within 6 months of the 2015-2016 academic year were answered with 85 applications, while 25% and 19,07% of the applicants constitute acquisitions with 29 applications. This means that more than half of the applicants were for complaints. A large part of these complaints belong to the parents. 51 complaints filed by the parents indicate that the parents complained more about the ALO 147 line and used it to bring the problems they encountered in the education system to the training principals. In addition, 28 applications and 19 applications for information were made by the parents. Parents can be excluded from the number of applications and requests for information that they use the ALO 147 line at the point of conveying their requests to the training principals without their knowledge. The distribution of students and teachers applications numbers shows that students and teachers use the ALO 147 complaints to announce related complaints. 5 applicants by principals were for complaints and 4 of them were for information. Looking at the applications of the principals, it is seen that they have never used the ALO 147 line for the request and they use this line more for complaints and information purposes.

3.3. What Are The Education And Training Problems Mentioned In The Rize Province By Calling MEBİM?

As it is in all fields, studies in the field of education are carried forward, strategic plans are being made and knowing the complaints, requests and proposals about the field leads to positive results of all these studies. In this context, the ALO 147 is an important place where the problems of the education community, the demands, the proposals, and the platforms where the education stakeholders have expressed their individual opinions. In the Rize province, which constitutes the scope of the survey, the following complaints and demands are mentioned in the following tables.

Table 3: The Issue Distribution of Complaints and Requests of Parents and Other Persons

Subject of Complaints	f	Subject of Requests	f
Parents		Parents	
School Services (Public Transport)	3	Teacher Change	10
Teacher Dissatisfaction	1	Class Change	7
School Entry-Exit Times	7	Weekend Courses	6
Weekend Courses	7	Social-Sport Activities	5
Discipline in School	5	-	
Deduced Dissatisfaction	4	-	
Teacher Violence	4	-	
Total	51		
Others		Others	
Negative Student Behaviours	3	-	-
Total	54	Total	28

The most frequent subject of complaints among the applicants is the school services (public transport). When the complaints were made, the disadvantages of public transportation are not only at the beginning of the school year but also after the school year. It is also seen that the complaints are linked to each other. Difficulties with public transport will also cause problems with school entrance and departure times and attendance at weekend courses. In addition to this, although the number of complaints coming from the ALO 147 about violence as a teacher is low, it is thought-provoking even if it takes place in complaints. It is also a matter of dissatisfaction to teach a significant part of parents' complaints. When we look at the parents' requests at this point, it is most likely that the teacher is about the teacher change. A large number of applications have also been filed on parental requests for classroom changes. It may be said that the requests for week-end courses are related to the beginning of the new sit-downs in this subject.

Table 4: The Topics of Distributions of Complaints and Demands from Students, Teachers and Administrators

Complaint Issues	f	Demand Issues	f
Students		Students	
Performance note	8	Teacher Change	4
Teacher Dissatisfaction	5	Enhancement of Sports Activities	3
The Challenges of Exams	3		
Multiple Assignments	2		
Peer Violence	1		
Total	19	Total	7
Teachers		Teachers	
Examination Assignments	3	Service (Transportation to the school)	3
Administrative Dissatisfaction	2		
Permission Process	2		
Total	7	Total	3
Principles		Principles	
Staff Inadequacy	5		-
Total	31		10

When students' complaints are examined, it is seen that the most complaint is related to the performance note. Dissatisfaction from the teacher behind it, the difficulty of the examinations, and the multiplicity of the assignments are complaints completing each other. In addition, dissatisfaction with teachers in

the parent complaints is also included in student complaints. While the number of student requests is not high, it seems that these demands are related to the increase of teacher change and sporting activities. Sporting activities were also included in the parental requests. Teachers' complaints are mostly related to assignments in the centralized exams. The studies aimed at removing this problem from the last period should not be ignored. Another issue in teachers' complaints is dissatisfaction with the principals. In this sense, we can say that the ALO 147 line allows the teacher to express his / her complaints more easily. Given the teacher's demands, the only subject demanded was the service (transportation to the school). This shows that teachers are as demanding as students in service. Complaints from the principals are all about lack of personnel. When we think about the lack of personnel in school, our mind is mostly lack of teachers, lack of cleaning personnel and especially lack of security personnel.

4. DISCUSSION

The positive and negative aspects of the applications made to the BİMER and MEBİM are discussed in the literature. Aksan (2014) carried out his work in order to determine the views of the provincial education audits related to the applications made to the BİMER and MEBİM. When the opinions of the 260 education supervisors participating in the research on the BİMER and the MEBİM formations were examined, it has been determined that the views raise the burden of causing 'unnecessary multi-point applications' and 'unnecessary use of public resources and personnel'. The survey also found that the training supervisors differed in their views on the BİMER and MEBİM, the applications and on their formations according to their descriptive characteristics (experience, age, location and other differences). It is seen that parents and students apply to the MEBİM for their complaints, demands and information. This may increase the workload of the authorities, but it does not justify that it is unnecessary.

Ersan (2014) has carried out a study covering the evaluations of primary school administrators regarding the "Alo 147". As a result of the study, the MEBİM could not provide sufficient information about the communication line of 'Alo 147', the communication line of the users, teachers, principals and principals, and that they are disturbed and irritated by the stakeholders, and that they increase the workload, break the working motivation and the school climate and affect the parents, students, teachers and principals in the negative way. It has been determined that the vast majority of the complaints reported to the schools are composed of unfounded claims and the communication line is perceived and used as a threat by the students and the parents. Güneş and Günbayı (2017), Gürbüz (2017), Karateke (2015), Özdelen and Yılmaz (2014) research results support Ersan's results. Özer, (2014), evaluated the views of teachers regarding the use of the 'Alo 147'. In the survey, it was concluded that this line is an application that damages the teaching profession and reduces the quality of education. For this reason it is suggested that it should be removed because it does not serve for the purpose. In our research, teachers use MEBİM less than parents and students. Schools are places where informal relationships exist. For this reason, teachers may be trying to overcome the problems they encounter with informal relations.

Turan, Aydılek and Şen (2015), the 'BİMER' applications and its effects on the Turkish public administration system, the confidentiality-transparency dilemma in the new public administration, the beginning of the BİMER applications, the legal basis of BİMER, the applications form of BİMER, the applications made to the BİMER and the system on the effects. It has been said that the management elements such as accountancy, transparency and openness have become more solid concepts in the service concept of the government with the change of understanding in the Turkish administrative structure with the BİMER applications. It is seen that parents, students, teachers and principals use this way in our research. It can be said that the most important aspects of education management are the processes of accountability, transparency and openness.

1. Communication Centre Support Bureau should be established in the Rize Provincial Directorate of National Education as soon as possible to ensure that the studies related to MEBİM ALO 147 are carried out with more care and attention.

2. The demands, suggestions and complaints made on the ALO 147 line should be taken into account in the educational strategy, planning and policies to be developed both in the province and in the country.

3. The use of the line should be promoted by introducing this line and people should participate more actively in the education process.

4. If it is deemed that the main purpose of this line is to provide transparency in the education system, the efforts on this line should also be carried out in a transparent manner.

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