

CZU: 37.014.012(478-29)

**A PROPOSAL FOR DETERMINING AND SOLUTION OF PROBLEMS IN EDUCATION IN GAGAVUZIA: SWOT ANALYSIS**

*Ömer Akpınar,*  
*PhD, Comrat State University*

**1. INTRODUCTION**

The Republic of Moldova takes great importance to education since 1991, when it gained its independence. For this reason, it makes innovations in continuous education. Gagauz Autonomy has been part of Moldova since 1994. For this reason, Gagauzian education is an integral part of the Moldovan education system (MES). Changes made in the Moldovan Education System also has taken place in the Gagauz education system. In other words, examining the Moldovan education system will also give us information about the Gagauzian education system.

The Moldovan education system was implemented unchanged until 1994 as a continuation of the Soviet education system. In the political turmoil of that day, there was no suitable environment for curriculum and system change. The National Council for Curriculum Improvements was established in 1997 to study the Moldovan education curriculum. Curriculum development programs in the 1990s took place with the support of the World Bank. Even today, the World Bank's support for the Moldovan education system continues. Renovation work continues at MES with a support of \$29.200.000 as per the protocol signed in 2013 (<https://projects.worldbank.org>, 23.06.2020).

Moldovan education system consists of three main parts. These are primary education, secondary education and higher education. However, there are pre-school institutions, the last one of which is compulsory.

**Table 1: Number of Students in Moldova (2003 to 2018)**

Years	Pre-school	Primary and High School	higher education	Total
2003	106,538	580.980	153.1 92	84 0,710
, =ЬЬЬЬЬЬЬЬ=	149,513	350.066	103,7 63	60 3.342
32018				
<b>Change (%)</b>	<b>40.34</b>	<b>-39.75</b>	<b>-32.27</b>	<b>- 28.23</b>

Source: <http://statbank.statistica.md/> (26.06.2020).

According to the data of the National Bureau of Statistics of the Republic of Moldova (NBS), pre-school education has increased by 40.34% in 15 years. The reason for the increase in students in pre-school education is not the increase in the age population, but the increase in schooling. Schooling rates increased rapidly in pre-school education and almost 100% enrollment rate was achieved. According to (NBS), the number of pre-school institutions, which was 1,246 in 2003, increased to 1,484 in 2018. (<http://statbank.statistica.md/>, 26.06.2020).

There is a 39.75% decrease in the number of primary and high school students compared to 2003. The number of primary and high school students, which was 580,980, became 350,066 after 15 years. The biggest factor in the decline is immigration. However, the decrease in birth rates

causes serious reduction in the number of children in Moldova. The decrease in the number of students in primary and high schools also shows itself in universities. The number of university students, which was 153,192 in 2003, increased to 103,763 in 2018. There is a proportional decrease of 32.27%.

The 32.27% decrease in the number of students receiving university education is a very serious rate. In total, the decrease in the number of students continuing their education in Moldova in 15 years has been 28.23%. The most important reasons for the decrease in the number of students are the difficulties in attending university, low birth rates and the decrease in the population caused by immigration to abroad. The number of students, which was 840,710 in 2003, decreased by 237,368 people in 15 years and became 603,342 people.

These numbers are the same in Gagauzia. We can consider birthrates for all numbers. For example, in 2004, 1,113 children were born in Gagauzia. In 2018, it was 896. In 14 years, the birth rate decreased by 20%. Considering that children migrate after birth, the decrease in schools is around 40%. The biggest problem of Gagauzia is the decrease in birth rates and migration (Akpınar, 2021: 143-145).

Macro problems can be detected by statistical studies. But the solution of the problems in the field starts with the identification of the problem. Therefore, it is necessary to return to local problems. It is necessary to identify local problems. It is necessary to obtain accurate and precise information from the field about how government policies will be. For this reason, as a method of obtaining accurate and precise information, SWOT analysis is recommended among administrators and teachers in schools in Gagauzia, and then between students and parents.

## 2. SWOT ANALYSIS

SWOT, one of the most important issues of strategic management, started to be used for business management purposes in the first 70s as an analysis technique that allows the evaluation of the internal and external environment of organizations. In the following years, SWOT analysis was handled as a planning tool and analysis in different fields (Devrim, 2006:1).

SWOT consists of the initials of the English equivalents of the words Strengths, Weaknesses, Opportunities and Threats. It is the comparison of the opportunities and threats revealed by the SWOT external environment analysis with the strong and open aspects of the organization in the internal environment analysis (Hill and Westbrook, 1997: 47; Küçüksüleymanoğlu, 2008: 407). SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis can also be considered as a method created to assist in drawing strategy and roadmap. SWOT analysis is used to identify the strengths and weaknesses of organizations and the opportunities and threats that develop in the external environment of the organization. By defining these elements, it enables the development of strategies based on the strengths of the organizations, minimizing the weaknesses, while taking advantage of the opportunities around the organization or taking precautions against the threats (Dyson, 2004: 631-632; cited in: Arıöz and Yıldırım, 2012: 183). Education administrators focus on the needs of their own society with SWOT analysis and determine a limit for better service (Balamuralikrishna and Dugger, 1995: 37). Thus, it mediates the determination of deeper and more detailed strategies by classifying internal (strength and weak) and external (opportunity and threat) factors for those who develop strategies with power analysis (Peng, Wang and Gao, 2014:41).

In the education process, it is necessary to make a situation analysis in order to evaluate the schools, which are the key elements in gaining the desired behaviors, and to produce policies regarding the existing deficiencies. At this stage, this current situation is determined by SWOT analysis. It is unthinkable for educational organizations to be independent from the environment. Therefore, educational organizations are open to the influence of all elements in the environment and are affected positively or negatively by this effect. power analysis (SWOT); It is one of the basic methods used to determine the strengths and weaknesses of the organizations, to perceive the opportunities and threats, and makes it possible to see the current situation of the organization. With SWOT analysis, organizations see where they are now and set their future goals. This structure is beneficial in terms of focusing on strengths, minimizing threats and evaluating appropriate

opportunities. For this reason, the following objectives were determined in the SWOT analysis (Özan, Polat et al. 2015: 15-20).

1. What are the strengths of the school where they work, according to school administrators and teachers?

2. According to school administrators and teachers, what are the weaknesses of the school they work in?

3. According to school administrators and teachers, what are the opportunities of the school where they work?

4. According to school administrators and teachers, what are the threat elements of the school where they work?

The following options can be used in the research in accordance with the SWOT analysis in order to achieve the objectives or data given in the form of the above question.

**Table 2: SWOT Analysis Due Diligence**

<b>Strength Sides</b>	<b>Weak Sides</b>
<ul style="list-style-type: none"> <li>• Adequacy of Physical Facilities</li> <li>• Easy Access</li> <li>• Experienced Teacher Staff</li> <li>• Strong Collaboration and Solidarity</li> </ul> <p>Among Teachers</p> <ul style="list-style-type: none"> <li>• Strong Student-Parent-Teacher Communication</li> </ul> <p>Family Relationships</p> <ul style="list-style-type: none"> <li>• Experienced and Competent Managers</li> <li>• Positive School Environment-School-Family Relationships</li> <li>• Safe School and School Environment</li> <li>• Establishment of School Culture</li> <li>• Qualified and Conscious Parent Profile</li> <li>• Young Teacher Staff</li> <li>• Adequate and Appropriate School Garden</li> </ul> <p>Teacher Staff</p> <ul style="list-style-type: none"> <li>• No Need for Teachers</li> <li>• High School Success</li> <li>• Small School</li> <li>• Effective Guidance Services</li> <li>• Absence of Continuous Change in</li> </ul> <p>Personnel</p> <ul style="list-style-type: none"> <li>• Teachers Doing Their Jobs with Love</li> <li>• Sufficient Number of Supporting</li> <li>• Being a Student Dormitory</li> </ul>	<ul style="list-style-type: none"> <li>• Having Disadvantaged Families</li> <li>• Inadequacy of Administrators</li> <li>• Lack of communication</li> <li>• Having Crowded Classes</li> <li>• Weak School-Family Relationships</li> <li>• Presence of Negative Elements Around the School</li> <li>• Lack of School Culture</li> <li>• The School's Environment Is Undeveloped</li> <li>• Inappropriate Physical Structure of the School</li> <li>• Lack of Technical Infrastructure of the School</li> <li>• Negative Student Behaviors</li> <li>• Low Student Achievement</li> <li>• Students' Absenteeism</li> <li>• Inadequate Teacher Staff</li> <li>• Frequent Teacher Changes</li> <li>• Teachers' Lack of Openness to Innovation</li> <li>• Burnout and Reluctance of Teachers</li> <li>• Existence of Transportation Problem</li> <li>• Irrelevance of Parents               <ul style="list-style-type: none"> <li>• Low Socio-Economic and Socio-Cultural Levels of the Parents</li> </ul> </li> </ul>

<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>• Being in the Center of the School</li> <li>• Strong Communication</li> <li>• Class Availability at Desired Level</li> <li>• Young Teacher Staff</li> <li>• Technical Infrastructure of the School</li> <li>• No Need for Teachers</li> <li>• Strong Cooperation between</li> </ul>	<ul style="list-style-type: none"> <li>• Unsafe School Environment</li> <li>• Uneducated and Unrelated Parents</li> <li>• Location of the School in the Immigrant Region</li> <li>• Use of Harmful Substances</li> <li>• Behavior Problems</li> <li>• Financial limitations</li> </ul>

<p>Institutions</p> <ul style="list-style-type: none"> <li>• Being a Small School</li> <li>• Providing Social Opportunities to Students</li> </ul> <p>Center</p> <ul style="list-style-type: none"> <li>• Presence of Guidance and Research Center</li> <li>• Having an University</li> <li>• Willingness of Managers</li> <li>• Teachers' Love for Their Jobs</li> <li>• Positive Student Behaviors</li> <li>• Presence of Charitable Businessmen</li> <li>• Positive Perspective on Education and Educator</li> </ul> <p>Educator</p> <ul style="list-style-type: none"> <li>• Suitable School Garden</li> </ul>	<ul style="list-style-type: none"> <li>• The School is in an Undeveloped Place</li> <li>• Low Preference of School</li> <li>• Incorrect Internet Usage</li> <li>• Disadvantaged Families</li> <li>• Indifference of Teachers and Students</li> <li>• Inadequate Guidance Services</li> <li>• Disregard for Values</li> <li>• Global or Regional Security Threats (such as the Ukraine-Russia War)</li> </ul>
--	--

### 3. SWOT ANALYSIS OF SULEYMAN DEMIREL MOLDOVA-TURKISH HIGH SCHOOL FROM THE PERSONAL PERSPECTIVE

It has been suggested that SWOT analysis should be applied to determine the four main objectives stated in the study. The researcher's school and the researcher were chosen as an example to determine the options suitable for the above-mentioned purposes. For this reason, the SWOT determination of our school Kongaz Süleyman Demirel Moldova-Turkish High School for the researcher is given in the table below.

**Table 3: Kongaz Suleyman Demirel Moldova-Turk High School SWOT Analysis**

<b>Strength Sides</b>	<b>Weak Sides</b>
<ul style="list-style-type: none"> <li>• Adequacy of Physical Facilities</li> <li>• Easy access</li> <li>• Experienced Teacher Staff</li> <li>• Strong Collaboration and Solidarity Among Teachers</li> <li>• Strong Student-Parent-Teacher Communication</li> <li>• Experienced and Competent Managers</li> <li>• Safe School and School Environment</li> <li>• Establishment of School Culture</li> <li>• Young Teacher Staff</li> <li>• Adequate and Appropriate School Garden</li> <li>• No Need for Teachers</li> <li>• High School Success</li> <li>• Small School</li> <li>• Effective Guidance Services</li> <li>• Absence of Continuous Change in Teacher Staff</li> <li>• Teachers Doing Their Jobs with Love</li> <li>• Sufficient Number of Supporting Personnel</li> <li>• Being a Student Dormitory</li> </ul>	<ul style="list-style-type: none"> <li>• Having Disadvantaged Families</li> <li>• Weak School-Family Relationships</li> <li>• The School's Environment Is Undeveloped</li> <li>• Inappropriate Physical Structure of the School</li> <li>• Students' Absenteeism (pandemic)</li> <li>• Frequent Teacher Changes</li> <li>• Existence of Transportation Problem</li> <li>• Irrelevance of Parents</li> <li>• Low Socio-Economic and Socio-Cultural Levels of the Parents</li> <li>• Difficulties Encountered by Turkish Teachers and Prolongation of Visa Procedures</li> </ul>
<b>Opportunities</b>	<b>Threats</b>

<ul style="list-style-type: none"> <li>• Strong Communication</li> <li>• Class Availability at Desired Level</li> <li>• Young Teacher Staff</li> <li>• Technical Infrastructure of the School</li> <li>• No Need for Teachers</li> <li>• Strong Cooperation between Institutions</li> <li>• Being a Small School</li> <li>• Providing Social Opportunities to Students</li> <li>• Presence of Guidance and Research Center</li> <li>• Willingness of Managers</li> <li>• Teachers' Love for Their Jobs</li> <li>• Positive Student Behaviors</li> <li>• Positive Perspective on Education and Educator</li> <li>• Editable School Garden</li> <li>• Material and moral support of the Republic of Turkiye</li> </ul>	<ul style="list-style-type: none"> <li>• Uneducated and Unrelated Parents</li> <li>• Location of the School in the Immigrant Region</li> <li>• Financial limitations of students</li> <li>• Disadvantaged Families</li> <li>• Global or Regional Security Threats (such as the Ukraine-Russia War)</li> </ul>
--	---

#### 4. CONCLUSION

Moldova is a country that is continually trying to renew its education system. According to World Bank data, Moldova spent 6.4% of its GDP on education in 2020. While this rate is 4.9 in OECD countries, the world average is 3.9%. This rate is 4.3% in Turkiye, 4.2% in the USA and 5.2% in the United Kingdom (Kazar, 2018: 15, <https://data.worldbank.org/>, 13.010.2022). As can be seen, Moldova spends most of its resources on education. The amount it spends is proportionally more than almost all Western countries.

Gagauz Autonomy, which is a part of Moldova, also spends most of its resources on education. However, it should be determined whether these resources are used efficiently or not. For this reason, in this study, SWOT analysis is recommended to be applied in all of Gagauzia. Thanks to SWOT analysis, the problems in the schools will be determined and healthy information will be delivered to the decision makers. Kongaz Süleyman Demirel Moldova-Turk High School is given as an example for the SWOT analysis. Identified strengths and weaknesses, opportunities and threats are indicated in the tables. According to these determinations, the school should make a strategic plan and use resources more efficiently by increasing its success. Because of study to be carried out throughout Gagauzia, local problems will be fully identified and problems will be resolved.

Making sense of the data obtained through SWOT analysis requires different work. At this point, it is necessary to seek help from the science of statistics. The priorities of schools in Gagauzia can be determined by computer-aided statistical study. In this way, important problems that may occur in schools are determined in advance and solutions are found. In addition, efforts are made to strengthen successful areas. As a result, the SWOT analysis will take a picture of the schools. The current situation in schools will be understood with the views of teachers and administrators working in the field.

#### References:

1. Devrim, B. (2006). *Strateji Formülasyonu: Swot Analizi, Kurumsal Karne, Kalite Fonksiyon Yayılımı, Sun Tzu'nun İşletme Yönetimi Stratejilerinin Bütünleştirilmesi Üzerine Bir Çalışma*. Yüksek Lisans Tezi, Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü, İzmir.
2. Akpınar, Ö. (2021). *Moldova: Sovyetlerden Sovyet Sonrası Döneme Ulus Kimlik İnşası*, KDY Akademi Yayıncılık: İstanbul.

3. Hill, T. ve Westbrook, R. (1997). *SWOT Analysis: It's Time for a Product Recall*. Long Range Planning, 30 (1), 46-52.
4. Küçüksüleymanoğlu, R. (2008). Stratejik Planlama Süreci. *Kastamonu Eğitim Dergisi*, 16(2), 403-412.
5. Arıöz, Ö. ve Yıldırım, K. (2012). Türkiye'de Çimento Sektöründeki Belirsizlikler Ve Türk Çimento Sektörünün Swot Analizi. *Dumlupınar Üniversitesi Sosyal Bilimler Dergisi*, 32(2), 173-190.
6. Balamuralikrishna, R. ve Dugger, J.C. (1995). Swot Analysis: A Management Tool For Initiating New Programs In Vocational Schools. *Journal of Vocational and Technical Education*, 12(1), 36-41.
7. Peng, D.H, Wang, T. D. ve Gao, C.Y. (2014). Integrating Nonhomogeneous Preference Structures In Swot Analysis To Evaluate Multiple Alternatives. *Economic Computation & Economic Cybernetics Studies & Research*. 48(3), 40-63.
8. Özcan, M.B., Polat, H., vd. 2015. Eğitim Kurumlarında SWOT Analizi, *Turkish Journal of Education Studies*, (2), 1.
9. Kazar, G. 2018. OECD Ülkelerinde Eğitimin Finansman Kaynakları, *The Journal of Social Sciences*, Yıl 5, Sayı 26, s. 10-26.
10. <https://projects.worldbank.org>, 23.09.2022.
11. <http://statbank.statistica.md/>, 26.09.2022.
12. (<http://statbank.statistica.md/>, 26.09.2022.
13. [https://statbank.statistica.md/PxWeb/pxweb/en/20%20Populatia%20si%20procese%20demografice/20%20Populatia%20si%20procese%20demografice\\_\\_POP\\_\\_POP030/POP030100.px/?rxid=b2ff27d7-0b96-43c9-934b-42e1a2a9a774](https://statbank.statistica.md/PxWeb/pxweb/en/20%20Populatia%20si%20procese%20demografice/20%20Populatia%20si%20procese%20demografice__POP__POP030/POP030100.px/?rxid=b2ff27d7-0b96-43c9-934b-42e1a2a9a774), 30.09.2022.