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Productivity and Saving in Education: Üsküdar Sample

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Abstract

Increasing the welfare level of the countries and catching up with the requirements of the age is only possible with the raising of well-educated individuals. Productivity and saving in education is also concerned with the training of young people not only academically, but also socially and intellectually. For this reason, it is very important to examine what 21st-century education brings to the student, how productive it is, and which steps can be taken in terms of saving. Within this purpose, this article aims to examine the opinions of teachers working in different education levels in Üsküdar on productivity and saving in education. A questionnaire with 23 questions was prepared for the educators working in Üsküdar district; the findings obtained with the voluntary participation of 234 educators were included. According to this; it can be seen that the educators participating in the questionnaire are of the opinion that simplifying the curriculum, teachers giving lectures between 16-20 lesson hours per week, decreasing the daily lesson hours, and increasing the physical materials used will contribute to the efficiency in education. Based on the findings; the simplification of the curriculum and the arrangement of teachers' weekly course periods can be offered to decision-makers and principals as suggestions for increasing efficiency in education.

Keywords: *Productivity in education, saving in education, productivity and saving*

1. Introduction

In the 21st century, having a well-equipped community plays a key role in the country's progress. It is an undeniable fact that if a country/civilisation wants to become self-sufficient and well-developed, the most precious thing it needs to focus on and take care of is the youth generation and how they are being brought up. As people who have become accoutred in social, academical and cultural areas, will always have an impact on their own country's advancement. One way to carry this through, one must examine the education system regarding the productivity of it. This can be done by sorting out what 21st century's education has to give to the young generations,how it contributes to the students and how this contribution can be supplied in a more effective way. From this point of view, this research is conducted to find out what the teachers', who can be classified as the core of the education, remarks and opinions on the efficiency and saving in education. Üsküdar district is chosen as the sample.

Productivity and Saving in Education

Central meaning of productivity, refers to the difference between the inputs included in the production process and the outputs of the process (Özdemir,1995). It may have different meanings according to the area the definition is used.This notion, that also contains the meaning evaluating the resources as efficient as possible, was defined as "The ratio between the amount of goods and services produced and the inputs used to produce that amount of goods and services" by Prokopenko (2005) (transferred from Yükçü & Atağan, 2009). Just like the definition of productivity itself, the term "*productivity in education"* has different meanings comprising very different areas. Rice and Schwats (2014) specified that the fundamental perspective of the term was that the investments made in educational resources are educational outputs in terms of quality and quantity. They also emphasized that these outputs should not be considered with only quantitative indicators like the exam marks, but also with abstract notions like critical thinking and self-sufficiency in terms of economy.(Rice and Schwats, 2014)

Saving, on the other hand, is the part of the earned income that is not consumed but converted into investment by lending (Kanık and Temiz Dinç, 2017). When it is examined from this point of view, the term *"saving in education"* refers to the process in which the countries constitute accoutred human resource in order to widen the capital (Kanık and Temiz Dinç, 2017). This process is assessed by the United Nations by the state paying as much as its income for health and education which is called "The Human Development Index". According to the Turkey Human Development Index, Turkey ranks 54th place among 189 countries (United Nations Development Programme, 2020). Consequently, when the words productivity and saving are regarded together in the context of education, this notion means using all the resources as efficiently as possible so as to raise social, academical and intellectual individuals.

In terms of the country's economy and education, as a branch of the country's production in Turkey, since the 1960s, with the increasing capacity of the qualified labor force, national earnings have increased(Çakmak, 2008). Korkmaz (2006) explained the relationship of education with the economy and mentioned the effect of education on creating income at micro and macro levels, as well as this contribution to production. Accordingly, research conducted in different countries found that the contribution of education to the growth of the country's economies is close to 25 percent (Cakmak, 2008). Turkey has allocated the highest resource to education-related organizations, including 211 billion Turkish lira, with the Central Government Budget Law of 2021. The investment budget allocated only to the Ministry of Education was increased by 94 percent compared to the previous year and was set at 11.3 billion Turkish Lira (Central Government Budget Law of 2021, 2020). With this increase, it can be said that the importance of efficiency and savings in education is increasing in Turkey.

Efficiency in education as a theory was put forward by Walberg in 1963 in the literature. This theory consists of 4 main factors namely "quality of teaching, time devoted to teaching, motivation and

student ability" In addition to these 4 main factors, it also includes factors such as "home, social environment of the classroom, peer groups outside of school and the evaluation of free time out of school" (transferred from Akkoyunlu and Gücüm, 1988). But in the latest researches, because this topic is being discussed from different angles, this paper investigates productivity and saving in education; in terms of economy,physical resources, education and training correlation and assessment and evaluation correlation.

1.1 Productivity and savings in education, the correlation between economics and physical resources:

Efficiency and savings in the field of education, relationship between economics and physical resources in general; the physical equipment of the school and classes was examined by the factors of class availability, teacher ratio per student in schools, recess-course hours and success rates. As expected, school buildings and settlements with higher standards are directly related to students ' achievements and happiness. (Wall, 2016) In addition, learning environments where natural light dominates, windows prevent distraction and intense sunlight, heating is controllable, fresh air intake is provided and acoustics are regulated are also extremely important in terms of efficiency(Wall, 2016). Similarly, Kirjavainen and Loikkanen conducted research in Finland in 1998 showing that small classroom structures are ineffective on productivity, while school size has neither negative nor positive effect on productivity in education.(references Demir and Depren, 2010)

Considering the internal arrangement of classes allowing different learning activities at the same time, considering the ease of transportation of these areas to each other , classes that maintain a sufficiently large, variable and flexible structure, classes equipped with technology and material resources have a positive impact on productivity (Wall, 2016).

When the number of students per class and productivity is talked over, it can be seen that with the growth of the group, the order starts to decrease (Öğülmüş and Özdemir, 1995). The less the class size is, the more active and responsible the students become at the learning and decision making process (Öğütülmüş and Özdemir,1995). Similarly, a research conducted by Paliç and Peleş in 2011 stated that in order to create productive learning areas, facilitate classroom management and alleviate the organisation of the learning areas, the amount of students per class need to be diminished.

Conformably, Yaman (2006) revealed that teachers can look after their students much more easily and give more examples about the lesson to consolidate the topic in classes which have 20-30 students in comparison to the ones with 40-50 students. On the other side, it's found that in the classes which have less students, teachers are able to use training technologies much more often (Yaman, 2006). Thus, it can be inferred that in the classrooms with less students, the teachers can more successfully control the layout which means the productivity in education will advance (Öğütülmüş and Özdemir, 1995). Kokkelenberg (2008), who investigated the correlation between the class size and success, suggested that students with low income suffered more as the class size increased. Likewise, it's observed

that as the class size increases, all the students were affected negatively regardless of their specialty. Besides, the same research stated that increasing the class size from 20 to 40 has more negative consequences than increasing it from 60 to 80 (Kokkelenberg, 2008).

Recess times are also a factor that affects students academically as well as cognitively, emotionally, physically and even socially (Ramstetter vd., 2010). Research conducted in Turkey on this issue was conducted based on the school level. Accordingly, uninterrupted pre-school education was evaluated positively for the safety of students, while it was found to be quite inefficient due to the inability of teachers to meet their needs (Demirtaş vd., 2019). Apak Tezcan (2020), in her study with primary school students, found that students evaluate recess as a tool for physical and social development rather than a break. Yalar and Yelken (2009) in their research with high school students and teachers for block course applications, found that participants believed that no more than 40-45 Min should be taught in order for effective and permanent learning to occur. In addition, students noted that the only positive aspect of block tutoring is the extra time left at the end of school(Yalar ve Yelken, 2009). The Ministry of Education's (MEB) Vision 2023, considering the impact on schools within the scope of the duration of single recess for at least 15 minutes, for dual education, it has been extended for at least 10 minutes to be in the schools (MEB, 2018).

When the relationship between the number of students per teacher and productivity in education is examined, the field has generally taken student success as the evaluative criteria . A study conducted by Koç and Çelik (2015) compared the student per teacher ratio and the success of the Higher Education Entrance Exam (YGS) in all cities of Turkey and found that the success of YGS increases as the student per teacher ratio decreases at a statistically significant level. According to the statistics of the Ministry of Education in Turkey 2019-2020, the number of students per teacher is 17 in primary schools across Turkey and 21 in Istanbul. In secondary schools, this number changed to 15 in Turkey and 20 in Istanbul ,while when switching to secondary education, this rate decreased even more and was determined as 11 in Turkey and 13 in Istanbul (Mone Statistics, 2020) Compared to the previous year's statistics, these rates decreased only by 1 student in both Turkey and Istanbul data at the primary school level (Mone Statistics, 2019). Therefore, it can be seen that there is an improvement in productivity and savings in education at the primary school level in terms of the number of students per teacher.

1.2 Productivity and savings in education, the relationship between education and training system

Another issue in which productivity and savings are processed in education is the education and training system. In this paper, these concepts will be discussed in terms of curriculum and teaching method, exam system, extracurricular activities, daily course hours.

Curriculum is a system that aims to improve learning processes in layers by adding new topics, lessons and information on what students are learning day by day (Keskin and Şahin, 2018). It is a requirement for efficiency in education to examine the curriculum from a development point of view, to

take students to the center and to ensure that ideas are combined with experiences (Keskin ve Şahin, 2018). In addition, the literature has found that learning methods can vary from individual to individual. At this point, it has been found that the methods used by educators to increase educational productivity in their courses differ (Erjem, 2005). However, research shows that productivity in education is positively affected during the course hours when students can discuss, express not only their ideas, but also themselves in writing and verbal activities, and participate in the lessons more often (Erjem, 2005).

Schooling, in which individuals attend from the beginning of their developmental period to their twenties, is undoubtedly a variable that affects a large part of their lives to a significant extent. Examining the impact of the examination system on productivity in education, research has found that outputs from a rote-learning based education system create less efficiency compared to other teaching methods. According to Ausebel (1968), meaningful learning is like a snowball's rolling growth, possible if new information is less comprehensive and associated with previous information in a certain hierarchy and order. It is known that there is not much efficiency from the student in the education based on rote. It has been found that rote-learning based education is also difficult for teachers. Because of the lack of experimentation and lack of interest in science classes, the productivity obtained is very low. In the same way, lack of practice and teachers ' adherence to textbooks leads to students spending about three-quarters of their lesson time using textbooks or performing activities within them (Karamustafaoglu et al., 2005). Therefore, the yield is thought to be reduced.

Extracurricular activities; supported by the school on a volunteer basis and made to contribute to the student; Music, debate, drama, school clubs, student council, Athletics are a collection of non-mandatory activities that address topics such as (Lunenburg, 2010). Extracurricular activities contribute to intergroup communication, explore students ' abilities and interests, and facilitate adaptation to adult lives (Lunenburg, 2010). Tepeköylü-Öztürk et al. (2020) a study conducted with 593 high school students showed that extracurricular activities have a positive effect on students ' ability to communicate effectively. Davalos et al. In their 1999 study of dropout, they found that students who participated in extracurricular activities had a 2.3-fold rate of school attendance compared to those who did not participate. The same research also found that students who participated in extracurricular activities developed empathy and skills to be aware of others when addressing ethnic identities (Davalos et al., 1999). Based on this, it is seen that extracurricular activities improve students ' communication skills, help them create identity and become a useful person for society, that is, have an undeniable importance in terms of efficiency and savings in education.

Studying the relationship between lesson hours and productivity; Tabak and Sahin (2020) found that the limit of daily lesson hours allocated to the curriculum is directly proportional to the quality and quality of education when the goals and objectives of the school are laid out. The course takes roughly 32 minutes and hours within a course, “to prepare for class, to draw attention, review/ motivation, class switching, and of course the processing (processing of my boiler), individual or group learning activities, monitoring/evaluation of next week and link” (P.351) Tabak and Şahin (2020), which revealed that there are such sections, advocated diversification of learning environments by reducing the time spent in the

classroom environment. Based on this, it can be considered that the concentration of courses expected to be completed within a year and the curriculum is one of the natural elements that increase the daily hours of the course, so it will not be enough to consider these two related topics separately from each other. Çaycı (2018), the topic of lesson time is not a consensus of researchers and educators, some consider that lesson hours are insufficient and express an opinion on increasing the opportunity provided to students, while others argue that the impact of long lesson times on students turns into anxiety and stress disorder, but distracts students from social activities. In Çaycı (2018)'s research with classroom teachers, teachers also noted the need for a decrease in the number of daily lesson hours, especially while the duration of classes in the first classes is extended.

1.3 Productivity and savings in education correlation between measurement and evaluation

It has been stated that assessment and evaluation in education is profoundly important to determine student development and success, to control the effectiveness of methods and tools and to always improve the schools productivity depending on the progress of its students. (Başol vd., 2013).

The aim here is to evaluate the extent to which the student transferred the topics covered in the curriculum throughout the year and to reveal an elaborate map of student success.

According to Balcı and Tekkaya (2000) joint exams are the first elements to come to mind within the scope of assessment and evaluation.

In this context, undoubtedly, one of the main issues to be considered will be the ability to analyze the quantity and quality of the exams and rubric systems.

On the other hand, limiting student development solely with academic and memorized subjects renders the individual's social, behavioral and personal progress insufficient and causes the assessment process to remain in the background.

Written and multiple-choice exams unquestioningly have its own advantages and disadvantages, however, it has been asserted by various articles and researches that written exams addresses more to today's expectations and the requirements of the age.

The fundamental reason for this finding is that written exams give students the opportunity to use their intellectual power, creativity and self-expression skills as well as the mandatory, memorized information.

It is possible for a student to find the correct answer merely by guessing in a multiple-choice exam, whereas a written exam gauges the student's knowledge and skills with a more accurate and secure scanning network.(Bektaş ve Kudubeş,2014).

The students of a school are complex individuals who have defined their development processes separately from each other, have exposed moral judgments and notions of right-wrong in their own intellectual processes or are in the process of inferring.

While the school is preparing them for the future, it should not be forgotten that each individual's interests and wishes are different, and their views and interpretations of the world may vary. At this stage, written exams shed light on students' knowledge learning levels as well as the point of their individual development and the speaking and writing skills they will need most when they graduate (Yıldırım, 1983; cited in Üstüner & Şengül, 2004).

The target in the system which is accepted as rubric or grade notes is to evaluate the student's success, in-class behavior and conformity process. The notes determined by the Rubric system are given based on the skill scores indicated at the beginning of the year. The system, which is capable of measurements from the skills and abilities of the students to the in-class success rate, makes immense contributions to efficiency in education according to the literature.(Sezer, S.(2005).).

Method

This research aims to enlighten and reveal what kinds of opinions teachers ,who have been carrying out their duty in Üsküdar district, have about the productivity and saving in education. Thus, a descriptive study was conducted. In the research, a cross-sectional study method was used. Cross-sectional survey is a research method in which data is collected at once, usually through a questionnaire, to determine the situation in the field (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz, Demirel, 2020).

Data Collection Tool

A 23-question survey was developed by researchers by scanning the literature on efficiency and savings in education. In the survey, teachers were asked questions about their branches, professional experience, school level in which they worked; they were asked to view the sentences given about efficiency and savings in education on a linear scale. Answers; 1 - disagree at all, 2 - disagree, 3 - have no idea, 4 - agree, 5-Completely agree is organized with a likert-type scale of 5 to represent the expressions. Before the survey was carried out, two experts were consulted on the validity of the appearance and scope of the questions.

Working Group and data collection

The research was carried out by sending an official letter to the schools in the district of the link address of the survey prepared online and adopted the easy sampling method in this aspect. 234 volunteer teachers working in public schools from the Uskudar universe, consisting of 4299 teachers, participated in the survey.

Analysis Of The Data

The results of the data were analysed descriptive via SPSS 22.0 version. These statistics were used in the results by calculating percentages and frequencies in the analyses.

Findings and Interpretation

The information obtained from the survey conducted in the study is presented in this section. According to this, the 234 teachers who participated in the study on a voluntary basis are presented in Table 1, at which level of education they worked according to the year of experience. When these characteristics were examined, the research was mainly attended by high school teachers with 21 years and more professional experience. The historical place of Üsküdar district in terms of education and the presence of 25 primary schools + secondary schools in comparison to 60 secondary and vocational and technical educational institutions were also reflected in the findings.

Table 1. Demographic characteristics of participants

Year of experience	Preschool	Primary school	Middle school	High school	Total
0-5 years	1	2	2	7	12
6-10 years	5	6	14	16	41
11-15 years	3	14	9	10	36
16-20 years	2	8	15	20	45
21 year and over	1	25	12	62	100
Total	12	55	52	115	234

In addition, 204 (87.2%) of the participants were branch and Classroom Teachers; 14 (6%) were assistant principals, 9 (3.8%) were psychological counselors, and 7 (3%) were school principals.

The data obtained education, teacher relations are examined in the context of material, and when the small number of total students participating in the class educators in the education of their opinions on the positive impact on the efficiency of %93.6 (219 persons), such a high rate “4-Agree” and “5-Completely agree with” as when specifying the number of students per teacher education about the positive effect on the efficiency of %97,4 (228 people) “5-Completely agree” and 4-”I agree,” hard to concentrate on were determined. This research has shown results in parallel with the literature previously presented. According to these results, a decrease in the total number of students in the same class and therefore a decrease in the number of students per teacher can be considered as a factor that will positively affect educational efficiency.

Of the 234 educators surveyed, 65.8% (154 people) preferred the “1-strongly disagree” and “2-disagree” options, while 15% (35 people) preferred the “3-disagree” option, and the remaining 19.2% (54 people) preferred the “4-agree” and “5-strongly disagree” option. Again, as a similar question, 63.7% of respondents preferred the answers “1-strongly disagree” and “2-disagree”, 10.3% (24 people) preferred the answers “3-undecided”, and the remaining 26.1% preferred the answers “4-agree” and “5-fully agree”. These findings support the literature and it can be said that reducing daily lesson hours and increasing the physical material used can increase educational efficiency.

Similarly, participants said that " saving resources (material or physical condition) used in education reduces the quality of Education."67.5% (107 people, 45.7% fully agree - 51 people agree with 21.8%) stated that they agree with the statement. In addition, simplification of educators' curriculum increases educational efficiency."it seems that they also agree with the statement with 72.2% (104 people, 44.4% fully agree - 65 people agree with 27.8%).

“A large amount of physical learning space per student in the classroom positively affects efficiency in education."In the responses to the statement, 116 people (49.6%) fully participated, 69 people (29.5%) participated, while 37 people (15.8%) were undecided; a total of 12 people (5.2%) disagreed and strongly disagreed.

According to the findings, educators view their out-of-school activities very positively. It was observed that 207 (88.5%) of 234 teachers preferred” 5 - strongly disagree “and” 4 - disagree “to the statement that” extracurricular activities provided by the school to students do not play a role in educational efficiency."

Similarly, " extracurricular projects and social activities make the student more focused at school."170 (72.6%) educators fully participated in the statement, while 48 (20.5%) showed that the participated. In these two questions, the ratio of answers is parallel to each other. While the literature also reveals the place of extracurricular activities in efficiency in education (Bilgin 2017; Keleş and Alpkaya, 2016), in addition, according to the findings obtained, educators also think that they also enable students to focus.

"The fact that students also play a role in the decision-making mechanism before this stage, rather than just implementing the project, contributes to their development."170 (72.6%) of educators stated that they fully agreed, 51 (21.8%) agreed, while 10 (4.3%) remained undecided; 2 (0.9%) disagreed at all, and 1 (0.4%) disagreed.

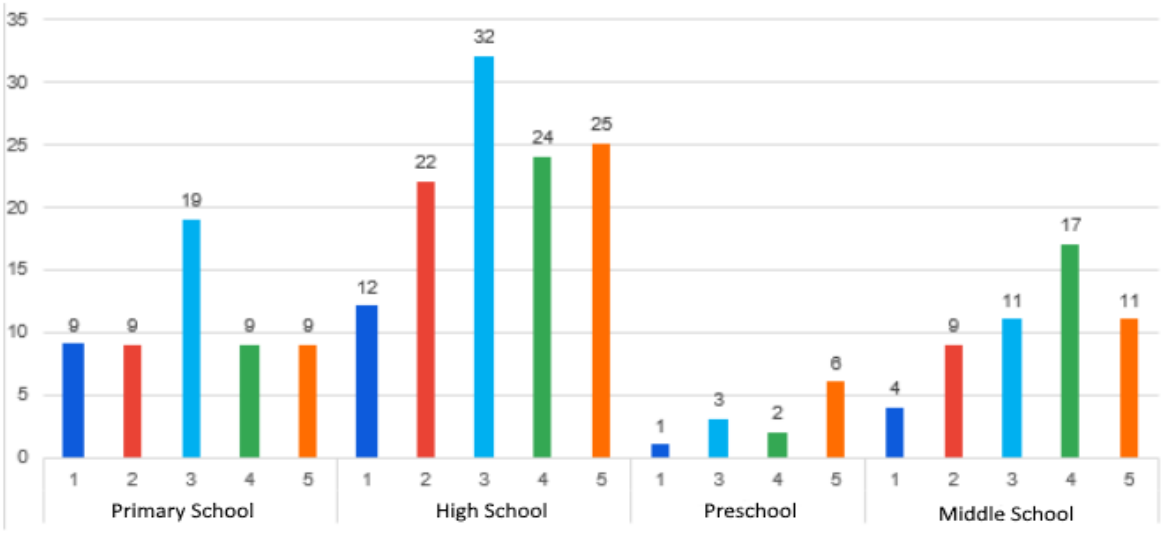

Figure 1. *The distribution of the answers given to the"Increasing the recess duration has a positive impact on the productivity in education" statement according to the type of school**

Productivity and savings in education, as well as breathing times, block lessons and daily lesson times were examined, educators stated that "conducting lessons in the form of blocks without division is more positive in terms of efficiency in education than dividing them as lessons - inhaling-lessons", while 77 (32.9%) people completely disagreed, 50 (21.4%) did not agree. In addition, a small proportion of respondents (44% of 103 people) expressed a positive opinion, saying that they fully agree or agree with increasing the duration of inhalation, figure.As can be seen in 1, when these answers are examined by school type, there is no general consensus.Although the findings parallel the literature given for extending recess when the school type is not evaluated, the responses of Uskudar teachers, especially in the primary school type, do not support the literature.

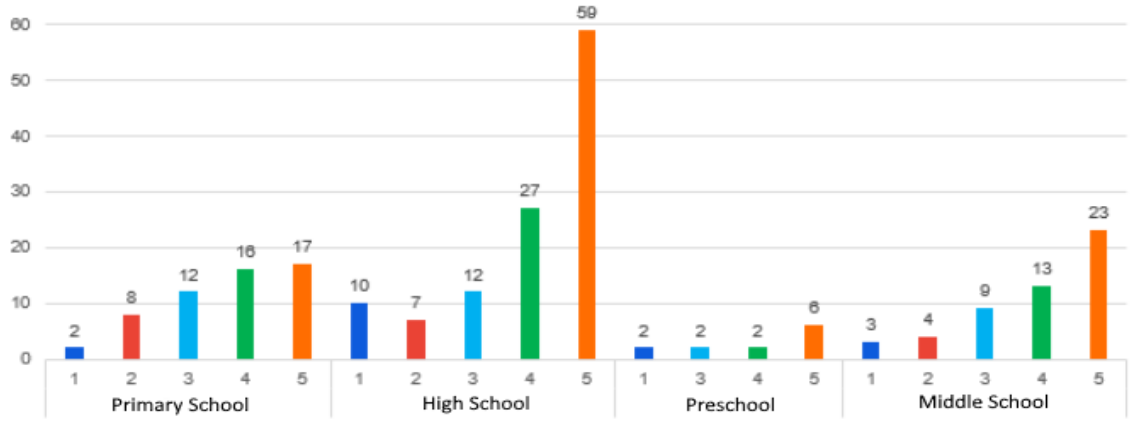

Figure 2. *The distribution of the answers given to the"Reducing the daily amount of lesson times positively affects the efficiency in education." statement according to the type of school**

"Reducing daily lesson time positively affects productivity in education."more than half of the participants (69.7% in total) agreed with the statement (105 people 44.9% fully agree - 58 people 24.8% agree). When this expression is examined according to the types of schools, there is a very intense consensus on reducing the daily hours of classes, especially for teachers working in high school.

As shown in Figure 3, 47.4% of respondents gave a range of 16-20 as a teacher's weekly lesson time in terms of the ideal lesson time given by teachers in order to increase efficiency in education. The closest follow-up response was 28.6% and 21-25 hours. Based on this, given these findings, educators argue that teaching a teacher in the range of 16-25 hours per week will have a positive impact on educational efficiency.

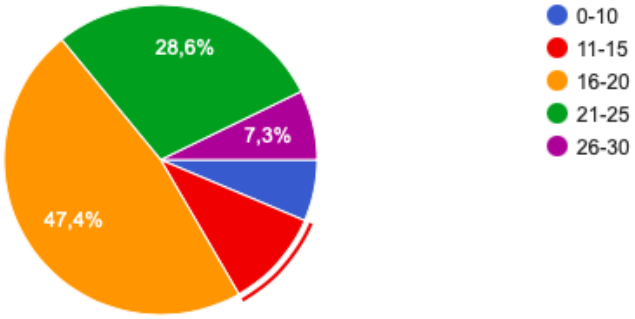

Figure 3. *The answers given to "In which interval is the number of lecture hours given by the teachers' ideal, in order to increase the efficiency in education?" statement.*

"The fact that only the teacher or only the student is active in the course is negative in the name of efficiency in education."while 78% of educators (145% agree fully with 62%, 39% agree with 16.7%) express that they agree with the statement; "In order to increase efficiency in education, there is no extra positive effect on ensuring that students research this information themselves, rather than providing information directly."they stated that 85.1% of respondents disagreed (145% disagree at all, 62% disagree at all, 54% disagree at 23.1%). "An education system based on reading and memorizing allows students to acquire knowledge in a more permanent way and is positive in the name of efficiency in education."teachers who stated that they do not agree with the expression at a very high rate, such as 90.6% (151 people do not agree at all, 61 people do not agree at all, 26.1%); they expressed their opinion that the system based on memorization is inefficient, with the need for teachers and students to be active in the name of efficiency in education.

In terms of measurement and evaluation correlation in productivity in education, 3 different exam styles given as " multiple-choice exams", "essay tests" and " performance based evaluation system (rubric)" were taken under examination.

According to this classification, when the essay tests were examined, 52.6% of the educators marked the fourth and fifth options, which stand for “agree” (80 people 34.2%) and “totally agree” (43 people 18.4%), and they revealed that they think this type of a measurement system positively affects the productivity in education. The remaining 45 people, who make up 19.2% of the group, make up the minority by stating that written exams do not have a positive impact on productivity in education whereas 28.2% do not express their opinion.

In addition, measuring the course success with multiple choice exams was found to be positive by 32% (22 people 9.4% completely agree, 53 people 22.6% agree). On the other hand almost one third of the participants with 32.5% (76 people) did not express their opinion, and in total of 35.2% chose the options “disagree” (38 people, 16.2%) or “totally disagree (45 people, 19.2%) stated that they did not agree with the directive.

The survey also found out that a performance (rubric)- based evaluation is highly accepted by 81.7% of the participants at total (86 people ,36.8% “completely agree”; 105 people, 44.9% agree). In this question, while 14.1% of the participants which corresponds to 33 people didn’t pass their opinion, the 4.3% (1.7%, 4 people “don’t agree at all”; 2.6%, 6 people “don’t agree”) stated that this kind of an evaluation system wouldn’t have a positive effect on productivity in education.

When the data obtained from the survey are analysed ,with the majority’s consensus, it can be inferred that the best way of evaluation and assessment is the performance based evaluation (rubric) system. Written exams were found both in the survey and in literature research to be more effective in comparison to multiple-choice exams(Bektaş & Kudubeş,2014). In the meantime, in multiple choice exams, the distributions are almost equal and no consensus has been reached.

4. Discussion and Conclusion

It is a very explicit fact in the literature that reducing the total number of students in a classroom and the aggregate number of students per teacher positively affects educational efficiency in terms of providing students with more permanent learning and improving them in all aspects and by the same token the results of various studies have revealed that teachers are aware of this situation.

In this context, opening new classes if the physical facilities of existing schools are not sufficient, building large and bright schools to enhance student success and motivation, making new teacher appointments to cut back the number of students per teacher might be efficient in order to decrease the number of students in schools.

Physical materials are essential for the knowledge gained in education to be more persistent and to be learned better. Efficiency in education can be contributed by making the information learned by students more lasting. In this regard, establishing school libraries in the small village/town schools which are outside the city center campus and are difficult to access, encourage the donation of surplus books to these points both from the education budget could facilitate the duration.

According to the findings obtained, it has been underlined that not only the educators in Üsküdar district thought in parallel with the results that could increase educational efficiency but also they would support the innovations and contribute as much as they can.

In addition, the educators who participated in this survey recommended that increasing technological infrastructure of schools, organising additional seminars to teachers and parents to raise awareness about education, organising free art hours to foster an interest in children about arts and arranging motivating activities for students can help increase the productivity of education.

Rearranging the training program in a way which the students can understand much easier and simplifying the syllabus (especially the technical information that doesn't have a big importance) under the leadership of educators approval can increase the effectiveness of the education. Replacing the amount of time which was normally planned to be spent on these topics with project hours might contribute to productivity in education. These project hours can help the students having a more active role in different variety of social events or projects such as Tübitak or Teknofest contests can also have a good impact on the students leadership skills.

Communication is also undeniably one of the most crucial things in an individual's education. Owing to this, it has a big impact on saving and productivity in education. Starting from the literature scanning and the findings, it can be inferred that being fully dependent on the syllabus and the lesson books, tutorising the students in a rote teaching way and sparing less time for extracurriculars affect the productivity in education adversely. For this reason, students' discussions and expressing themselves and their opinions should be regarded as one of the most productive and vital things given in the name of education. Plus, under the favour of attending the extracurricular activities, the communication between the students increases.By this means it must be ensured that the individuals can find their feet in the society much easier.

The fact that the teachers participating in the survey are aware of this issue and build consensus indicates that the importance of communication is widely known among the educators in Üsküdar district. At that point, increasing the amount of activities might suit the best. At the same time, because using today's technology in these actions will bring along innovation and change, it should be preferred.

When education is considered, assessment and evaluation are among the first notions that come to mind. The changes in the methods of passing grades have led educators to the question of which will create a more productive outcome for students' educational life. According to the survey conducted in this research, it's revealed that the educators within the limits of Üsküdar district, strongly support a performance based grading system.

Likewise, written exams were found to be more effective than multiple-choice exams. It is seen that the survey study on grading systems is in parallel with the studies in the literature in general terms.

According to the results, rubric evaluation is the most appropriate system in terms of educational efficiency and approved by almost all of the participants. The literature in the rubrics, assessment of student achievement in has been demonstrated to be more successful from the rest of the test system to measure skills that are effective and can be taken in this context to the conclusion that it is parallel with the literature survey of the perspectives of educators working within Üsküdar. In addition, the written exams were favorable in both the survey and literature results. The system, which is understood to be able to measure the knowledge and skills of students more easily within the basic objectives of the school in terms of its quality, can add positive results to efficiency in education if it is expanded in schools.

At the same time, it is seen that the number of participants who marked "I have no idea" option in both multiple choice questions and written exams cannot be underestimated. This may lead to the conclusion that exam types are not considered much.Measurement and evaluation is a variable that significantly affects the educational life of students, especially today. Therefore, it is very important to prepare for the benefit of the students and to target the best efficiency measure. As a result of the findings, it was found that both the grade evaluated with the rubric and the written questions can contribute to productivity with appropriate criteria. On the other hand, it has also been underlined that multiple-choice questions are a less effective system than other methods.

When the views of teachers on productivity are examined in general, reducing the number of students in the classrooms, including the students in the decision processes in the preparation of the activities, preparing and using learning materials that take into account the interests and characteristics of the students will increase the efficiency in education.

As a result, it can be emphasized that every penny spent on education is significant, but the primary thing is not to cut down on education expenditures, but to increase the productivity of education in all its dimensions in order to make the existing situation more effective. It should not be forgotten that the investment made in education actually affects every field with the dimension of qualified human resources.

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