TOPLUMSAL/EĞİTSEL BİR OLGU OLARAK YATILI OKULLAR (EĞİTİM ORTAMLARI İNCELEMESİ)

BOARDING SCHOOLS AS A SOCIAL/EDUCATIONAL FACT

(ANALYSIS OF EDUCATION ENVIRONMENTS)

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Abstract

The school is the second educational environment added to the family in a child's life. The child's educational experiences and the processes of individualization and socialization that go parallel to this take place at schools designed suitably for these purposes. If a boarding school is mentioned, the importance of environment increases. There are different developmental conditions between the child's participation to the educational process during the day and both day and night. Therefore, the concept of boarding school need to be discussed not only in terms of its educational aspects but also in terms environmental psychology. This article is a review study that aims to discuss the concept of "boarding school" within the context of physical/spatial and psycho-social conditions. Therefore, firstly, different characteristics of boarding schools have been introduced. Then, the historical background of boarding schools have been summarized within the context of Turkish and other countries' educational history. The educational and living conditions of these schools will be described. The final objective is to create an awareness about the environmental perception of boarding schools that reflects on the children rather than the society's/state's and family's objectives.

The conclusions of the literature are that educational researches concerning boarding schools are insufficient. The reached conclusions are that

boarding schools are not suitable educational medium for small aged children and these children have self care, family yearning an conformity problems. No study has been come across about the boarding schools' physical/spatial conditions in general and the students' perception of boarding schools. This deficiency has led the study to propose several suggestions.Boarding schools should be rearranged in terms of their architecture, ergonomics and security facilities. In other words, that the physical/*spatial* conditions of the boarding school are like "home" and the social conditions are like "family" will be beginning for the resolution of several problems.Boarding educational settings should be considered as a whole in terms of the physical conditions' conformity to one another and the needs of individuals who learn or teach here and social conditions. These arrangements will help the child to adopt school and will provide personal, educational and professional guidance acquisitions. Besides, the conditions of the boarding school should be investigated more within the context of the spatial perceptions of children. For this purpose, schools models tat pay attention to educational settings such as Village Institutions from Turkey, Montessori, Pestalozzi, Reggio Emilia etc. from the world may be resorted to in their updated forms.

Key Words:Boarding schools, Education environments, Features of Boarding School

Öz

Okul, çocuğun yaşamında aileye eklenen ikinci eğitim çevresidir. Çocuğun eğitim öğretim yaşantıları ve buna paralel bireyselleşme/toplumsallaşma süreçleri, bu amaçlara uygun olarak tasarlanmış okul ortamlarında gerçekleştirilir. Söz konusu olan "yatılı okul" ise, çevrenin önemi artmaktadır. Çocuğun eğitim süreçlerine sadece gündüzlü katılımı ile geceli-gündüzlü katılımı arasında farklı gelişimsel koşullar vardır. Bu nedenle, yatılı okul olgusunun eğitsel amaçlarının yanı sıra çevresel psikoloji boyutuyla da tartışılması gerekir. Bu makale, "yatılı okul" olgusunu, fiziksel-mekansal ve psiko-sosyal koşulları bağlamında tartışmaya çalışan bir alan yazın tarama çalışmasıdır. Bu amaçla, ilk olarak, yatılı eğitim ortamlarının farklı karakteristikleri tanıtılmıştır. İkinci olarak, yatılı okulların tarihsel geçmişzemini, Türk eğitim tarihi ve başka ülkelerin eğitim tarihleri açısından özetlenmeye çalışılmıştır. Böylece, bu okulların eğitim ve yaşam koşulları betimlenmeye çalışılacaktır. Nihai amaç, yatılı okulların, toplumun/devletin ve ailenin amaçlarının dışında, çocuklara yansıyan çevresel algısına dair farkındalık oluşturmaktır.

Alan yazın taramasında, ülkemizde, yatılı okullarla ilgili eğitimbilim araştırmalarının yetersiz olduğu görülmüştür. Ulaşılan çalışmaların sonuçları, yatılı okulların küçük yaştaki öğrenciler için uygun bir eğitim ortamı olmadığı, bu öğrencilerin öz bakım sorunları, aile özlemi ve uyum sorunları yaşadığı şeklindedir. Yatılı okulların genel anlamdaki fiziksel/mekansal koşulları ve öğrencilerin yatılı okullara ilişkin algılarıyla ilgili araştırmaya rastlanmamıştır. Bu eksiklik, araştırmanın çok sayıda öneri geliştirmesine neden olmuştur. Eğitim

ortamları açısından yatılı okulların mimari, ergonomik ve güvenlikle ilgili özelliklerinin iyi düzenlenmesi, başka deyişle yatılı okulun fiziksel/mekansal koşullarının "ev" gibi, sosyal koşullarının da "aile" gibi olması, yatılı okumanın bir çok sorunu için bir çözüm başlangıcı olacaktır. Yatılı eğitimin ortamları bütün olarak, fiziksel/mekansal koşulların birbirine uyumu, bu ortamlarda öğrenen/öğreten bireylerin ihtiyaçlarıyla uyumu ve sosyal koşullarla uyumu içinde ele alınmalıdır. Bu düzenlemeler çocuğun okulu benimsemesinin yanı sıra, kişisel, eğitsel ve mesleki rehberlik açısından da kazanımlar sağlayacaktır. Ek olarak, yatılı okul koşulları, öğrencilerin mekansal algıları bağlamında daha çok araştırılmalıdır. Bu amaçla Türkiye'den Köy Enstitüleri, dünyadan Montessori, Pestalozzi, Reggio Emilia vb. eğitim ortamlarını önemseyen yaklaşımların okul modelleri, günümüzün ve toplumumuzun gereksinmelerine uyarlanmış biçimiyle kullanılabilir.

Anahtar Kelimeler: Yatılı okullar, Eğitim ortamları, Yatılı okulun özellikleri.

Introduction

As the basis of child's gaining a healthy and happy identity in his/her life, schools are significant institutions that are added to families at a specific age. If child adopts school, which is the second living space after home, he/she will have the chance to gain learning that he/she needs. When boarding school is taken into consideration, this addition becomes more important as school takes place of "*in loco parentis*", namely mother and father's house (Farris, 1999). There are differences between the case when child attend education environments/processes only at daylight and the case when child attend the environments/processes at day and night, in terms of physical, psychosexual, cognitive, social, emotional and cultural experiences at developmental dimension. These differences bring children positive, negative, temporary or permanent character features according to the type of boarding school, environment and conditions.

In some societies, the tradition of educating child by groups or institutions besides family/away from family, which dates back to old times, continued for a long time and still continues today with different boarding school types in the dimension of formal education. Consenting to or being in favor of boarding school is perceived differently by society, family and child. Societies that perceive education as an investment on child or societies that give significance to family tree prefer boarding schools with good intentions while this situation causes complicated psychological situations for children and it requires strong adoption mechanisms. Because of these reasons, structuring of boarding schools should be sensitive to children rights and education ethics, it should be supported by sufficient guidance and psychological

counseling services and education workers should have sufficient knowledge and formation about pedagogy special to boarding school education. This article is a literature review study that attempts to discuss the questions of what, why and how is "boarding school" in the context of psycho-social environment and physical/spatial conditions. Firstly, different characteristics of education/school environment that is formed with "boarding" and "school" words' coming together will be defined. Secondly, social and historical basis of causality of these educational institutions will be summarized. Thirdly, education and living conditions of these schools will be attempted to be described. In this way, the awareness that is aimed to be suggested is to try to understand the environmental perception of boarding schools that is reflected on children except the society/state and families' goals. Totality of the concept of "Boarding school" can be defined as the understanding of spatial/environmental emotional state of being a boarding school student/child besides pragmatic results such as national profit, development through education and continuation of family.

Boarding school, in its lexical meaning, is the school in which children sleep at nights, in which they live. Boarding; bed&board mean accommodation and food. Boarding schools, at which both educational and living activities are away from families, have classes, dormitories, dining halls etc.; fellow students, teachers and administrators all live together and their physical and social designations are planned accordingly (Dansokho et al. 2003).

The fact of boarding school should be discussed in terms of the dimension of environmental psychology/education besides its educational goals. Environment includes all kinds of physical, biological, social, economic and cultural factors with which people and other living beings have interaction throughout their lives (Farris, 1999). Hançerlioğlu (1977:48) says that; "Importance of education in social life explains the importance of environment". Weinstein, (1978) states that when psychologists accept that people are exposed to stress and threatening aspects by physical surroundings, they fell the need of dealing with environmental problems, but they neglect researching individual differences. A part of this environment is "learning environments" and schools are the organized and regularized forms of this. This structure, also named as "educational environments" have dynamic features that have sub-structures such as workers, physical space, equipment, learning equipments and special regulations and it has the meaning of the environment in which teaching-learning activities occur, participators have interaction/communication with one another and with information (Alkan, 1979). Educational environments have physical and social dimensions. The meaning of physical environment for education is the features of the space designated for educational activities and teacher/student, student/teacher relations that forms the social dimension are affected from these features. These features are more important as children/students don't have the chance to choose or change their environments. This situation is more primary when boarding schools are discussed; physical and behavioral health of students that spend their whole time at school are affected more from environment. In this context, physical and

social conditions of boarding schools should be organized and inspected more carefully than general schools.

Characteristics of boarding schools that distinguish them from other living spaces are mentioned below.

Tablo 1. Characteristic Features of Boarding Schools

1. Total institution	*Coexistence of many acquirements and learning.*
2. Affective school	*Rich education/teaching data, planned education, high school success.*
3. Boarding school culture	*Cultural transfer, adoption/orientation, third culture.*
4. Multiple environmental/spatial feature	*Broad but determined activity limit, including spatial variation.*
5. Common environment-different behavior sets	*Creating private space necessity in common life space.*
6. Graphic time	*Perception of hour and calendar, forming strong time awareness.*
7. Growth rate	*Causing precocity and fast development.*
8. Hierarchical order	*Solidarity, inspection, responsibility, pecking order.*
9. Demographic structure: cosmopolite, international	*Having the feature of Cosmopolite/international (interregional/international) coexistence.*
10. Sexual roles: Educational environment with one sex	*Learning/reinforcing sexual and social roles.*
11. Academic success	*Studying regularly, ensuring continuation.*
12. Community/The feeling of "us"	*Being group, belonging to school, organization culture, carrying symbols.*
13. School memories/moments; internal environment	*Coexistence of Positive/Negative, fun/boring, neurotic/therapeutic stimulus and experiences.*
14. Safe and/or risky environment	*Potential controlled education environments reserving fellow, adult abuse, harmful habit and contagious effects.*

The first three features in the table summarize the concept of boarding school. Learning, education or services that will be given by more than one group or institution are acquired in boarding school together. In these sense, boarding schools are total institutions (Cookson and Persell, 1985). Boarding schools can give more opportunities to children than family and relative groups. Because of this feature, boarding school is effective and improves students more than expected and gives significance to education output. This effect lead students don't deal with anything but school, thus guarantees planned education that is sufficient for reaching high academic success and needs of society. Boarding schools' domestication/acculturation effect is high as they are total institutions and effective schools. They have different cultural dynamics when compared to other school types; they function as one of the government's domestication instruments that are proper for education goals according to the period or country and mostly social-class.

Boarding school presents a different environment to its members in terms of spatial/environmental feature. It has a broad space and has multiple rooms; it requires spatial knowledge of cognitive map in order to find way/direction. Activity boundaries are determined and limited but relations between spatial perception and spatial behavior are more various. Under these circumstances, a common environment that includes different behavior sets is shared and/but as a reaction formation against this "big custody", private space necessities increase. Time awareness as a result of intense perception of hour and calendar may create permanent behavior disciplines or difficulties. Boarding school experiences/rules include developmental duties that create precocity; in other words, these schools have a different developmental acceleration. On the other hand, these schools are a kind of ideological instrument; they produce and continue the teachings of being good citizen.

In the hierarchical structure of boarding school, pecking order, which is sometimes cooperation sometimes inspection oriented, is acquired that is proper for the compulsory order of living together. Boarding schools are various in terms of their demographic structures; different houses, villages, towns, and sometimes countries can come together in thesee schools. If a child is going to a boarding school abroad, that situation becomes an international school environment. In boarding school, social sexual roles are learnt and supported more than the other school environments (Chase, 2008; Cookson and Persell 1985). This function can be understood better when it is known that boarding schools mostly have single-sex education. Boarding school is academic oriented; educational successes of these schools are relatively high. Regular studying, being close to educational instruments, schedule that is planned according to education guarantee success in classes are some of the advantages in terms of school success. Community feeling in terms of friend/fellow relations is high in boarding schools; students in such schools can acquire sense of self melted in the feeling of "us". Boarding school life is like the double masks of theatre; it creates sad/laughable and unforgettable memories. Experiences such as being kicked out of home, homesickness, lack of mother, inadaptability, competition, discipline, punishment, memories such as

jokes, funny moments, travels, abilities, mateship, solidarity are always remembered. In other words, relaxing and conflicting stimulus are always together in boarding school environments. On the other hand, these environments are both safe and risky. Building, settlement, inspection and watch systems are based on protective rules; there exist some destructive effects such as peer victimization, sexual attachment, drug use and suicide.

History

The oldest boarding school that is known is dated 597 A.D. The examples that are similar to today's boarding school structures started in 1050s in England and all of the boarding schools in the world are the continuation of this classical model (Bamfford, 1967). Boarding schools that are used as intermediaries in the assimilation of native population into English culture became popular with the colonial period. In early Middle Age in Europe, especially religious places or large estates were chosen for boarding school buildings. Similar schools and education models were used in special houses in the 19th century, in USA for educating children with assimilation methods that were administrated and organized by government. In boarding schools, situated in places away from families, children were educated in such a way that they don't want to go back to their homes (Jansen, 1991). Boarding schools, the preferred education models in colonial period, were generalized in Indian, Pakistani and African colonies. There are many examples of this situation such as the fact that entire 2nd class schools in Guinea are boarding schools and most of the public schools in New Zealand and Sri Lanka have the features of boarding schools. Applications such as working in laundry or dining hall, cleaning school, cell punishments etc. are the parts of education/educational environments. These schools that can be defined as "Boarding school similar to orphanage" (Stone, 2011; Yıldız, 2011) have been discussed in many literature studies and cinema works in Europe/America's movies mentioning self-criticisms about education.

In recent history, 1st and 2nd World Wars millions of children lost their families, and this situation caused formation of boarding education/nursing institutions. Two examples of this process that was seen as education reforms in education history of Western countries are Montessori Children House (Casa dei Banbini) in Italy and Pestalozzi Children Village in Switzerland. Pestalozzi schools are a international school model in which classes are furnished with household goods, in a comfortable and simple style in order to create a family environment/home. Pestalozzi established these schools with the idea to educate lower class and increase their level; children bring things from their houses and live in units that are named with the inspiration from their countries' mythologies or tales such as Argonatos house, Pinocchio house, and Marie Curie house. Classes before noon are taught in these houses while classes after noon are taught in workshops or related areas (Tonguç, 1960).

On the other hand, "prominent boarding schools" which are organized in order to divide high culture and popular culture and transferring cultural capital, are opposed to rural boarding school models. Curriculums are mostly based on Latin and Greek language and education activities aiming at earning statue (Levine, 1980). The concept of Cultural capital, according to Bourdieu, is middle/high class families' choosing education, school as a way to give and continue a class statue to their children. Basic goals of these schools are to form disciplined and educated individuals and to support and transfer class differences. Elite boarding schools that follow integrative education understanding give significance to physical, sensational and social development. For this reason, besides basic education, music, dance, theatre, painting etc. educations are given to children. (Cookson and Persell, 1985). There is no need to mention that these schools are the institutions that have rich budgets for supporting these services which are expensive but -accepted to be- necessary.

Generally these schools are preferred to be single-sex. Strengthening sexual roles formed in school community is in conformity with the elite education's goal. For instance, female boarding schools are described as "lady schools" while male schools are named as "barracks". Bellagigue (2004) who compared French and English female boarding schools in this term stated that in English schools, female students are educated with the emphasis on the roles of "domestic" and "maternal" while in French schools, the education is based on "authoritarian/republican" roles and "Religious/monastery" regulations. In his research, Bellagigue emphasized that the dominant understanding about the concept of femininity is shaped in boarding school environments.

Today's changing world's education understanding didn't give up the utilitarian results of boarding schools. Developed/developing countries develop strategies in order to encourage boarding schools. Some countries invest on boarding schools that have multiple language /international, multi featured/intercultural features and multiple education systems. Canada, Germany, Sweden, Switzerland are some of the examples of "prestigious schools". While in England and America, boarding schools introduce famous people graduated from these schools, schools in Switzerland prefer hiding the identities of such people according to the principle of "they used to be rich and they are used to secrecy". In the current situation of education, there has been a competition for becoming brand among these countries including the biggest boarding school in the world (Canada), the best boarding schools of the world (Switzerland and England), boarding schools that educate the youngest age group (China, 2 years old children) (Yaman and Vurgun, 2011)

In Turkish education history, the first institutions named "yatı mektebi" (boarding school with old Turkish words) are foundation schools and madrassa in which students eat and stay. Boarding schools similar to today's schools started during Ottoman Empire period with schools named "school of ministries" which gave education in foreign language. These schools' education was thought to be more improved than public education institutions and it was claimed that they were

effective in abolishing of Ottoman Empire (Okan, 1971; Vahapoğlu, 2005; İlkin and Tekeli, 1993; Şamil, 1999; et al.); studying at these schools was accepted to be privilege and they were classified as elite boarding schools. Another boarding school model is Darüşşafaka, which is the first Ottoman free boarding school, and it was established by Yusuf Ziya pasha in 1863. This school and similar schools couldn't be sufficient for education development of the country as they were situated in big cities. In the years following the 2nd Constitutional period, establishing boarding schools firstly in villages then at each city center became law (Akyüz, 1997; Yaman and Vurgun 2011). Atatürk stated in the opening speech of Grand National Assembly of Turkey in 1923 that, there was a need for boarding schools. In the same years, John Dewey (1939), American philosopher and education theorist, suggested that a department dealing with school architecture, equipment and school health should be established in his report focusing on his research about Turkish education system. On the other hand, he claimed that education's goals and instruments, planning school buildings, gardens, air-conditionings, lightening, tools etc. are significant. The point that Dewey especially emphasized is the necessity of structuring schools completely, in a totality.

The first boarding education of Republic started between 1923 and 1933 in cities that have sufficient budget; between 1933-1938 in districts and county seats, and in 1940 in central villages with day schools and pension schools (Akyüz, 1997). In the same years, there started an educational campaign in Anatolia. These were village institutes which were boarding schools focusing on enlightened/pragmatic education. In addition to the approaches of Pestalozzi, Montessori and Reggio Emilia in west, these schools were successful adaptations of Makarenko Collective education, Lietz's rural education house etc. models into Turkish education; they were much beyond the common boarding and education concepts, they were completely original and total institutions. On the basis of this new education/school understanding, there was not only a conceptual/intellectual teaching, but also raising individuals as hardworking, pragmatist people who constantly improve their abilities. These schools, that had no common feature with city boarding schools were different from them in terms of buildings, classes, tables-chairs, libraries, gardens, roads and trees. They were very different educational institutions with bunk beds, workshops, school cooperatives and with their feature of being "schools that don't have walls". Balkır (1974), a village institute manager said that in the campus projects of these schools, each building was designed like an independent house and each education field was under another roof. Firstly, school fields and then behavior rules in these fields were determined; dormitories, classes, tools, floors, windows, corridors, walls, toilets, dining halls, enlightening tools, squares roads, workshops, study centers, totally eight educational fields and duties about these fields such as cleaning, watching etc. were planned and applied with the cooperation of teacher-student.

Continuation of free boarding schools today shows that regional, economic and family conditions that make boarding education compulsory also continue. According to 2684 numbered Free Primary and Secondary Boarding School or Scholarship student Educating Law, "Free boarding education" means gratuitous accommodating, feeding, clothing and giving pocket money to students who meet the requirements mentioned in this issue. Students who will benefit from the right of free boarding schools are defined to be children who are in need of protection as mentioned in the Law about Children in Need of Protection, children of teachers and children who can benefit from the right to education as there is not a primary school around them. In our country, the last applications of free boarding school are Regional Primary Boarding Schools established in order to meet the needs of poor children who live in underpopulated places and places where mobile education is not possible. Although regional primary boarding schools were mentioned in 1926, in the law about the "board of education", the application started in 1983 under the name of Regional Primary Boarding Schools (MEB, 2008). It is difficult to say that educational structuring of Regional Primary Boarding Schools and Primary Schools with boarding house are sufficient for solving education problems of rural areas and villages in Turkey (Yaman and Vurgun, 2011).

Related Researches; Common results

Bellaigue (2004) compared 19th century French and English female boarding schools in terms of spatial planning and sexual roles in his research. While the education in English boarding schools are based on "domestic" and "maternal" roles through acquiring awareness of commitment to house/family, in French boarding schools, the education is based on "authoritarian republican roles" in "monastery" order. This difference between two countries can also be seen in the relations between students and teachers, in school buildings and classroom sizes; on the other hand, the common point of two models is the closeness, strict discipline, and order which are the basis of education. English boarding schools are established with the style of small, home-like buildings and the goal is to give the message that "we are setting as few rules as possible in order to make our school home". Some of the school buildings named "school in the model of home for young ladies" are preferred to be the houses of school principal. On the other hand, French boarding schools are situated in big campuses as big buildings; this feature is reflected on the fact that teachers have different relations with students and sincerity among students is discredited. Female students are educated in common areas in which they also have private rooms.

In his study, Jansen (1999) researched how education and schools are used in production, manners, religion, general cultural change policies applied on the natives of America continent. Jansen mentioned that boarding schools were managed as colonialism education and industrial schools. In his article, it was said that free boarding education started in 1645 was supported by the institutions that educate the families of children. The statement summarizing this assimilation is that "*Educating American Indians is cheaper than fighting with them; and educating them is even cheaper than*

feeding them". In these schools, respecting authority, discovering extraordinary secrets of working hard, having systematic habits and having civilization were the goals. Writer emphasized that this approach continued in the 20th century schools, and boarding schools were ideal institutions for Americanizing/colonization education.

A research from Africa, a country, natural and human resources of which were took and consumed by the west: Wamocha (2012), made a research on interventions about the conflict management in Kenya boarding schools; in his research, he discusses the student vandalism which included burning school building. He mentioned that boarding school environments included different values, beliefs and behaviors which cause conflict among students, parents, teachers and workers, and discipline/punishment methods that are still being used create suppression and disbelief and disruptive behavior.

Weinstein (1978) made a research in a college dining hall and researched differences of students in terms of sensitivity to noise and adapting to it. According to research results, beyond being a non-pleasant stimulant, noise decreases academic success of students who are sensitive to it and cause them become insecure in social communication. On the other hand, it was determined that students that were sensitive to voice/noise couldn't get used to dormitory noise and continued to feel uncomfortable during year. It was also found that as they were sensitive to noise, their demands for private space were higher; this situation lead us think about the question of how much is this possible in boarding schools. Suggestions of the research are; making some changes in dormitory design and management (for example silent periods should be applied more) and generally researching the most disturbing point for students, ensuring that students who are equally/similarly sensitive to voice stay in the same area.

Lyson (2002) researched the benefits of rural area/village schools to social environment. Findings showed that even in small villages, schools create social and economic development and they create a unifier, personal and social identity symbol. Cookson and Persell (1985) said that researching boarding schools in rural areas of America would ensure us understand how does education shape young people and affect society widely. In the study, boarding schools were described as places where students can not do what they do in public schools and it was mentioned that the idea of sending a child to a place far away from his/her home was taken from Europe, especially from England, and American middle class preferred boarding schools with admiration for the English (Anglophilia).

It is difficult to say that pedagogy researches in our country dealt with the concept of boarding school. One of the few studies in literature is a research by Bilgin (2007) on peer victimization in boarding and day schools. According to the data of

thisresearch, verbal and physical victimization in boarding schools were meaningfully high while the ratio of telling such situations to teachers was low and the ratio of becoming gang was high. It was also determined by the research that areas where bullying occur at boarding schools were gardens while they were classes at day schools. Similar results were obtained in Zindi's study (1994); respectively, dormitory, garden, toilets and classes are places where bullying occur. It can be said that according to these results, control in these areas is low and students at boarding schools use these areas often during free hours. The important point in here is that boarding school student who is subjected to bullying can not be supported by his/her mother or father, in addition to this, being unsupported in uncontrolled environment of boarding school create a feeling of despair.

Research of Bozkurt and Akbıyık (2011) showed that students studying at boarding schools are under more risk in terms of peer victimization and especially some areas such as dining hall and dormitory are insecure. Study of Kırımoğlu and Filazoğlu (2010) support that students in boarding schools have higher risk of being affected from negative effects. By taking these into consideration, boarding school environments' architectural, ergonomic and security features should be organized well and it should be ensured that these schools include effective/positive communication and supportive social relations. In other words, physical/spatial conditions can be similar to home, social and communication conditions can be similar to family; these can be the first steps of solving many problems.

In Turkish literature, Regional Primary Boarding Schools are the school types that are researched the most. Most of these researches have a common result; Regional Primary Boarding Schools' conditions are negative. Arı (2002) made a research and compared normal, mobile and boarding primary schools and based on the results of this study, he emphasized that "Regional Primary Boarding Schools should be the last choice for children". Teachers don't want to work at boarding schools because of their physical conditions, students have difficulty in motivating in the mornings and there are high levels of mental illness resulting from nostalgia for family and home, unwillingness, nervousness etc. In Karaküçük and Türe's research (2011), it was found that the areas where students have the problems in terms of physical/spatial conditions mostly are dormitories, classes and gardens. In the research, it was determined that negative behaviors of students and negative conditions of educational environments are the reasons of same problems. It was revealed that students don't only need personal/private space/area; they also need social/private spaces which they can share with peers/friends. It was mentioned in the research that classes, dormitory, garden are the parts of Regional Primary Boarding Schools' totality and if one of them is missing, or there is a negative condition about one of them, then it causes negativities in other areas; so, while working on the solution of a problem in a boarding school, it is necessary to look at the relation of one place with another.

In Özan, Sağlam and Karaca's (2012) research, it was mentioned that Regional Primary Boarding Schools aren't proper education environments for students at early

ages, so the minimum age for accepting students should be 12. Generally, school managers think that students at early ages have self-care, nostalgia for family and home, they have adaptation problems and feel unsuccessful. Negativities and solution suggestions about education workers at boarding schools are; effective guidance, private education of teachers working at boarding schools, enhancing employee personal rights and increasing the number of female managers. Suggestions of the research about boarding school conditions can be summarized as; one-to-one interest, one-to-one education, relative and peer support, giving permission to students to go home every weekend and organizing proper social activities.

New results, suggestions

Schools are the institutions designed for creating an environment for the aim of increasing children's education and learning experiences and in parallel with this, their individualization/socialization processes. The concept of education environment emphasized here and the issue of organizing these environments is more important in boarding schools. Boarding education environments should be taken into consideration as a whole, in the frame of the coherence between physical conditions and social conditions. In other words, classes/learning environments, dormitory, dining hall, self-care etc. life environments should be coherent with one another and they should be coherent in terms of the necessities of workers, learners/teachers. In addition to this, it shouldn't be forgotten that being boarding school teacher/student have some psycho-social differences and this requires different spatial arrangements.

Arrangements should be made in order to ensure that students feel belonging and adapt to school; garden arrangement, wall pictures, creating home-like environment and good/space arrangements should be made with students. Boarding school conditions should be researched more in the context of children's spatial perceptions/feelings. Children aren't objects of boarding schools, they are subjects; so, their ideas should be learnt and their participation in decision making mechanisms should be ensured. For this reason, education environments and features of Village institutes can be updated and adapted to today's world. Application of designing/arranging school with the inspiration from village institutes and criticism/self-criticism (Saturday meetings) should be made, boarding school association and sister schools relations should be created. Montessori, Pestalozzi, Reggio Emilia approaches' school models that give significance to education environments can be used after adapting to today's and our society's requirements.

Culture-art environments should be created in boarding schools; the missing points caused by the lack of family, house, district should be filled with new and creative activities. For example a rich library, reading hall, music room, cinema archive and hall, school museum, painting workshops and art history galleries, student clubs

should be created. Sports oriented, art oriented, science oriented boarding schools should be established. These arrangements will enable child/student adapt to school, get to know his/her personality, and ensure some acquirements in terms of professional and personal guidance.

In boarding schools, psychological counseling and guidance services, health and security conditions should be more primary and effective. Mother-father guidance, student personality services, counseling, shortly school health departments should be established.

Teachers and workers working at boarding schools should have a different education and social workers' support should be ensured. It is necessary to arrange economic, social and working conditions of teacher, manager and other workers should be organized particularly for boarding schools. In choosing boarding school teachers and managers, besides profession and field information sufficiency educations, love for children, conscience of the feeling of childhood, early childhood educations should be given.

It is determined that boarding school child has conflicts resulting from being away from family, homesickness and feeling of missing. Arrangements should be made in order to ensure students feel that school doesn't take place of home, only supports it. For this reason, child's relation with his/her family should often be ensured; giving permission to go home, coming together with family, space and calendar plans that lead students miss school, not their homes should be ensured.

In terms of creating literature, school memories of children/individuals who study at boarding schools should be analyzed, and diary, story writing etc. studies on this issue should be carried out. Games, theatre, creative drama and painting activities that lead children express themselves/their lives can be carried out.

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