

**THE PERCEPTIONS OF TEACHERS AND ADMINISTRATORS ON THE
RELATIONSHIP BETWEEN SOME NON-CURRICULAR SCHOOL FACTORS
AND THE POTENTIAL SUCCESS OF THE NEW BASIC EDUCATION
CURRICULUM**

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ABSTRACT

THE PERCEPTIONS OF TEACHERS AND ADMINISTRATORS ON THE RELATIONSHIP BETWEEN SOME NON-CURRICULAR SCHOOL FACTORS AND THE POTENTIAL SUCCESS OF THE NEW BASIC EDUCATION CURRICULUM

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The Ministry of Education of Turkey changed the national education programs in accordance with recent approaches in education as part of the educational reform that covers basic and secondary levels of schooling in 2005-2006 academic year. This educational reform that was proposed to change the formerly traditional, behaviorist, and teacher-centered programs into constructivist and student-centered programs will obviously have effects on millions of students, educators and families. Its long-term influence is expected to be seen on the whole society in coming years. The purpose of this study is to describe how school culture, values on professionalism, perceptions on the new programs, and organizational structure and leadership of schools will ease or impede with the implementation of the new national educational programs. A pure qualitative research design was used to study this problem. Multiple case study was carried out with semi-structured, face-to-face interviews as the method of data collection. The data sources for the interviews were teachers and administrators from four schools of different socio economic regions in Istanbul, one of which was a private school. Some of the official documents of the Ministry of Education were also used as supportive evidence to the data collected through the interviews.

Keywords: School Reform, School Culture, Values on Professionalism, Organizational Structure and Leadership, Perceptions on Constructivist Programs

ÖZ

BAZI MÜFREDAT DIŐI OKUL FAKTÖRLERİ VE YENİ TEMEL EĐİTİM PROGRAMLARININ BAŐARI İLE UYGULANMASI ARASINDAKİ İLİŐKİLER ÜZERİNE ÖĐRETMEN VE OKUL YÖNETİCİLERİNİN ALGILARI

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Milli Eđitim Bakanlığı, ilk ve orta öđretim kapsayan eđitim reformu çalıŐmaları çerçevesinde, 2005-2006 eđitim öđretim yılında, ulusal temel eđitim programlarında daha güncel eđitim yaklaŐımlarına dayanan bir dizi deđiŐiklik yapmıŐtır. Önceki geleneksel, davranıŐçı ve öđretmen merkezli eđitim programlarını güncel, yapılandırıcı ve öđrenci merkezli programlarla deđiŐtirmeyi hedefleyen bu yeni eđitim reformunun hiç Őüphesiz milyonlarca öđrenci, eđitimci ve aileler üzerine etkisi olacaktır. Uzun vadede tüm toplumun bu deđiŐimden etkilenmesi beklenebilir. Bu çalıŐmanın amacı, okul kültürü, mesleki profesyonellikle ilgili deđerler, yeni programlarla ilgili algılar ve kurumsal yapı ve liderlik gibi müfredat dıŐı faktörlerin, yeni temel eđitim programlarının uygulanmasını ne ölçüde kolaylaŐtırdıđını ya da zorlaŐtırdıđını anlamaktır. ÇalıŐmada nitel bir araştırma modeli kullanılmıŐtır. Çoklu durum çalıŐması, yarı yapılandırılmıŐ, yüz yüze yapılan görüŐmeler veri toplama yöntemleri olarak kullanılmıŐtır. AraŐtırma örneklemini, İstanbul'da bir özel, farklı sosyo ekonomik bölgelerden seçilmiŐ üç devlet okulu oluŐturmuŐtur. Milli Eđitim Bakanlığı'na ait bazı resmi belgeler de, görüŐmelerle toplanan veriye destek olması amacı ile kullanılmıŐtır.

Anahtar Kelimeler: Okul Reformu, Okul Kültürü, Mesleki Profesyonellik Deđerleri, Kurumsal Yapı ve Liderlik, Yapılandırıcı Programlarla İlgili Algılar

To My Dear Family
For Their Limitless Encouragement, Motivation and Support.

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LIST OF ABBREVIATIONS

ABBREVIATIONS

MoE	Ministry of Education
TTKB	Board of Education of Ministry of Education
SES	Socio Economic Status
PubL	Public School, Low Socio Economic Status
PubM	Public School, Medium Socio Economic Status
PubH	Public School, High Socio Economic Status
PriM	Private School, Medium Socio Economic Status

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The future of the societies rests on the fundamental educational capabilities of their individual members who are prepared successfully for the changing world. We are facing rapid social, economic and technological changes. Today's students, then, must be able to react to changing life situations. As education is a lifelong process both for professional and personal well-being, it is therefore the core institutional variable that will fuel this continuous social and cultural reform.

The importance of knowledge is increasing in the 21st century and the concept of "knowledge" is also changing. One of the necessities of going through the knowledge society is the investment in education. As stated in the 8th Five Year Development Plan (TTKB, 2005.), "...the biggest contribution to the development of the developing countries will be the investment in the human resources and the improvement of the infrastructures." The basic requirement to form a quality work force offers individuals an education that has a lifelong learning focus, teaches skills that enable students to be able to compete in the international markets, improve intelligence, and gives more focus on discovery and creativity (TTKB, 2005).

The report prepared by the Board of Education (TTKB, 2005) compares the rate of schooling in EU countries and Turkey. According to this report, the rate of schooling at the basic and secondary education levels is 100% in EU countries, whereas it is 87,6% at the basic education level and 59,4% at the secondary education level in the 1999-2000 academic year. Schooling at the tertiary level is 54% in EU countries and 29% in our country including the distance education provided by the Anatolian

University. The rate of total expenditures on education to the GNP is 5% average in EU countries, 6% average in OECD countries, and 3,9% in Turkey for the year 1999. The quality of our education is questionable in terms of its international comparisons.

In essence, ... what we know as schooling must now change. Our institutions of education must be reformed in ways in which such institutions would align themselves with new circumstance, new challenges, new values, and new theories regarding the nature of the "human mind." In Jefferson's appeal for a new way to construct a nation, we found the roots for arguing that new educational institutions must be constructed or reformed. ... Change based on new theoretical and empirical understandings of the nature of teaching and learning and the circumstances in which schools organized that teaching and learning were clearly excellent motives for educational reform (Garcia, 1999).

As seen in the quotation from Garcia (1999), the same concerns for changing and preparing society for the new century is seen through education. Similarly, the Ministry of Education of Turkey has started changing the education programs in accordance with the modern approaches in education as part of the educational reform that covers basic and secondary levels of schooling. The pilot programs for basic levels were implemented in 10 cities and 100 schools in the 2004-2005 academic year and the revised programs were formally put into action nationwide in the 2005-2006 academic year.

The new programs are based on the following foundations, principles, the contents, learning-teaching situations, evaluation approaches, and basic common skills (TTKB, 2005):

1. Social Foundations

The programs:

- a. aim the improvement of students psychologically, morally, socially, and culturally taking their own traditions and customs into consideration.
- b. put effort to educate students as individuals who are aware of their responsibilities and rights and who conform with their environments.
- c. are sensitive to the problems that concern the society.
- d. are sensitive to the problems of the disabled and gifted students.

- e. accept the idea that democracy requires mutual duty and responsibility among the individuals and that there are duties as well as rights in democracy.
- f. give importance to the development of the awareness of showing respect to human rights.
- g. put effort to the personality development education.
- h. see sports as a tool of socialization.

2. Individual Foundations

The programs:

- a. accept that every student is an individual peculiar to himself.
- b. put effort to provide the personal happiness and pleasure of success of the students.
- c. are guides for the future life of the student.
- d. are sensitive to the expected qualities for the individuals to adapt to the conditions today as well as future.
- e. give importance to the development of the healthy students physically and psychologically.
- f. put forward the importance of learning to learn.
- g. are sensitive to the importance of knowledge, layers of knowledge, and different ways of acquiring knowledge.
- h. make the message of students' being reliable individuals turn into a life style.

3. Economic Foundations

The programs:

- a. accepts the idea of having a sustainable economic development.
- b. takes into consideration the local economic differences.
- c. take the necessary precautions in order to meet the need of economy for educated human force.
- d. give importance to raise students with an entrepreneurial spirit.
- e. put forward the idea of being production-focused.

4. Historical and Cultural Foundations

The programs:

- a. see Ataturk's principles and reforms as one of the main elements of our human training model.
- b. carry elements that support and develop historical, cultural, and social heritage.
- c. aim at developing students who are sensitive to their own traditions and customs but at the same time changing them and themselves without getting alienated from the society.
- d. see our history as a functional tool for planning the future.

- e. see our cultural and artistic values as tools for personal improvement and socialization.
- f. See our historical and cultural accumulation as moral tools to make original contributions to the universal culture.

5. The elements of the programs are based on:

- a. Using Turkish effectively and correctly.
- b. Giving importance to cultural values and art.
- c. Enjoying reading and learning.
- d. Expressing ideas and emotions freely and comfortably.
- e. Supporting the involvement of parents to education.
- f. Using at least one foreign language effectively.
- g. Using information technologies effectively and productively according to the purpose.
- h. Working as a team and communicating.
- i. Being aware of the changes in the environment and adapting to any kind of changes.
- j. Being aware that the individuals must determine their own duties and responsibilities.
- k. Being willing to finding opportunities in our country or in different countries and putting a conscious effort to evaluate the opportunities.
- l. Being willing to following the rules in life and to do things with an intrinsic motivation and showing the determination to put into action.
- m. Opposing to conditioning.
- n. Realizing that tolerance is the key for a flexible mind structure.

6. The contents of the programs emphasize that:

- a. Learning is maximized not only dividing life into parts, but with a holistic content.
- b. The facts, concepts, principles, methodologies and approaches in every subject area are organized in such a way to make learning easy.
- c. While organizing the contents, the principles of learning and motivation are taken into consideration.
- d. While creating the contents, the balance of individualization and socialization is considered.
- e. While organizing the contents, attention is paid to showing facts, concepts, and principles more than once.

7. Learning-Teaching Situations

- a. It is possible to motivate a child to learn only through stimulating his desire to research and natural curiosity.
- b. Learning occurs through learning-centered activities when the student is actively involved instead of the teacher or the student lecturing and transmitting information.

- c. The main aim is to transfer what is learned to different situations and to use what is learned in a creative and efficient interpretation.
- d. The problems seen in the environment of the child, his life style, economical activities, and geographical factors are the main contents for learning.
- e. The cooperation of students should be encouraged.
- f. The school is not just four-walls, but the whole environment.
- g. Education should be directed to the sources apart from the textbook.
- h. Students should be encouraged to take part in different social services at their schools and in their environments.

8. The Evaluation Approaches

- a. Evaluation is an indispensable part of learning.
- b. The process as well as the product of learning should be evaluated.
- c. Follows the development of child with appropriate evaluation and assessment techniques.
- d. The evaluation and assessment system follows all functions of the school and directs its improvement.
- e. The programs accept that following the discipline rules are for the good of the student and that's why they encourage students to assume this duty.
- f. The programs encourage the use of alternative evaluation and assessment techniques beside the conventional ones.

9. Basic Common Skills Adopted By Each Subject Area Throughout the Programs:

- a. Critical Thinking Skills
- b. Creative Thinking Skills
- c. Communication Skills
- d. Research-Questioning Skills
- e. Problem Solving Skills
- f. Information Technology Skills
- g. Entrepreneurship Skills
- h. Skills of Using Turkish Correctly and Effectively

The new programs are based on the student-centered learning and constructivist approach as expressed by Board of Education (TTKB, 2005). Many shareholders were involved in the process of evaluating the existing programs in terms of their philosophy of education, fitting of the basic knowledge, skills, behaviors, and values to the programs, and integration of the subject areas and doing the needs analysis, designing, and evaluating the new programs. These shareholders were the teachers, students,

parents, principals, superintendents, NGOs, Faculties of Education of universities, and publishers of textbooks.

1.2 Purpose of the Study

This educational reform that is proposed to change the traditional, behaviorist, and teacher-centered existing programs into modern, constructivist, and student-centered programs will obviously have effects on millions of students, educators and families and its long-term influence will be seen on the whole society. Although the principles and philosophy of the educational approach of the program conform to the modern approaches in education used widely in developed countries, during the implementation of it, there may be some problems. Because a good idea is a good idea as long as it proves its “goodness” through the test of life.

“Lost opportunities for developing meaningful literacy and understanding; boredom and lack of relevance of school to students’ lives; overwhelming emphasis on factual material resulting in inert, ritual knowledge; and a focus on innate ability rather than effort and development are among the shortfalls of a skills and workbook dominated approach to instruction” (Harris & Alexander, 1998, p.117). Harris and Alexander (1998) states that this situation continues in many schools and classrooms across U.S.A. and continues to be an important catalyst for change and that teachers, researchers, and schools play a critical role in the quest for constructivist education. However, they also mention that although constructivist education has taken a lot of interest and support widely, yet it has not been so successful to be implemented in many schools.

Numerous authors have cited and supported various reasons, including disagreements over educational goals, increasing diversity, focus on structural changes rather than instructional changes, need for reform in the governance and management of schools, failure to link critical institutions in educational reform, increased demands on teachers, the American tendency toward fads, an overemphasis on child-centered activities resulting in diminished skill acquisition, and so on (Harris & Alexander, 1998).

Garcia (1999) stresses the critical importance of the ownership and commitment by those centrally involved for the success of reform. Teachers and school administrators must have the responsibility and flexibility to use the most effective teaching and learning strategies to meet the needs of the students and the parts of the system must be aligned to provide coherent support for the teachers.

As the implementers of the programs in the classrooms, teachers are a critical component to any reform in education. Teachers possess beliefs regarding professional practice and these beliefs may impact their actions. "Research supports the idea that the teacher is the crucial change agent in paving the way to educational reform and that teacher beliefs are precursors to change." (Beck, Czerniak & Lumpe, 2000). Teachers must destroy "preconceived myths" about learning processes and the potentially underprepared student and instead they must embrace "pedagogy of empowerment" (Garcia, 1999).

Besides teachers, leaders play a major part in the construction of organizational culture by trying to gain the positive engagement of staff and students (Busher & Barker, 2003). However, because of the unequal distribution of power that occurs in all hierarchical organizations, it is difficult to engage these parties willingly and sincerely. School leaders who want to improve the quality of learning students experience do so by changing how teachers and students work through creating a learning organization based on their vision for successful schooling. Busher and Barker (2003) summarize several researchers' ideas about the role of leaders on change:

School leaders also have to limit the resistance of other school community members to change. This resistance is a normal part of organizational life as people try to sustain or assert their own values and beliefs against the coercive power of dominant senior leaders or external agencies. To counter such resistance, leaders of schools engage in a variety of micro political strategies.

Successful curriculum change involves transformation of teachers' behavior, skills, motivation, conceptions and beliefs about management, teaching and learning.

Transformation leadership is also important in the process of curriculum change and teacher development. Cheng (1994), in the organization model he developed for curriculum change at different levels, sees curriculum change and development in terms of school strategic planning or school development planning at the whole school level. According to this model, collaborative planning, development school plan (including school mission, goals, policies, and strategies), school culture, school evaluation, teacher development, human resource management, participative management, social interactions, leadership and organizational learning are the issues to be considered when making a curriculum change.

Blanch (in Gorton & Snowden, 1993) studies culture as a control mechanism. Her research indicates that four core values define school culture: 1) cooperative community/parent relationships, 2) cooperative teacher relationships, 3) student needs, 4) principals as cultural transmitters. Academically effective school is distinguished by its culture: structure, process, and climate of values and norms that channel staff and students in the direction of successful teaching and learning

Erickson (1987, p.23) lists several reasons on studying the notion of culture when thinking about schools and one of these reasons is that “by seeing patterns of social organization as grounded in culture and in human agency we identify a reasoned basis for hope in the possibility of educational reform”.

Garcia (1999) suggests asking a set of critical questions that help guide a systematic assessment of the existence of such reform of the school culture:

- What is the school vision and mission(s); how are issues of culture addressed in these; and how are these articulated for and to teachers, students, district and school administrators and policy bodies, and parents?
- What are the prevailing norms and underlying theories that shape the roles, expectations, and standards; how do these change as schools create and implement new policies and practices aimed at developing learning communities?
- How are students` cultures addressed in the instructional practices? What are the effects of these practices?

- What are the resources, experiences, and structures that contribute to the professional development of the school community; how are these related to student achievement?
- How do power relationships in society and the educational and local community get embedded and minimized in the school?

These questions/issues are not all inclusive, but the existence or nonexistence of new school reform efforts will be understood in addressing them (Garcia, 1999).

The school culture, leadership styles, and the organizational structure of a school may have impacts on the educational reform of changing the basic and secondary school programs based on the constructivist approach. They may either ease or impede with the change process.

The purpose of this study is to describe how the school culture, teacher values, and organizational structure and leadership of schools will ease or impede with the implementation of the new national educational programs based on the constructivist approach through a case study.

1.3 Significance of the Study

The new national educational programs that were piloted in 10 cities and 100 schools in Turkey at the basic school level were put into action nationwide in the 2005-2006 academic year. Although feedback was gathered from the pilot schools to revise the program for the coming academic years, the feedback was mostly on the content of the programs. Nevertheless, there may be non-curricular school factors which may impede with the successful implementation of this educational reform. This study will be a feedback on some non-curricular school factors like school culture, teacher values on professionalism, organizational structure and leadership, and perceptions and their relationship with the successful implementation of the new programs. The findings will pave the way for further research studies on the impact of the same or other non-curricular factors on the new education programs.

1.4 Definition of Terms

Terms used in this study should be read according to the following definitions:

School Reform: As a school as a system, responding and evolving to a new, improved order, one that is much better suited for the new environment. Regenerating, renewing, reconfiguring, and recreating the school as a system to better suit its new environment.

Constructivism: a learner-centered curriculum based on the construction of new knowledge on the existing knowledge through discovery methods, collaborative work, active learning, problem solving activities, criterion-referenced assessments, and interdisciplinary approaches.

Transformational Leadership: Developing followers, helping map new directions, mobilizing resources, facilitating and supporting employees, and responding to organizational challenges; seeing changes as necessary and striving to create it; creating the incentives for people to continuously improving their practices and, thus, those of the organization; helping staff members developing and maintaining a collaborative, professional school culture, fostering teacher development, and helping teachers solve problems together more effectively; and ensuring the existing of collaborative goal setting, shared power and responsibility, continued professional growth, teamwork, engagement in new activities, periodic reflection, monitored progress, and intervention when progress stalls.

Participatory Leadership: Seeking involvement of staff and community in decision making.

School Culture: A pattern of behavior developed and has worked well enough to be considered valid and to be taught to new members as the correct way to perceive, think, and feel. The cultural products include values, beliefs, rites, rituals, ceremonies, myths, stories, legends, language, metaphors, symbols, heroes and heroines. These products or

dimensions are levers that strategists can use to influence and direct strategy formulation, implementation, and evaluation activities.

Organizational Structure: Organizational channels of supervision and communication; delegation – the concept that authority is given to the lowest-level individual who has the needed information, knowledge, and ability to make a decision; and coequality of authority and responsibility – the concept that the power (authority) and obligation (responsibility) to make and enforce decisions related to assigned duties should always be equal.

Teacher Professionalism: Having values related with professionalism which are:

CHAPTER 2

REVIEW OF THE LITERATURE

In this part, review of the literature related with the purpose of this study is presented. Literature on school and educational reform, constructivism, school culture, organizational structure and school leadership, and teacher values on professionalism was investigated.

2.1 School and Educational Reform

In this part, first, the definition of school and educational reform is clarified. Then, factors related to the success or failure of school and educational reforms are identified.

2.1.1 Definition

Generally, “we think of the purpose of the reform as amending the defective, vicious, corrupt, or depraved. It also aims to remove an abuse, a wrong, or errors and to effect changes for the better” (Rich, 1991, p.152). It also implies changes in an attempt to eliminate imperfections or effect a new form of character, as in an institution.

The reforms are told as sagas of modernization and participation and collaboration. The salvation themes are also of the future economic progress and the promise of equity and justice in schools. The new patterns of the reforms are also about governing who the child is and should be, and who is not that child” (Popkewitz & Lindblad, 2004, p. 237).

In the fast changing global world, the urgent reason for reforms is educating citizens who can learn continuously, who can work with diversity, locally and internationally. As expressed by Fullan (2000, p.7), “it is now an undeniable conclusion

that the educational system and its partners have failed to produce citizens who can contribute to and benefit a world which offers enormous opportunity and equally complex difficulty of finding your way in it". Rohlen (1999, p.251) argues that:

In essence, the message is that our schools need to teach learning processes that better fit the way work is evolving. Above all, this means teaching the skills and habits of mind that are essential to problem solving, especially where many minds need to interact.

The reforms that are available to schools array along a continuum from those that are highly specified and provide curriculum, lesson plans, school organizational models, implementation plans, and professional development. Some reform designs are more nearly "pre-packaged" (Datnow, 2002, p. 216) that is prepared by central authorities and coercively offered to the schools. Reform designs also have different foci, with some focusing more directly on pedagogical practices, and others attempting to change the school culture or structure (Datnow, 2002).

The reform and movement for change includes encouraging teachers to use new methods in classroom management, and introducing new systems of governance and control into school systems. They include changes at the system level as well as changes at the classroom level (Klette, 2002, p. 268). Restructuring is a rather wide, vague and unclear term that means many different things. "Sometimes restructuring is associated with a cognitive, constructivist approach to learning and teaching, while at other times it is connected with state legislation, control and new forms of bureaucracy" (Klette, 2002, p. 269).

Reform arguments appeal to (a) quality, (b) quantity, (c) equity, (d) rights, (e) decision making, (f) restoration, and (g) utility (Rich, 1991, p. 156). In countries where the educational system is more decentralized, the reform attempts can be initiated by individual schools or local systems. However, in Turkey, where the educational system is highly centralized, the reform attempts have always been initiated by the Ministry of Education in a coercive manner on the schools.

Although reforms in schools differ in every country in their content, direction and pace, they have five common factors.

1. They are proposed because governments believe that by intervening to change the conditions under which students learn, they can accelerate improvements, raise standards of achievement and somehow increase economic competitiveness,
2. They address implicit worries of governments concerning a perceived fragmentation of personal and social values in society,
3. They challenge teachers' existing practices, resulting in periods of at least temporary destabilization,
4. They result in an increased workload for teachers: and
5. They do not always pay attention to teacher' identities – arguably central motivation efficacy, commitment, job satisfaction and effectiveness. (Day, 2002, p. 679)

In a study carried out by Rowan (1990), he argues that change strategies are either based on control or commitments that are the extremes of the horizontal axis of Figure 2.1. In control initiatives, policy makers develop demanding achievement standards, institute monitoring systems to ensure compliance, and specify demanding new duties for teachers. These attributes are reminiscent of the externally defined change associated with the school effectiveness perspective and certainly were evident in the actions of the new provincial government. In contrast, the commitment approach is characterized by the development of innovative working arrangement to increase teacher collegiality, participation in school-wide decision-making, and commitment to the profession. Similarly, the stress on commitment is consistent with the school improvement perspective that was the foundation of the studied secondary school restructuring process.

The vertical axis represents a tension between external and internal change forces. Certainly, large scale reform can be driven by external change forces as opposed to ones reflecting the internal needs of the context or individual educators.

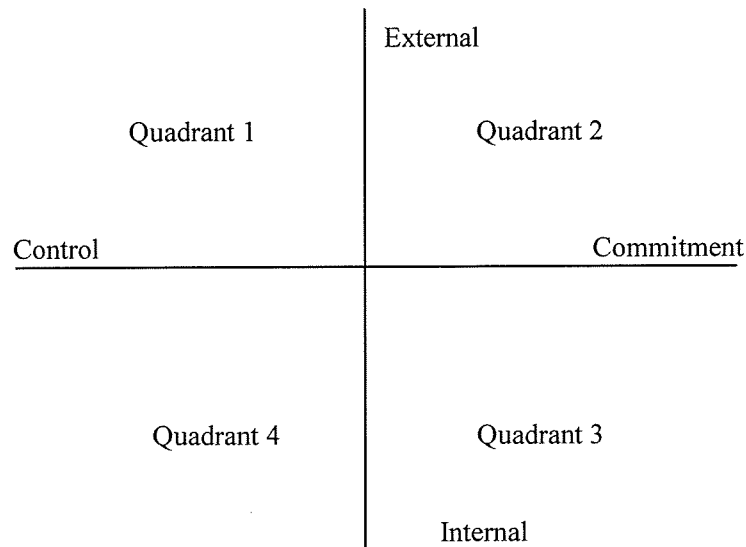


Figure 2.1. Paradigmatic tensions in large-scale organizational change
(Source: Rowan, 1990, p. 355)

According to Hannay, Ross and Seller (2005, p. 9), Figure 2.1 does present a means through which to plot and understand the tensions and dilemmas involved in large-scale organizational change.

Klette (2002, pp. 269-270) argues that redefining roles is one of the central themes in restructuring. It requires new role definitions for teachers, students, administrators, and parents. For teachers, restructuring means new conceptions of teaching, empowerment of the teaching force, demands for greater professionalism, and more responsibility. Teachers are urged to change their way of teaching from knowledge transmission to knowledge-guiding and coaching. The role of the teacher is empowering and enabling students to take control over their own learning. Teachers are also supposed to take part and be an active voice in developing the goals and purposes of schooling: to take and make curricular decisions as well as decisions about methods and ways of working. Finally, teachers are supposed to be much more active in collegial terms. Collaborative efforts, teaching in the form of coaching, team teaching and the like are supposed to become part of teachers' professional repertoire. Collaborative planning and management have become part of teachers' professional roles.

Teachers' collaboration was one of the key aspects of the British Columbia's recent school reform. In the last decade of the 20th century, British Columbia experienced an era of policy changes that led to educational renewal. Less than six months after the release of the report of the Royal Commission on Education in 1988, the provincial government had made a public commitment of major funding over a ten-year period to implement the Commission's recommendations (Grimmett & D'Amico, 2008, p. 1). The Ministry of Education published the framework of principles and goals proposed to guide the development of student-centered programs in *Year 2000: A Framework for Learning*, in 1990 (Grimmett & D'Amico, 2008). The Year 2000 promoted decentralized decision-making and local educational initiative. This vision of K-12 education had the potential to vastly improve both teaching and learning in the province. However, it was also an ambitious and challenging program that required significant professional creativity and dedication on the part of teachers implementing it. "Not surprisingly, a good deal of professional collaboration took place in the province during this policy period to meet such challenges. This professional collaboration supported groups of teachers who came together to inquire in a focused way into issues of curriculum, teaching, and student learning" (Grimmett & D'Amico, 2008, p. 2).

2.1.2 Factors Related to the Success or the Failure of the School and Educational Reforms

Fullan (1992) claims that successful studies have shown that there are a number of factors that support positive school change which include purposeful leadership, teacher collaboration and a central focus upon learning outcomes.

Four potential explanations for the phenomenon of change without difference in educational reform are suggested by Woodbury and Gess-Newsome (2002, pp. 765): systems, cultural and structural context, intent-of-reform, and teacher thinking. These factors can be briefly explained as follows:

The school system (i.e., students, teachers, administrators, school buildings, district personnel, state boards of education, and colleges of education) is not a closed system but is affected by other social, political, and economic systems such as parents and families, communities, politicians, state and federal governments, departments of education, and financial institutions. Talking about a school system as if it were closed ignores the many system components that could become barriers to intended reform (Woodbury & Gess-Newsome, 2002, p. 765).

Each of these components of the broad school system creates cultural and structural contexts for teachers' work. Cultures of teaching are teachers' and administrators' taken-as-shared sentiments, habits of mind, and patterns of interaction and behavior. Teaching cultures are characterized by features such as forms and frequency of collaboration, professional norms, and the definition of group goals. Structure of a school can also influence behavior in that setting and contribute to shaping the cultures of teaching. Structures of school settings are factors such as schedules, physical layout of buildings and space, student and staff demographics, core curricula, mandated assessments and evaluations, textbooks and teaching materials, technology availability and use, and budgets (Woodbury & Gess-Newsome, 2002, pp. 765-766).

Reform goals or intentions play a powerful role in the reform's ultimate effect. The clarity by which school reform problems are framed affects the strategies employed and the ultimate success and effect of the reform (Woodbury & Gess-Newsome, 2002, p. 769).

Educational reform becomes complex because what teachers do is greatly influenced by what teacher think. Empirical evidence suggests that teachers' knowledge and beliefs about their subject matter, or teaching and learning in their subject area, are incompatible with reform intentions often significantly diminish the outcomes of what were meant to be fundamental reforms. Teachers' assimilation of new ideas into the status quo of their practice engenders their reports of making change where none can be observed (Woodbury & Gess-Newsome, 2002, p. 771).

Teachers, researchers, and schools play a critical role in the quest for constructivist education. However, although constructivist education has taken a lot of interest and support widely, yet it has not been so successful to be implemented in many schools:

Numerous authors have cited and supported various reasons, including disagreements over educational goals, increasing diversity, focus on structural changes rather than instructional changes, need for reform in the governance and management of schools, failure to link critical institutions in educational reform, increased demands on teachers, the American tendency toward fads, an overemphasis on child-centered activities resulting in diminished skill acquisition, and so on (Harris & Alexander, 1998, p. 117).

Educational reform measures in the 1990s emphasize teacher empowerment (Dondero, 1997, p. 218). With teacher professionalism and participation in the decision-making process being described as goals, the end results often find teachers as passive recipients of reform initiatives. Negatively affecting the organizational climate is increased centralization and bureaucratization which reduces the empowerment central to educational reform. Mandated reforms that do not take into account input of grassroots educators do not reflect the importance of educators as professionals capable of making decisions beneficial to the students they serve. Centralized mandates reduce the freedom of teachers to deal with diverse student abilities and the needs of the community. Individual teacher autonomy is crucial to the success of the educational reform movement.

According to Schwager and Carlson (1994), change in schools is difficult to accomplish. "It is easier to introduce new tools than to change relationships, attitudes, or values and that innovations requiring individual acceptance are easier to install than those requiring group or widespread acceptance" (Schwager & Carlson, 1994, p. 390). Current models of school change suggest two perspectives: the political or top-down model, and the cultural or bottom-up model.

The political model focuses on exerting strong policy controls derived through the brokering of various interest groups, often by *mandating*

certain changes and outcomes. The cultural model focuses on changing meanings and values within organizations undergoing change. This model uses *social mechanism*, such as innovative and trusted leaders, to motivate change and the social controls of group norms and values to moderate how an innovation is translated into practice. (Schwager & Carlson, 1994, p. 391).

Systemic reforms blend these perspectives on school change, integrating concerns with participant's attitudes, beliefs, and behaviors with concerns regarding the larger context, system, or environment for change. During this process, reorientations in personal values and philosophy may be powerfully facilitated by supportive and reinforcing organizational structures and policy influences.

In their article, Khaniya and Williams (2004) examine the effectiveness of two national educational reforms implemented in Nepal. The results of their study display the importance of involving teachers in the success of any educational reforms. In these two reform attempts, teachers, as the front-line interpreters and implementers of the reform, were not given sufficient thought. Teacher competence would seem to be key to successful improvements in educational quality. "Teachers were not involved in the development of the reform. They lacked a sense of ownership. Moreover, the two projects, with their separate management and activity structures did not help teachers make the connect their training and the new curriculum" (Khaniya & Williams, 2004, p. 326). For Farrell and Olivier (cited in Khaniya & Williams, 2004, p. 326), however, teachers and teacher organizations are the critical starting points for successful educational change.

There are two school improvement projects that have been shown to have a positive effect upon teaching and learning outcomes (Harris, 2000). The Improving the Quality of All Project (IQEA) in the United Kingdom and the Manitoba School Improvement Project (MSIP) in Canada have been both demonstrated considerable success in their work with schools (Harris, 2000, p. 1). The IQEA model of school improvement is based upon a fundamental belief in the relationship between teachers' professional growth and school development. It is a model that includes school and

university collaboration. Its central premise is that without an equal focus on the development of capacity, or internal conditions of the school, innovative work quickly becomes marginalized (Harris, 2000, p. 1). IQEA project seeks to support school improvement efforts by developing a critical and self critical but supportive school culture. Much of the IQEA work is taken up in enhancing school's capacity for development. It has been shown that "where this is ignored the opportunity for school development is greatly impeded" (Harris, 2000, p. 1). The basic approach of the Manitoba School Improvement Program (MSIP) has been to provide funding directly to schools for school improvement projects and then to provide ongoing pressure and support. MSIP was designed or developed to incorporate a collaborative and participatory approach within the school and was school based and teacher initiated. The study of Harris that compares these two school reforms concludes that the following are the common features of effective school improvement (Harris, 2000, pp. 4-5):

- *External Agency:* An essential component of both IQES and MSIP is the emphasis upon pressure and support for school-based change. Both projects demonstrate that school improvement projects cannot progress very far on their own without "agency" both external and internal. As teachers become more knowledgeable and the direction that improvement is to take in their school becomes clearer, they come to see themselves as active players who have the necessary skills and authority to tackle the problem.
- *A focus upon specific teaching and learning goals*
- *A commitment to teacher development and professional growth:* In both programs, teachers readily engage in their own development and the development of their colleagues.
- *Professional interchange, collaboration and networking:* Both IQEA and MSIP establish professional communities through their work with schools. Both schools create a network that provides teachers with the opportunity to learn from each other and to solve problems collectively. This professional trust has been shown to be fundamentally important for schools to move forward.
- *Devolved leadership and temporary systems:* Schools in both programs put in place groups of teachers to act as catalysts for change within the school. In both cases, these groupings are temporary and do not reflect existing structures within the schools.

- *Formative and Summative Evaluation:* The emphasis is placed on enquiry and reflection as central to school development and growth.

Another study on a school curriculum reform carried out in Canada in four different districts concluded similar results in terms of professional collaboration and development, but also the effective leadership of the schools. Participants in this study often cited leadership in their schools as very helpful and supportive. Administrators in this study were establishing a variety of ways to involve staff in the change process. These included various forms of staff councils and action research teams in the schools (Drake, 1995).

2.2 Constructivism

In this part of the review of literature, first, constructivism as an educational philosophy is defined. Then, the teaching and learning principles of constructivism are investigated.

2.2.1 Definition

Constructivism as a frame of educational theory, discourse, and action has been achieving increasing prominence in the 1980s and 1990s (Kinnucan-Welsch & Jenlink, 1998, p. 413). There are different perspectives on constructivism, as well. Cognitive Constructivist Perspective emphasizes the idea that learners create or construct their own knowledge through acting on interacting with the world. Social Constructivist Perspective emphasizes the social context in which learning occurs and the importance of social interaction and negotiation in learning (Woolfolk, 1995).

In the constructivist view, “knowledge is a structure that is subjectively constructed by individual minds” (Hwang, 2000, p. 332). Constructivists talk of emergent design and participative methodologies. Among different versions of

constructivism in literature, the social constructivists argue that our knowledge of the world arises through our constructions of social reality (Berger & Luckman, 1967).

Constructivist perspective emphasizes the active role of the learner in the learning process by building understanding and making sense of information. Constructivist theorists believe that “we actively construct knowledge based on what we already know and the new information we encounter” (Woolfolk, 1995, p. 275). Educators and psychologists who take a constructivist approach are among the strongest voices speaking in favor of student-centered teaching. The ideas and approaches of scientists like Piaget, Vygotsky, Gestalt, Bartlett, Bruner, and Dewey focus on the constructive nature of memory, problem solving, creativity, thinking, discovery learning, and attribution theories of motivation, which are consistent with constructivist perspectives (Woolfolk, 1995).

In summarizing elements of Piaget’s contributions to the evolving construct of constructivism, von Glaserfeld (1990, p. 22) suggests, “Knowledge is not passively received either through the senses or by way of communication. Knowledge is actively built up by the cognizing subject”.

A professional development experience for three groups of educators, teachers and administrators, who engaged in challenging their assumptions and practice through the lens of constructivist pedagogy, was created with the name of The Cadre studies done in the summer of 1995 (Kinnucan-Welsch & Jenlink, 1998). The purpose of the project was to “change the classroom delivery of a group of math and science teachers from a more teacher-directed, information-giving, product-oriented, delivery based on a behaviorist model of learning to a more active engagement, sense-making, inquiry-, reflective-, and process-oriented delivery framed from a constructivist perspective of learning” (Kinnucan-Welsch & Jenlink, 1998, p. 414). Constructivist pedagogy emphasizes teacher as facilitator of learning opportunities while diminishing the “teacher-as-expert” status. One of the observations in this Cadre study was that for many teachers, giving up the expert status was uncomfortable. Cadre was about asking the

participants to “challenge their own assumptions” about teaching and learning and for many this challenge to change threatened the inner sense of definition of who they were as educators.

2.2.2 Teaching and Learning Principles

According to Woolley, Benjamin and Woolley (2004), improvement efforts in P-12 schools and teacher education programs are increasingly based on constructivist theories of learning. It is well established that teachers generally teach as they were taught based on years of observing their own teachers (Woolley et al, 2004, p. 320) and it is also recognized that it is difficult to change teachers’ beliefs and that powerful teacher education programs are needed to impact beliefs.

Constructivists believe that students should not be given stripped down, simplified problems and basic skills drills, but instead deal with complex situations and fuzzy, ill structured problems. Many constructivists share Vygotsky’s belief that higher mental processes develop through social interaction, so collaboration in learning is valued. Constructivists also believe that when students encounter only one model, one analogy, one way of understanding complex content, they often oversimplify as they try to apply that one approach to every situation. As expressed by Spiro and his colleagues (Woolfolk, 1995, p. 483), revisiting the same material at different time, in rearranged contexts, for different purposes, and from different conceptual perspective is essential for attaining the goals of advanced knowledge acquisition.

Taking the principles of constructivism into consideration, the constructivist teaching practices can be summarized as follows:

Constructivist teachers

1. encourage and accept student autonomy and initiative.
2. use raw data and primary sources, along with manipulative, interactive, and physical materials.
3. allow student responses to drive lessons, shift instructional strategies, and alter content.

4. inquire about students' understandings of concepts before sharing their own understandings of those concepts.
5. encourage students to engage in dialogue, both with the teacher and with one another.
6. encourage student inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other.
7. seek elaboration of students' initial responses.
8. engage students in experiences that might engender contradictions to their initial hypotheses and then encourage discussion.
9. provide time for students to discover relationships and create metaphors.
(Brooks and Brooks cited in Woolfolk, 1995, pp. 101-118)

Talbert (2002) examines the case of math education reform in California to analyze problems and prospects for reforming high school teaching. It is an education reform that takes constructivism as a base as the teaching and learning philosophy. Talbert (2002, p. 353) lists the following changes in teaching and learning during the math education reform:

- Changed curriculum content: Spiraled learning of concepts versus sequential coverage of topics; fewer topics addressed in more depth versus emphasis on topical coverage
- Changed pedagogy: Applied projects, inquiry-based instruction versus reliance on text
- Changed assessments: performance-based assessments, group projects versus standardized tests
- Changed curriculum structure: detracted curriculum structure versus hierarchy of courses and student tracking
- Changed professional community: teacher community professionalism focused on educational improvement and equity versus control of K-12 teaching through higher education, bureaucracy, or parent preferences.

2.2.3. Constructivism and School Principals

A current distinction about types of leadership was given impressive weight by the work of James McGregor Burns' *Leadership* (in Wirt and Krug, 1998). Burns

deductively designated two classic types. One is the *transformational* leader that occurs when leaders and followers raise one another to higher levels of motivation and morality. That occurs when they judge organizational goals as ineffective and then advance new ones to draw support from followers. On the other hand, *transactional* leadership occurs when one person takes the initiative in making contact with others for the purpose of an exchange of valued things within an existing organization. It involves the classic use of standard-operating procedures in an organization in which change is not anticipated. For many principals and headmasters, this definition more likely fits the day-to-day nature of their work (Wirt and Krug, 1998, p. 230).

After giving these definitions of transformational and transactional leadership, Wirt and Krug (1998) depart from this tradition of defining the leadership, focus on how leaders construe the world of goals and actions, and suggest a constructivist theory of leadership. The construction of the world shapes the school environment as well as its psychological context that, in turn, shapes participation by followers. This point of view assumes that the leaders' construction of reality shapes the behavior of others in the school system.

With the cognitive scales drawn from earlier validated tests that were designed to understand how principals' cognitions frame their professional behavior, they define the five cognitive dimensions of constructivist U.S. school principals:

1. *Defines mission*

People who score high in this area often discuss the school's purpose and mission with staff, students, and the school community. Further, they try to make themselves visible in the school building and they communicate excitement about education to staff and students.

2. *Promotes instructional climate*

They encourage teachers to innovate. They regularly recognize staff members' efforts, write letters of commendation for a job well done, and ask parents to praise teachers for their good work.

3. *Manages curriculum and instruction*
They work to ensure a good fit between curriculum objectives and achievement testing and actively support curriculum development. Their primary emphasis as administrator is with instructional rather than administrative issues.
4. *Supervises teaching*
People who score high spend time encouraging staff to try their best. They coach and counsel teachers in a supportive manner. They attempt to critique teachers as though they were a mentor rather than an evaluator. They encourage teachers to evaluate their own performance and set goals for their own growth.
5. *Monitors student progress*
People who score high in this area regularly review performance data with teachers and use this information to gauge progress toward the school's goals. (Wirt and Krug, 1998, p. 247)

2.3 School Culture

In this part, first, the definition of school culture is made. Then, the relationships between school culture and school change reforms are probed into. Afterwards, the relationships between constructivism and school culture are examined. Lastly, constructivism and school principals' role in a constructivist school culture are looked into.

2.3.1. Definition

Culture is defined as “a pattern of beliefs and expectations shared by members of an organization. These beliefs and expectations produce rules for behavior – norms – that powerfully shape the behavior of individuals and groups in the organization” (Stonich, 1982, p. 35). According to Sims (2000, p. 65), culture has become a common way of thinking about and describing an organization's internal world – a way of differentiating one organization's “personality” from another.

From the many definitions of culture given in the literature, it would appear that the most common components are symbols, processes, forms and behavior – all of which can be observed; feelings, beliefs and values – which have to be inferred from the observable components; and basic assumptions – which are the core of the culture.

If one considers Lewis's (1998, p. 254) adaptation of the Schein three-layered model of observable forms, which reveal feelings, beliefs and values, and which in turn reveal basic assumptions (see Figure 2.2), each of these terms should be defined clearly so as to have a deeper understanding of many similar notions of culture replicated by other researchers.

The first layer is relatively easy to define. The *symbols* include logos; slogans; rituals: ceremonies; stories that people in the organization tell; day-to-day work practices; who the power holders are; criteria for sidelining, appointment and rewarding; and language. *Processes* are the methods that an organization uses to carry out its tasks, such as who reports to whom; the design of work; the mechanisms for integration and differentiation; management decision-making strategies; performance appraisal and other review processes for existing staff; the official communication channels; and rules and regulations about meetings and attendance. *Forms* are directly observable things such as the design of physical spaces, facades, buildings; furniture; official documents; speeches; newsletters; memos. *Behavior* is the specific day-to-day actions performed by organizational members. Not all behavior is cultural; while behavior is one embodiment of culture, culture is not the only determinant of behavior.

The second layer in the organizational chart consists of feelings, beliefs and values, none of which can be directly observed, but must be inferred from symbols, processes, forms and behaviors. *Beliefs* are basic assumptions about the world and how it works. *Values* are members' beliefs about what is ultimately worth having or doing. *Feelings* are the emotional reactions.

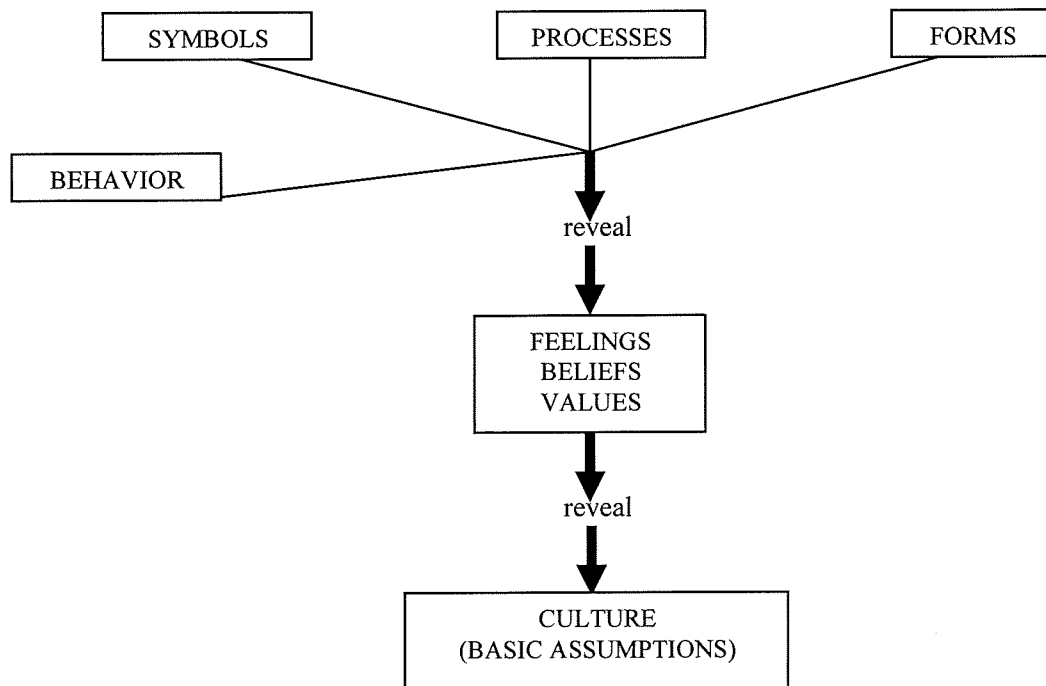


Figure 2.2. The three-layered nature of organizational culture
(Source: Lewis, 1998, p. 254)

The third layer in the organizational chart consists of the basic assumptions that organizational members hold about things relating to the organization. Assumptions underlie feelings, beliefs and values and, like them, cannot be directly observed, but need to be inferred.

There is no unified set of values to which all organizational members ascribe, because all organizational culture is composed of integrated subcultures. However, all conflict will be able to be overcome by the presence of a transformational leader, who will be able to unite people with common goals and objectives. The transformational leader will be able to unite the members of the organization, shape their feelings, beliefs and values and lead them on to greater heights of self-awareness and achievement (Lewis, 1998:258).

Schein (1990, p. 114) shows some underlying dimensions of organizational culture in a table (Table 2.1). This table helps to understand the “content” of a culture with another approach – anthropological typologies of universal issues.

Table 2.1.

Some Underlying Dimensions of Organizational Culture

Dimension	Questions to be Answered
1. The organization's relationship to its environment	Does the organization perceive itself to be dominant, submissive, harmonizing, searching out a niche?
2. The nature of human activity	Is the "correct" way for humans to behave to be dominant/pro-active, harmonizing, or passive/fatalistic?
3. The nature of reality and truth	How do we define what is true and what is not true; and how is truth ultimately determined both in the physical and social world? By pragmatic test, reliance on wisdom, or social consensus?
4. The nature of time	What is our basic orientation in terms of past, present, and future, and what kinds of time units are most relevant for the conduct of daily affairs?
5. The nature of human nature	Are humans basically good, neutral, or evil, and is human nature perfectible or fixed?
6. The nature of human relationships	What is the "correct" way for people to relate to each other, to distribute power and affection? Is life competitive or cooperative? Is the best way to organize society on the basis of individualism or groupism? Is the best authority system autocratic/paternalistic or collegial/participative?
7. Homogeneity vs. diversity	Is the group best off if it is highly diverse or if it is highly homogeneous, and should individuals in a group be encouraged to innovate or conform?

School culture is operationally defined as "the collective professional behaviors, interactions, values, and resources used by the adult school community (teachers, administrators, and support staff) in creating a positive and effective learning environment for all students (Khourey-Bowers, Dinko, & Hart. 2004, p. 4).

Culture describes the way things are. It provides the contextual clues that are necessary to interpret events, behaviors, words, and acts in a setting and gives them meaning (Corbett, Dickson, Firestone & Rossman, 1987). Culture is also prescriptive in defining people how to act, regulating appropriate and acceptable behaviors in given situations. Researchers generally portray school culture as conservative. The norms, beliefs, and values in a school provide members with a sense of continuity in the face of

the flux generated by students, parents, administrative changes, and reform movements. As such, this culture can be a formidable obstacle to behavioral changes at odds with existing cultural content (Corbett et. al. 1987).

Studies on corporate culture have influenced the educational studies, as well. The notion of corporate culture was taken into school environment. This is supported by Duignan who claims that “an institution, such as a school, must have a central code of values and beliefs that form an essential ingredient in the cultural life of that institution. Also, the members of the institution must be committed to these values as exemplified in their actions and behaviors” (Duignan, 1985, p. 4).

Clarke, Hall, Jefferson & Roberts (1981, p. 52) defines culture as “the peculiar and distinctive way of life of the group or class, the meanings, values, and ideas embodied in institutions, in social relations, in systems of beliefs, in *mores* and customs. Culture is the distinctive shapes in which this material and social organization of life expresses itself’.

According to Schein (cited in Marshall, 1988, p. 262), some aspects of cultures are tangible, for example, visible and audible behavior patterns and artifacts. Marshall (1988, p. 263) explains this as the evidence of school culture in the patterns of deference in school faculty meetings and in the trophy cases in high schools. Other aspects of cultures are tacit; they are the invisible patterns of shared beliefs. Teachers’ assumptions about the nature of proper parental involvement or superintendents’ assumptions about local control are invisible but very influential elements affecting what happens in schools

Erickson (1987, p. 14) suggests asking the following question to define culture: “Given certain kinds of daily experience, what kinds of sense do people make of it, and how does this sense-making influence their usual actions?” Then, culture is accepted, learned, and remembered, or rejected, ignored, and forgotten; depending upon where one sits in the social order.

2.3.2. School Culture and School Change Reforms

Researchers have proposed many reasons for the dismal portrayal of innovative efforts: poor administrative planning and a heavy logistical burden on teachers, insufficient time to learn new practices and inattention to latter stages of the change of cycle, the need for principals to be more dynamic leaders, and resistance of teachers to change (Corbett, Dickson, Firestone & Rossman, 1987). As Sarason (cited in Corbett and et. al., 1987, p. 36) describes, change is greeted with suspicion and reluctance when expectations for behavior embedded in a new practice, policy, or program do not coincide with existing conceptions of the way school life is or should be. Elmore (1987) also lists similar reasons for the failure of reforms: incongruity of reforms with teachers' cultivated understandings and deliberate judgments about how to teach, ignoring the constraints under which teachers work, and not presenting a coherent, practical alternative to standard modes of practice that carries the promise of significantly better results.

When change is brought to the school system by central decision-makers, through various formal and informal means of influence, those central office mandates are complied with (and/or passively resisted) at the classroom level of the school system (Erickson, 1987) in accordance with their congruency with teachers' belief systems and existing cultural norms.

Conway (1985) states that when bringing a reform to schools, we are asking them to transform themselves by emulating the value orientations of schools of excellence. We are asking them to undergo culture change, which means a fundamental change in values and value orientation, which means the most difficult type of organizational learning. According to Friedlander (1983, p. 193), this idea of organizational and reconstructive learning is an in-depth change:

In reconstructive learning the organism questions its premises, purposes, values. For individuals these are represented in one's goals, principals, life-style, and beliefs. For the organization they are

represented by its goals, policies, and norms.... Reconstructive learning calls for in-depth confrontation of old patterns and the development of radically different ones. It suggests the construction of new goals, policies, norms, styles rather than simple modification of the old.

Corbett et al. (1987) mentions the importance of acceptance of the intended cultural norms by the school itself and that the higher levels of the educational system where policies are generated should understand the individual school in terms of their structure and cultural norms:

There is a tendency from above to view schools as empty vessels that can be filled and refilled according to changing public concerns and reform agendas. This tendency rests on the assumption that schools are value-free, easily adjusted organizations. This, of course, is far from the case. Schools not only teach values but also have a value structure embedded in them (Corbett et al., 1987, p. 57)

One major criterion for change in school culture is the transformation of traditional peer relationships into collegial relationships. "Traditional aspects of school culture' including professional autonomy and social isolation, can be supplanted by implementation of a shared leadership model as one component of systemic professional development by promoting the use of inquiry and collaborative problem-solving strategies both in the teachers' meeting rooms as well as in classrooms" (Khourey-Bowers, Dinko, & Hart. 2004, p. 4). They continue with providing the definitions of 'shared leadership' and 'context beliefs': Shared leadership is operationally defined as the culture of collegiality among peers, along with administrative and parental support for a jointly designed vision of the purposes of schooling. Context beliefs are operationally defined as the perceptions held by teachers of the presence and contributions of human and material forms of capital within the school community. Implementation of reform instructional practices requires that teachers possess beliefs that are compatible with education reform goals and have self-perceived competency in implementing reform pedagogy. Reform should be conceptualized as changing the culture of the school or school district, not merely implementing new strategies. The prospect of institutionalizing change is dependent on the internal culture and structure of

the school community, including the interactions among teachers, department chairs, principals, and other members of the school community.

In times of change, leaders are the frontrunners of the cultural change. Usually, they are observed to be doing a number of different things to produce the desired cultural changes (Schein, 1990), for example: Leaders may unfreeze the present system by highlighting the threats to the organization of no change occurs, and, at the same time, encourage the organization to believe that change is possible and desirable; key positions in the organization may be filled with new incumbents who hold the new assumptions because they are either hybrids, mutants, or brought in from the outside; leaders systematically may reward the adoption of new directions and punish adherence to the old direction; organization members may be seduced or coerced into adopting new behaviors that are more consistent with new assumptions; visible scandals may be created to discredit sacred cows, to explode myths that preserve dysfunctional traditions, and destroy symbolically the artifacts associated with them; and leaders may create new emotionally charged rituals and develop new symbols and artifacts around the new assumptions to be embraced, using the embedding mechanisms.

However, according to Sims (2000, p. 66), “changing an organization’s culture is more difficult than developing a new one”. This view is consistent with an idea basic to organizational change and development efforts – that changing individual and group behavior is both difficult and time consuming. The human tendency to want to conserve the existing culture is referred to as “cultural persistence” or inertia (Sims, 2000, p. 66).

In times of change, especially in times of change for schools to become a learning organization, principals should improve the school’s administrative structure, provide professional development for all stakeholders, improve the channels of communication within the school and between the school and its outside community, and empower staff and parents to take leadership roles within a flatter and less threatening leadership structure. These are all focused on learning, confidence, trust and satisfaction (Voulalas & Sharpe, 2004). According to the results of the research carried by the same authors, the prime means for overcoming philosophical barriers was for

principals to disseminate their vision more effectively among all stakeholders, encourage further input to the vision by the stakeholders and explain the reasons for change. The “traditional” culture was the main psychological obstacle reported to be standing in the way of transformation. To change the culture also required the most effort and time of principals/executives.

The same study also showed that the prime leadership characteristics were the ability of leaders to maintain professional awareness and to be exemplary learners themselves. Other important leadership behaviors were giving support and advice in times of crisis, building supportive and collegial terms, sharing the vision, and keeping the vision alive through difficult times.

According to another research study carried out by Şahin (2008), some of the practices of school principals help to create a positive school climate. These practices can be summarized as distribution of responsibility based on volunteerism, democratic management, respect even to marginal ideas, having mutual responsibility by shareholders, getting together for a lot more informal circumstances, participation in decision-making, teamwork, transparency and democratic approaches, organizing ceremonies that create positive communication between the administrative staff and the students, principal’s being with the teachers all the time instead of sitting in the office, principal’s visiting the teacher’s classes instead of calling the teachers to the principal’s office, principal’s taking risks in favour of the teachers and the students.

A research carried out by Özdemir (2006) examined a similar concept on the relationships between the school principals and school culture by using a questionnaire on 251 school inspectors. According to the results, the expected behaviors of the school principals to create a positive school culture were listed below:

- Keeping the promises
- Following the basic values in whatever the principal does or says
- Sharing the success

- Being knowledgeable about the educational policies
- Trying to improve the working conditions
- Creating a vision as what kind of school it should be
- Expressing the mission of the school in every appropriate situation

In terms of introducing and publicising the school culture to the environments, the principals are expected to show the following behaviors:

- Organizing graduation ceremonies
- Organizing sports activities
- Celebrating the foundation anniversary of the school
- Organizing knowledge competitions
- Organizing cultural activities like poetry reciting, drama, and exhibitions
- Organizing meetings that would enable teachers to know about the parents more
- Organizing traditional alumni events
- Preparing archive/brochures/database/introductory pamphlets, etc. to present the school's history, facilities, and activities

As the implications of his study, Özdemir suggests that school principals first learn about culture and the history of culture when forming the school culture, then determine the basic values that will form the school culture, and then try to decrease the negative parts of the school culture by positively reinforcing the positive parts of the school culture. He even concludes that if the school principals ignore the creation of a school culture and sharing that culture with the environment, the school culture may turn out to be harmful.

2.3.3 Constructivism and School Culture

Popkewitz and his colleagues (1982) implemented a research study on the responses of six elementary schools to the Individually Guided Education (IGE) program. The researchers discovered three different responses to IGE. The first response

labeled as “technical” was characteristic of three schools, the fourth school was characterized as adopting a “constructive” approach and two further schools were said to have developed an “illusory” practice. The differences between the forms of adoption of IGE in these schools can quite easily and appropriately be read as differing outcomes of various cultural politics.

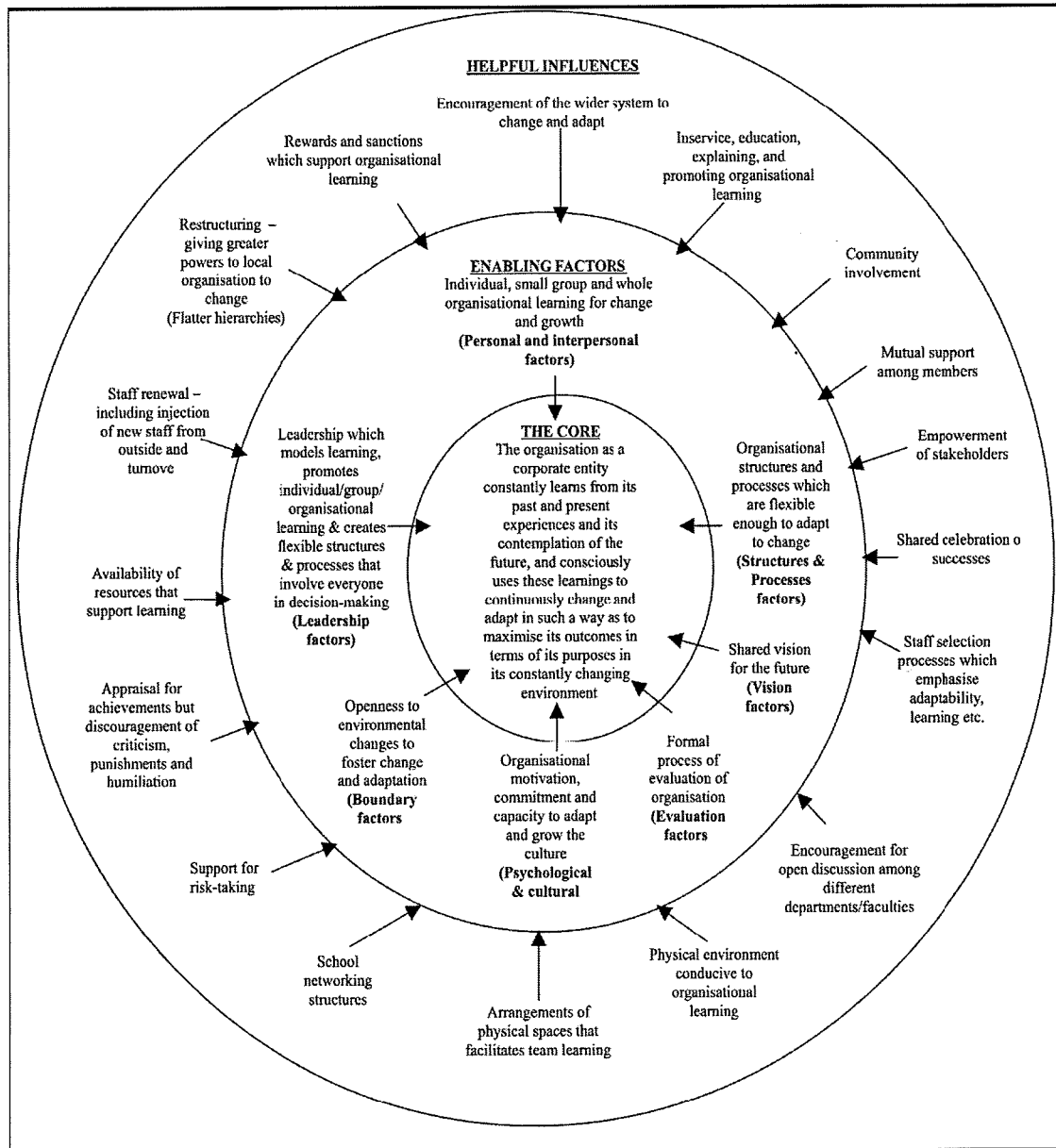


Figure 2.3: The concept of a learning organization/community (Source: Voulalas and Sharpe, 2005, p. 197)

Technical schools were characterized by their emphasis on using IGE to manage the tasks of schooling in ways that were technically efficient. Knowledge was regarded as infinitely subdivisible, continuous testing was fundamental to the success of the program; both classroom interactions and pedagogical practices were dominated by management concerns. The consequences of this technical orientation were serious for both pupils and teachers. As a result of the testing program and of the infinite hierarchy of standardized objectives to be mastered, pupils are to be regarded as deficient. The objective of the program was to detect and remedy deficiencies in the child's stock of knowledge and skills. The dissociation and fragmentation of knowledge and work in these schools produces a definition of professionalism that limits the purposeful quality of teaching. Schooling is thus robbed of its imaginative and liberating character.

Constructive school, on the other hand, provided a major contrast with the "technical" schools. The conception of knowledge emphasized the ways in which knowledge is created, knowledge was seen as related to and arising out of the solution of problems, the pedagogy was child centered and saw children, not as deficit systems, but as lively, inquiring, growing, dynamic individuals. Teachers saw themselves as professionals, responding continuously to the activities of pupils by introducing appropriate knowledge, setting up problem situations to which such knowledge was relevant, helping pupils to work with each other to devise solutions, and generally guiding the intellectual and social agenda of the classroom.

In the *Illusory* schools, there were facts and subjects to be taught and while the schools displayed many of the ceremonies and rituals of a formal curricular practice, the social processes and daily activities appeared to have no substantive meaning. That is, while the formal ceremonies of IGE took place, little learning occurred (Popkewitz et al, 1982).

What this study shows, among other things, is that the formal authority system of the school that articulates a particular curricular and pedagogical practice is heavily influenced by the interpretation and adaptation of that formal structure by the members

of the school. The culture of the teachers, their interpretation of the educational practices advocated by IGE, and their interpretation of and interaction with the cultures of the pupils and the wider society led to various differences in the settlements that were reached in each school. Essentially, the educational practice of the school was an outcome of the cultural politics characteristic of each particular site.

When defining culture as beliefs and meaning systems, Tatto (1998) also builds a relationship with constructivism and culture. According to him, infusion of social constructivism theory into teacher education has prompted focus on change in teachers' cognition and thought processes with teachers creating their own socially constructed teaching. Constructivist educators agree that teacher change requires learning opportunities supporting in-depth examination of educational theories and practices in light of teachers' beliefs and experiences if they are to help pupils develop conceptual understanding of subject matters and a critical view of education.

According to Khourey-Bowers, Dinko & Hart (2004, p. 6), "effective implementation of reform-oriented (constructivist) pedagogy depends on a classroom dynamic of shared leadership, openness to new ideas, acceptance of ambiguity, and valuing of group efforts". These same traits should be modeled through professional development activities in which teachers have opportunities to confront new and different ways of thinking and acting, to discuss and examine new ideas, to try out new strategies in different situations, to receive feedback on the use of new ideas and skills, to reflect on these experiences, and to revise their approaches (National Research Council cited in Khourey-Bowers, Dinko & Hart, 2004, p. 7). In the setting of professional development, reflection provides the opportunity to assess and evaluate new strategies and to integrate proposed changes into the culture and needs of the school community.

2.4 Organizational Structure and School Leadership

This part first defines what organizational structure and school leadership mean. Secondly, the existing school structure and leadership in Turkish schools are examined. Finally, the effects of organizational structure and leadership on change and school culture are looked into.

2.4.1 Definition

There are mainly three approaches to organizational structure: the bureaucratic model, the participatory management model, and the school as a social system model (Lunenburg & Ornstein, 1996).

The pioneering work on bureaucracy is credited to the famous German sociologist Max Weber, who made a comparative study of many organizations existing at the turn of the twentieth century. From this study, Weber evolved the concept of bureaucracy as an ideal form of organizational structure (Lunenburg & Ornstein, 1996, p. 27).

According to Weber (in Lunenburg & Ornstein, 1996, pp. 27-28), the ideal bureaucracy possesses the following characteristics:

Division of Labour. Divide all tasks into highly specialized jobs. Give each jobholder the authority necessary to perform these duties.

Rules. Perform each task according to a consistent system of abstract rules. This practice helps ensure that task performance is uniform.

Hierarchy of Authority. Arrange all positions according to the principle of hierarchy. Each lower office is under the control of a higher one, and there is a clear chain of command from the top of the organization to the bottom.

Impersonality. Maintain an impersonal attitude toward subordinates. This social distance between managers and subordinates helps ensure

that rational considerations are the basis for decision making, rather than favoritism or prejudices.

Competence. Base employment on qualifications and give promotions based on job-related performance. As a corollary, protect employees from arbitrary dismissal, which should result in a high level of loyalty.

Hall (cited in Punch, 1969, p. 45) was able to isolate six fundamental characteristics of bureaucracy: hierarchy of authority, specialization, rules for incumbents, procedural specifications, impersonality, and technical competence.

Lunenburg and Ornstein (1996, p. 29) mention some of the dysfunctions of bureaucratic models. According to them, a high degree of division of labor may reduce the challenge and novelty of many jobs, which can eventually result in reduced performance, absenteeism, or turnover. Second, heavy reliance on bureaucratic rules can cause inefficiency or inertia. Rules often become ends in themselves rather than the means toward an end. Third, Weber advocated that hierarchy of authority helps coordinate activities, maintains authority, and serves a communication function. In practice, however, it typically has only a downward orientation. Many subordinates withhold information from superiors and are frustrated because they do not have an opportunity to participate in decision making. Fourth, Weber proposed that employment and promotion be based on qualifications and performance. This he felt would reduce favoritism and personal prejudices. Because performance is difficult to measure in many professional jobs, the tendency is to base promotions more on seniority and loyalty than non-competence and merit.

Two salient aspects of bureaucratic organization are formalization (formal rules and procedures) and centralization (hierarchy of authority) (Hoy & Sweetland, 2001). Coercive rules and procedures punish subordinates rather than reward productive practices. Instead of promoting organizational learning, coercive procedures force reluctant subordinates to comply. According to the research studies done by several researchers and cited in Hoy and Sweetland (2001), formalization promoted alienation, and undermined job satisfaction, and positively associated with absenteeism and stress

and negatively related to job satisfaction and innovation. Likewise, school formalization is typically related to negative consequences. Coercive rules and procedures are difficult to change because revision is typically viewed as a threat to the existing power balance.

Centralization of authority is the locus of control for organizational decision making; it is the degree to which employees participate in decision making (Hoy & Sweetland, 2001). High centralization means that decisions are concentrated at the top in the hands of a few, whereas low centralization indicates that the authority for making decisions is diffuse and shared among many. Authority is concentrated at the top and flows down the chain of command. High centralization is often coercive. Directives from superiors are to be followed without question. The central purpose of hierarchy is to guarantee disciplined compliance (Hoy & Sweetland, 2001). Hindering centralization refers to a hierarchy and administration that gets in the way rather than helps its participants solve problems and do their work. In such structures, the hierarchy obstructs innovation, and administrators use their power and authority to control and discipline teachers.

Participatory Management Model represents an extension of the bureaucratic model. The excessive rigidity and inherent impersonality of the bureaucratic approach stimulated interest in participatory management. These new theories of organization place greater emphasis on employee morale and job satisfaction. This management stresses the importance of motivating employees and building an organization for that purpose. The organization is structured to satisfy employees' needs, which will in turn result in high worker productivity (Lunenburg & Ornstein, 1996, p. 30).

Ause (1985, p. 293) believes that "an inevitable tension exists between a school district's educational and bureaucratic responsibilities". Many school districts put their energy into carrying out a bureaucratic one. And as a district's concern over control, procedure, and precedent grow, the conformity and creativity of the teachers decline. The intensity of bureaucracy, therefore, is related with teacher professionalism, too, which will be examined under that part.

Chubb and Moe (1990) identified the bureaucratic structure of schools as the greatest impediment to improvement and trace that structure to the politics of democratic control. Democratic authorities seek to impose higher-order values on the schools via hierarchical controls. Bureaucracy increases as a means of control and as a means of protection. Mawhinney (1999, p. 591) also suggest that “bureaucracy is dysfunctionally expensive, drawing funding away from the instructional program and inhibiting the initiative of professionals”.

According to Pratte and Rury (1998, p. 76), the teachers’ creativity and autonomy is killed with bureaucracy and predetermined or “prepackaged” curricula. They believe that the rise of bureaucratically organized school systems and centralized administrative authority dating from the mid-nineteenth century is related with the process of “deskilling teachers”. Bureaucratic forms of organization and administrative discretion in decision-making have been most influential in limiting teacher autonomy over the past century.

The literature on effective leadership has specified a broad range of behaviors that contribute to effective instructional management. Some studies have found a relationship between principal leadership and student achievement. Two important studies, summarized by Bossert, Dwyer, Rowan, and Lee (1982, p. 36) predict most of the current findings from the successful schools research. The earlier of these, the Hemphill study, used the “in-basket” approach to examine principal behavior. Eight separate factors describing principals’ performance on the in-basket tasks were isolated. Four factors – exchanging information, maintaining relationships, preparing for discussion, and amount of work – were apparently correlated with a high performance rating of principals by both superiors and subordinates. Four other factors had a negative correlation with performance rating: discussing before acting, complying with suggestions, analyzing the situation, and directing others. The image of an effective principal that emerged from this study was that of a decisive, hard-working individual, one who kept in close contact with people and who acted as an information center.

The second study, the Gross and Herriott study, used an indicator of Executive Professional Leadership (EPL) and examined both the factors promoting this form of leadership and its impact on school effectiveness. The key to Gross and Herriott's conception of leadership was the idea that the effective principal continually attempts to improve the quality of his or her staff's performance. This involved demonstrating a high concern for instruction, supporting staff development, and discussing work with teachers. A central finding was that leaders with high EPL increased teacher morale and performance, thereby increasing student achievement. The image of the effective principal emerging from the Gross and Herriott study was of an individual who encouraged and supported the teaching staff rather than directed them, and one who strongly emphasized effective performance.

Bossert, Dwyer, Rowan and Lee (1982) summarized the results of these two important studies on effective principals and successful schools by distinguishing four areas of principal leadership:

- 1. Goals and Production Emphasis:** Principals in high achieving schools tend to emphasize achievement. Principal's performance in this area is apparently central to the establishment of a school climate that supports achievement.
- 2. Power and Decision Making:** Effective principals are more active and powerful in decisions. They are also effective within the community.
- 3. Organization/Coordination:** Effective principals devote more time to the coordination and control of instruction. They do more observations of the teachers' work, discuss more work with teachers, are more supportive of teachers' efforts to improve and are more active in setting up teacher and program evaluation procedures.
- 4. Human Relations:** Effective principals apparently recognize the unique styles and needs of teachers and help teachers achieve their own performance goals, a process that

may fulfill teachers' higher order needs. They also encourage and acknowledge good work (Bossert et al, 1982, pp. 37-38).

These findings indicate that the managerial behavior of principals is important to school effectiveness. However, Bossert et al suggests that no single style of management seems appropriate for all schools. A study by Salley and associates (cited in Bossert et al, 1982, p. 38) identifies a broad number of factors – including size, shape of the administrative hierarchy, characteristics of the staff and students, as well as the principal's background and the socio-economic context of the school – all of which have effects on principals' work activities.

Another study carried out in Turkey at the elementary school level on 116 inspectors, 450 teachers and 90 school principals aimed at investigating the extent that teacher productivity is influenced by the relationship between elementary school principals' managerial behaviors and the personal variables of teachers. This study was carried out by Ataklı (1994) and the results of the study showed that the following managerial behaviors of the school principals found to be inadequate:

- Taking decisions together with the related people on using the research studies related with education, resource books, and resource people.
- Supplying educational tools, maintaining them and distributing them to the teachers.
- Organizing educational site visits for teachers and students.
- Having the libraries and the archives be organized and used.
- Organizing necessary in service training programs.
- Auditing whether the home works are given according to the related rules and regulations.
- Using unbiased and motivating performance evaluation methods.

All of the sample group stated that the majority of the principals' managerial behaviors have an impact on the productivity of the teachers. The results also showed

that the following principal behaviors have a high level of impact on teacher productivity:

- Showing exemplary behaviors to the teachers on implementing the jointly taken decisions.
- Taking decisions together with the related people on using the research studies related with education, resource books, and resource people.
- Determining the roles and duties of the people at and outside the school.
- Having negotiation skills and solving disputes.
- Having open communication with teachers.
- Playing the situational leadership roles in different situations.
- Being unbiased.

Bossert et al (1982, p. 40) show Figure 2.4 to present the relationship between leadership and organization. This figure shows that a principal's instructional management behavior affects two basic features of the school's social organization – climate and instructional organization.

Another point of view about the school structure is expressed by Coughlan (1970, p. 14), in his research study that examines the ways in which teacher work values affect group development within two different types of school organization systems. He runs this study using Homans' interactionist framework. According to this schema, the social system of any work group in a formal organization is made up of interdependent "external" and "internal" system activities, interactions, and sentiments. The group's external system is defined in part by the formal organization structure, administrative policies, and the organization's resources, technology, and physical layout. It is also defined in part by the background characteristics of its members, including the dominant motives that they bring with them into the work setting. The internal system, on the other hand, is the non-required or emergent activities, interactions, and sentiments. It consists of the elaboration of group behavior that arises out of the external system and reacts upon it. It is called internal because it is not directly conditioned by the

environment. It is an expression of the sentiments toward one another developed by members of the group in the course of their life together. Using this model as his basic framework, Barnes (cited in Coughlan, 1970, p. 15) suggests the terms “closed” and “open” to describe the external system of a work group in formal organization. Closedness and openness in external systems reflect themselves differently in the internal system of a group in terms of member job autonomy (activities), interaction opportunities (interactions), and upward influence (sentiments). In the relatively closed system, external system values and goals tend to stress productivity and traditional concepts of bureaucratic rationality. These serve to discourage subordinate autonomy, interactions, and upward influence. In the more open system, external system values and goals tend to emphasize technical expertise, quality, and developmental work. These serve to encourage subordinate autonomy, interactions, and upward influence.

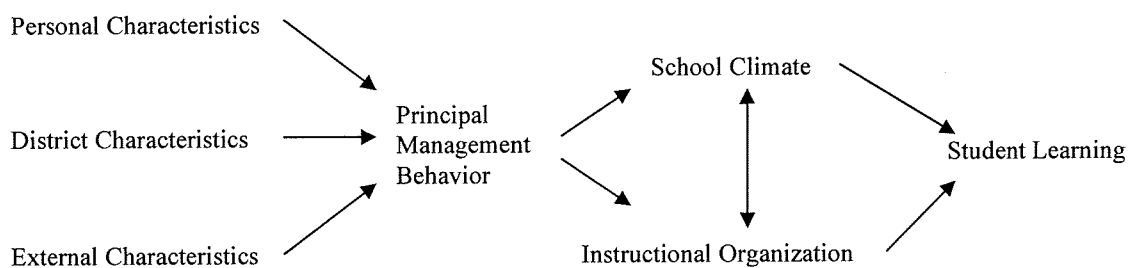


Figure 2.4: A Framework for Examining Instructional Management
 (Source: Bossert et al, 1982, p. 40)

The results of Coughlan’s study (1970, pp. 24-30) show that in a more closed framework, administrators would be relying more on the formal power of their position and/or rules rather than on their personal characteristics and/or on mutual influence in dealing with teachers in order to reach organizational objectives. The reliance of formal leaders on power rather than on persuasion would tend to generate a competitive status structure of “countervailing power” in the internal system of the work group.

The relatively open system, on the other hand, encourages teacher job autonomy and upward influence between status levels in the school. This would lead to overlapping and feedback between the external and internal systems of the teacher work group. Through frequent interaction, administrators would come to share many values and goals and develop many social bonds with teachers in the group. As a consequence, the needs of teachers for autonomy and mutual influence would become incorporated into the external system. Administrators would be relying more on their personal characteristics and/or on mutual influence rather than on the formal power of their position and/or on rules in dealing with teachers in order to reach organizational objectives. The reliance of formal leaders on persuasion rather than on power would tend to generate a cooperative status structure and “supportive influences” in the internal system of the work group. The relatively open system encourages frequent collegial interaction which would tend to increase feelings of attraction and respect among group members, resulting in many close friendships and/or consultative partnerships. The more highly interactive and egalitarian work environment would also enhance the potential of group members to arrive at an understanding and toleration of the contributions or lack of same by all work value types to group development.

In their study of three secondary schools on school climate and leadership, Dinham, Cairney, Craigie and Wilson (1995) found out that the leadership of each school, particularly that of the principal, had influenced school climate, educational performance, and teacher, student and community satisfaction. At school 1, the principal had a strong influence in setting the general “tone” of the school, acting as a pivot for school activity and maintaining close contact with the leading teacher, deputy and head teachers. The principal’s style was an “open door” and staff was given autonomy, positive reinforcement and recognition on a continuing basis. There was a strong and close working relationship of the senior staff and the principal. Generally the staff had a strong sense of collegiality and “cohesion” which communicated positive images of the school to students and the community.

At school 2, there were some communication difficulties at the senior level which were tending to lower school morale, thereby communicating some negative images of the school to students and the community. Generally there appeared to be a lack of collaborative decision making in the school, particularly between head teachers and the senior executive. Most of the teaching staff seemed to feel that they were not adequately consulted or informed about decisions.

School 3 also displayed some communication difficulties at the senior level, which seemed to be detracting from the school's generally good reputation. There were some differences in the style between the principal and deputy. The principal maintained an enthusiasm for the school, encouraged innovative schemes and used an "open-door policy". He was seen as being approachable and successful in public relations and promoted the school and its interests widely.

Dinham et al (1995, pp. 52-53) drew the following conclusions out of their study on the school leadership:

- An open-door policy and principal accessibility and approachability are important, particularly to staff and students, but this may come at a price in terms of the principal's capacity to deal with a heavy workload.
- "Hands on" leadership and attention to detail are also important, but need to be balanced with preparedness to delegate to others and to encourage and recognize the performance of delegated functions.
- Consultation and collaboration have important symbolic as well as practical benefit. On the other hand, lack of consultation and poor communication can have deleterious effects on staff morale and cohesiveness. Staff desire committed, positive and decisive leadership, but they also want to be listened to and their views considered by their leaders.
- The principal needs to be a source, facilitator and conduit for both formal and informal communication within and without the school and to utilize consciously a variety of communication measures.
- It is important for the principal to espouse and encourage forward thinking, a sense of purpose and a collective vision.

- A balance needs to be struck between attention to detail, policies and procedures (small picture) and to the more symbolic and intangible aspects of school organization, culture and reputation (big picture).

2.4.2. Existing School Structure and Leadership in Turkish Schools

The Ministry of Education is a highly centralized and hierarchical organization. There is a vertical control and horizontal coordination in the whole organization, that is both the Ministry and the schools. The structure of the whole organization has a bureaucratic model when the main principles of this model are concerned:

Division of Labour: All tasks are divided into highly specialized departments (e.g.: Vocational Schools, High Schools, Legal Counseling, etc. in the central organization of the Ministry). Job descriptions of each position are described in detail by laws and regulations (MEB, 2000).

Rules: Every task to be carried out by each position is determined through laws and regulations in detail.

The job description of the school principals are explicitly defined by the Ministry of Education (MEB, 2000):

Plans the management of the school in accordance with laws, rules, regulation, charters, directive, notices, plans, programs, and orders, organizes, coordinates, and controls. Evaluates the staff performance and takes precautions to obtain high efficiency. Delegates responsibility and authority to his subordinates so that the work can be handled more rationally and creates opportunities for his subordinates to train themselves in the areas they need. Determines the personnel to be rewarded. Fills in the employment records of the personnel. If asked by his superior, prepares reports about the activities of his school, takes into consideration the suggestions made by his subordinates. Evaluates the work he has done.

Hierarchy of Authority: Each lower officer is under the control of a higher one, and there is a clear chain of command from the top of the organization to the bottom.

The organization looks like to be a more System 1 Organisation defined by Likert (in Lunenburg and Ornstein, with little upward influence, centralization, and decisions made at the top, and little commitment to developing human resources.

The aim of the Ministry of Education aims at “planning, designing, implementing, following up and inspecting all educational services of all educational organizations, teachers, and students in every level of the Ministry” (MEB, 2000, p. 178). As it is clearly seen in this aim, the Ministry takes almost all of the decisions regarding education through laws and regulations. Such decisions include designing curricula for all grades and making them implemented in the same way everywhere in Turkey, choosing course materials, organizing the opening day ceremonies of the schools, starting the stoves of the schools in the mornings in villages, organizing social activities and founding social clubs at schools, forming discipline committees, protecting school buildings against fire, designing in-service training programs for teachers, opening and running libraries, recruiting personnel and teachers, collecting donations, etc. (MEB, 2000). Even very minor decisions that can be taken by the principals of the schools are already given by the Ministry of Education through laws and regulations. All that a principal should do is to read the MEB Ile Ilgili Mevzuat and follow the decisions. The Ministry does not involve the principals and school teachers who are the actual implementers of all school related activities. There is a routine in school and things are made very clear by the Ministry and its laws and regulations to entail unity in education all around Turkey.

2.4.3 The Effects of Organizational Structure and Leadership on Change and School Culture

The US educational system has passed through three major eras of reforms after 1980. The first one was between 1980 and 1987 called the Intensification Era, the

second one was the Restructuring Era between 1986 and 1995 and the last one is the Reformation Era started in 1992 and still continues (Murphy & Adams, 1998). The major policy mechanism employed in the reforms in the Restructuring Era was power distribution. The bureaucratic infrastructure of education was subjected to close scrutiny and found to be failing. The focus of improvement in this era was on the organizational arrangements of schooling. Restructuring would require a shift from mechanistic, structure-reinforcing strategies to a professional approach to reform. These reforms initiated the decentralization/site-based management. Decentralization means simply that power transfers from higher to lower levels of the government structure, generally from states to school districts and from school districts to schools (Murphy & Adams, 1998).

Hanson (1998, p. 112) define decentralization as “the transfer of decision-making authority, responsibility, and tasks from higher to lower organizational levels or between organizations”. He also notes three basic kinds of decentralization:

1. Deconcentration (transfer of tasks and work but not authority).
2. Delegation (transfer of decision-making authority from higher to lower levels, but authority can be withdrawn by the center).
3. Devolution (transfer of authority to an autonomous unit which can act independently without permission from the center).

Murphy (1999, p. 9) also states the importance of school leadership during the times of change and that “the school improvement literature shows fairly clearly that schools are unlikely to be strengthened by either teachers or administrators working on their separate side of the street. ... Teaching and administration must be connected so that organizational forms and administrative structures take form around the most productive work on the core technology of schooling.”

Datnow and Castellano (2001, p. 221) mention the importance of reshaped role of the principal to craft school cultures that help set the foundation for change and as an

active and ongoing supporter of reform, which is critical to the success of a school-wide change effort. This may require a change in the principal role with the effect of reform accompanied by role ambiguity or overload and by a loss of a sense of identity. They also add that even when principals are supportive of reform, their ability to provide effective leadership may be hampered by their own experience, training, or beliefs or by their lack of understanding of the reform itself.

The study of school leadership should begin with the assumption that administrators have their own specific culture, according to Marshall (1988, p. 263), because their career socialization process requires separation from teachers, special formal and informal training, particular rites of passage, and development of new reference groups and orientations to the education system. Marshall also states that previous studies of school leadership have emphasized training, socialization, skills, effectiveness, and roles. Each of these foci, especially socialization and roles, is part of the study of the culture of school administration. We need to identify aspects of that culture that are serving as inhibitors to progress.

Engaging in school change requires principals to move from being managers of status quo to facilitators of reform. Datnow and Castellano (2001) summarize the ideas of several researchers at this point: Principals should know when to be directive and when to step back and allow teachers to direct reform efforts; principals need to be willing to take risks associated with losing some of their control; this is difficult for some principals who may end up maintaining the status quo instead of empowering teachers.

Datnow and Castellano (2001, p. 235) share the results of a research study done on Success For All Schools (SFA) in California – a reform movement focusing on reading instruction - that included six elementary schools. The authors state that although implementation of SFA brought about positive role changes for principals by increasing their involvement with reading instruction, working with the SFA design team pushed a few principals into authority roles with which they were not comfortable.

Both of these role changes appeared to directly confront existing school cultures and principals' leadership styles. Some of the principals in this study tried to buffer teachers from the design team's criticism, similar to the principal in another study who protected teachers from the complaints of aggressive parents in an effort to maintain organizational harmony. By protecting teachers from negative feedback, the principals in SFA schools avoided "rocking the boat" and thus helped to ensure the stability of SFA in their schools. The major role change for principals was that SFA brought more focus on teaching and learning. It created an opportunity for principals to be involved in and knowledgeable about classroom instruction, which is often seen as critical for successful school change. Principals spent more time personally involved with reading instruction, thereby enhancing their credibility as instructional leaders and supporters of the reform.

Similar ideas about the change of role of the principal are also expressed by Cheng (1994). He suggests that in order for a curriculum change or reform to be effective, some changes in the organizational model should also occur. Curriculum change and teacher competence development happen in a three-level context of school organization including the "individual level", the "group level/program level", and the "whole school level". At the whole school level, the components are suggested as school-based teacher development, human resource management, staff development program management, participative management, organizational culture, strategic leadership, instructional leadership, transformational leadership, social interactions/climate, and organizational learning.

The challenges brought to schools by restructuring have been cited as reasons for advocating transformational leadership in schools (Barnett, McCormick & Conners, 2001, p. 24). Transformational leadership is well suited to the challenges of current school restructuring with the potential for building high levels of commitment in teachers to the complex and uncertain nature of the school reform agenda and for fostering growth in the capacities teachers must develop to respond positively to this agenda. It is the transformational leadership style that is sensitive to organization

building, developing shared vision, distributing leadership and building school culture necessary to current restructuring efforts in schools.

Transformational leaders are trusted, seen as having an attainable mission and vision, are followed and emulated, influence, motivate and inspire those around them by providing meaning and challenge to their followers' work, encourage their followers to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways, and relate to followers on a one-to-one basis in order to elevate goals and develop skills (Barnett et al, 2001, p. 26). Transformational leadership is more facilitative of educational change and contributes to organizational improvement, effectiveness and school culture. However, "it is possible that, in reality, transformational and transactional leadership practices are interwoven and that transactional leadership is effective when it manages to incorporate transactional practices in a way that is sensitive to teachers and is accepted by them" (Eden cited in Barnett et al, 2001, p. 42).

The Third International Mathematics and Science Study completed in 1995 (Woodbury & Gess-Newsome, 2002, p. 766) recognize the effect of structural and cultural contexts by stating that "the U.S. vision of mathematics and science education is splintered. We are not where we want to be. We must change. But the required change is fundamental and deeply structural."

The second-order, or transformative, innovations seek to alter the fundamental ways in which organizations are put together and the manner in which people within those organizations interact with each other by introducing new goals, structures, and roles that transform familiar ways of doing things (Woodbury & Gess-Newsome, 2002, p. 769). Second-order change involves an adoption of new ways of thinking, acting, and organizing rather than an assimilation of new ideas into existing patterns.

Researchers widely confirm the principal's central role in establishing, reinforcing, and realigning the school culture, as well as in promoting collegiality,

professional community, and a collective sense of purpose and responsibility among the faculty (Kardos, Johnson, Peske, Kauffman, & Liu, 2001, p. 257). According to Kardos et al, that role may be as an “instructional leader”, a “transformational leader”, a “facilitative leader”, or a “head learner”. The principal may rely on “ideas, values, and commitment” or may combine “passion, purpose and meaning” with the more practical, structural tasks of leadership. The study that Kardos et al led amongst 50 first-year and second-year teachers in a wide range of Massachusetts public-school settings showed these teachers’ ideas about their principals. The teachers’ words about the principals they regarded as exemplary could be drawn from a textbook list of leadership traits: visible, encouraging, has high standards, sets clear expectations, consistent with discipline, supportive, and collaborative.

School leadership in a professional community is socially constructed and culturally sensitive. Leadership evolves as administrators and teachers collaborate, support each other’s growth, and redefine their systemic roles as professionals (Hoerr, 1996).

In 2002, the New Brunswick government in Canada published its policy statement on education, called *Quality Schools, High Results*, thereby beginning the most recent efforts to improve public education in the province (Williams, 2006, p. 1). One of the focus areas of this reform was developing a collaborative school leadership. According to Williams (2006), although the policy statement acknowledged the importance of effective administration, it centered on the role of principals in providing strong leadership in instruction, inspiring and motivating teachers, and advancing learning in their school communities. More specifically, the policy challenged principals to become agents of change “who create schools which are learning centers” (Williams, 2006, p. 1), which it defined as placed that advance learning through collaboration and the exchange of ideas and best practices. In fact, Williams (2006, p. 1) state that “upon closer examination, many of the goals set out in the government’s quality learning agenda may depend upon transforming the current hierarchical model of school into that

of a professional community”. The New Brunswick government introduced school leaders to the concept of the Professional Learning Community that require principals:

- a) accept and promote teacher competence by providing teachers with opportunities to lead,
- b) deviate from the hierarchical model in matters related to teaching and learning, and most importantly,
- c) maintain the school’s social legitimacy by focusing staff efforts on the improvement of student learning.

To be successful, principal leadership must balance the hierarchical approach of an adhocracy with the hierarchical approach of a bureaucracy. This means taking on the role of co-learner and collaborator in some matters and that of supervisor and school authority in others (Williams, 2006, p. 3). The purpose of the study carried out by Williams was to determine if principals were likely to use a collaborative leadership style and exhibited the associated decision making behaviors deemed essential in a professional learning community. To decide on the decision making behaviors, Williams used Rowe’s Decision-making Style Grid: a) Directive – task oriented and low in cognitive complexity, b) Behavioral – people oriented and low in cognitive complexity, c) Analytical – task oriented and high in cognitive complexity, and d) Conceptual – people oriented and high in cognitive complexity. Williams suggested that the New Brunswick reform initiative favored the adoption of the conceptual style. The study showed that the reform entails the transformation of schools from hierarchical organizations into professional learning communities. Professional learning communities require a different form of leadership, a conceptual style:

that mobilizes teacher participation and shares both decision making and accountability among educational stakeholders. Principals who adopt a conceptual decision-making style center their relationship with teachers on support rather than control. They are comfortable with ambiguity and share their decision-making authority. They build leadership capacity among their colleagues while maintaining a long term focus on student achievement (Williams, 2006, p.9).

The study showed principals’ capacity to lead from a conceptual perspective. It showed that the majority of the principals were open to a collaborative approach to

leadership. Principal leadership, however, as measured by the school review process reflected a preference for the technical-rational approach. Williams explained the reason why principals persisted in using a leadership style that failed to foster teacher collaboration as the following:

The reasons may stem from the fact that the current hierarchical system in education reinforces a directive, analytical approach. As Deming so correctly stated, eighty-five percent of a person's performance is determined by the system in which they work. Principals are simply behaving in a manner that they perceive the system expects of them (Williams, 2006, p. 9).

2.5 Teacher Values on Professionalism

This part first defines what teacher professionalism means and what values this concept owns. Secondly, the effects of teacher values on change and school culture are examined.

2.5.1 Definition

Opinions about the nature of teacher work and notions of teacher professionalism are constructed by different groups in society. According to Bryan (2004, p.141), "varying groups will see teachers' purposes and roles as different. Each of these groups has a clearly defined agenda, underpinned by values. Notions of teacher professionalism are, therefore, value-laden". Teachers' professional work can be seen to be increasingly influenced by politics, characterized by "recurring waves of reform" (Stronach & Morris cited in Bryan, 2004, p. 141).

Professionalism has been the subject of many studies over the last century. Hargreaves (2000, p. 153) has presented the development of professionalism as passing through four historical ages in many countries:

The 'pre-professional' (managerially demanding but technically simple in terms of pedagogy); the 'autonomous' (marked by a challenge to the uniform view of pedagogy, teacher individualism in and wide areas for discretionary decision taking); 'collegial' (the building of strong collaborative cultures alongside role expansion, diffusion and intensification); and the 'post-professional' (where teachers struggle to counter centralized curricula, testing regimes and external surveillance, and the economic imperatives of marketization).

The professional teacher is "self-governing" and has greater responsibility in implementing curriculum decisions for children's learning – a system of capabilities and capacities that are homologous but not reducible to the sensitivities and awarenesses inscribed in a pedagogical constructivism that organizes the lifelong learner (Popkewitz & Lindblad, 2004, p. 238).

Reforms have changed what it means to be a teacher as the locus of control have shifted from the individual to the system managers and contract has replaced covenant (Bernstein cited in Day, 2002, p. 681). Yet, Day (2002, p. 681) claims that being a professional is still seen as an expectation placed upon teachers, which distinguishes them from other groups of workers. Professionalism in this sense has been associated with having a strong technical culture (knowledge base); service ethic (commitment to serving clients' needs); professional commitment (strong individual and collective identities); and professional autonomy (control over classroom practice).

To be professionals, teachers require a foundation of professional knowledge upon which to base instructional decisions (National Council for the Accreditation of Teacher Education cited in Fueyo & Koorland, 1997, p. 336). As professionals, teachers must base decisions on systemic knowledge, foster inquiry and the discovery of new knowledge. In this respect, teachers act as researchers. Teachers as researchers observe and analyze their plans and actions and their subsequent impact on the students they teach. By understanding both their own and their students' classroom behaviors, teachers as researchers make informed decisions about what to change and what not to change.

Hofstede (1991, p. 7) offers an onion model (see Figure 2.5) which represents the ways in which practices and values interrelate. This complex interrelation is at the heart of constructions of professionalism – both those constructed by teachers and those constructed for them.

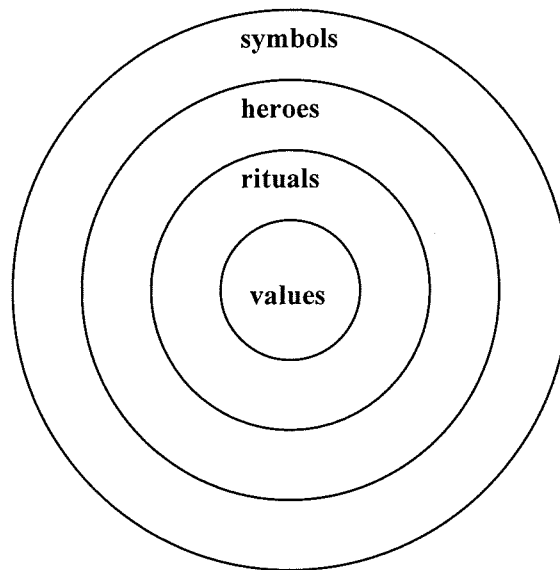


Figure 2.5: Values and practices
(Source: Hofstede, 1991, p. 7)

In this Figure, the outer layer is made up of the obvious symbols one sees when entering a new culture. This could be the classroom itself, the furniture, the architecture, even the school building. It could also refer to the “words, gestures, pictures or objects that carry a particular meaning which is only recognized by those who share that culture” (Hofstede, 1991, p. 7). The second layer, ‘heroes and heroines’, refers to those who are highly regarded within a culture, like head teachers. Rituals, making up the third layer of the onion, are culturally essential. Rituals can be understood as the ways in which classrooms are routinely organized for classes. Hofstede groups symbols, heroes and rituals under the umbrella term ‘practices’. All these practices are visible to the outside viewer, but “their cultural meaning, however, is invisible and lies precisely and only in the way these practices are interpreted by the insiders” (Hofstede, 1991, p. 8). However, deep within the onion is the core. This core is formed by values, which cannot be observed by outsiders. The relationship between the three outer layers of the onion and the core of values illuminate the complexities of teacher professionalism. Teachers’

professional values may be influenced, changed, shaped, or confirmed by changing practices.

However, Bryan adds something else to this concept of onion layer, which is the soil. The soil is the context within which the onion exists. “The soil can be understood as the political climate within which the onion grows” (Bryan, 2004, p. 146). This soil necessarily affects the onion; it may nourish it and develop it, or, if it is poor soil, cause the onion to wither. Constructs of professionalism, then, can be understood as a complex interplay between the way in which professionalism is presented to teachers from external forces, the way in which teachers are presented in policy texts and the way in which teachers regard their own work. A consideration of externally constructed notions of professionalism and teachers’ own personal constructs is central to an understanding of teacher professionalism today (Bryan, 2004, p. 147).

Bryan summarizes the reform efforts of the Blair government on English teaching through the National Literacy Strategy, which has been the most far-reaching government intervention into the English curriculum in England to date (2004, pp. 141-142). Literacy Strategy Consultants were established to train teachers, head teachers and governors, and quantities of resource materials were sent into schools. This was a standardized curriculum, designed to raise literacy standards. A consequence has been the potential changes to the concept of teacher professionalism. Indeed, constructs of teacher professionalism can be seen to have been of prime concern to the Labour government. Prime Minister Tony Blair stated that he regarded teachers as representing the forces of conservatism. This instantly took autonomy away from teachers, together with the right to call oneself a ‘professional’ in terms of autonomous practice. Professionalism in this sense is reconceptualised as teachers’ ability to show government, through the inspection system, that they are following policy documentation. The style of writing within the policy texts was authoritative and readerly, leaving little room for teachers’ personal interpretations. These policy texts can be seen as an attempt to position the teacher as the deliverer or transmitter of centrally determined literacy policy. Thus, teacher professionalism was fundamentally altered.

The summary of Bryan shows that professionalism is interpreted as autonomy, creativity, space for and ability of personal interpretation, and flexibility for the written standard curriculum.

Pratte and Rury make an interesting comparison of the teaching as a 'profession' and blue-collar workers to bring another perspective to professionalism (1988). According to Pratte and Rury (1988, pp. 72-73), the critical issue and point of distinction between teaching and the traditional professions, is power or control over the conditions of work. They argue that teachers presently exercise relatively little authority in the day-to-day determination of their work life. The structure of schooling inhibits the autonomy of teachers. The work of most teachers is more similar to that of blue-collar workers in manufacturing than it is to that of professionals. The middle-class status of teachers has obscured this reality, along with the "loose-coupling" characteristic of school organization. In fact, teacher – especially those in big city school systems- exercise little control over their day-to-day work lives.

Like the auto worker, the teacher does not determine the schedule, location, or general content of his or her work. Because of standardized tests and school – or district-wide educational objectives (determined by experts or administrators), teachers are often confronted with teaching schedules that function in much the same manner as the assembly line. The routine of filing lesson plans and proscriptive teaching plans to meet federal and state guidelines, along with uniform textbook policies, further adds to the regimentation of teachers' work. ... Teachers are affected in ways similar to other workers employed in structures shaped by advanced technologies. The point is that most workers, including teachers, are controlled by the organizational character of their jobs as much or more than by the direct control of management (Pratte & Rury, 1998, pp. 73-74).

According to a study run by Koorland (1992), teachers reported that if they conducted research and consequently deviated from the prescribed curriculum, administrators would view them as oppositional. They feared that their standing in their school or school system would be compromised. Feeling out of line on the part of the

teachers reflects a limited regard toward development of innovative practice and underscores the self-perception of the teacher as laborer, not as professional.

Gitlin (cited in Pratte & Rury, 1998, p. 74) addresses the issue of teacher autonomy in terms of the “indirect” control that is exercised not by management but in the form of the curriculum as a result of his ethnographic study of an Individually Guided Education (IGE) school. Teachers’ use of predetermined curriculum prevented them from questioning the underlying values, knowledge, and attitudes, primarily because they were preoccupied with the standardized tests given during each grading period. The curricular form made it difficult for teachers to question what was or should be taught and envision alternative ways to present material and evaluate lessons. He claims that the physical layout of the building, the dispersion of teachers, and their varying lunch schedules and/or preparation periods restricted collegial communication. This competitive non-interaction between teachers weakened their autonomy over the teaching enterprise. Gitlin also found out that teachers were specifically discouraged from questioning and making judgments about curricular form and content.

Teacher professionalism is also supported by Dondero (1997, p. 218). He states that the environment in which a teachers works is closely linked to the organizational climate of the school. Organizational climate is strongly related to the amount of control over individual workers and the manner in which this control is exercised is directly affected by management style. Teachers see schools as effectively functioning organizations when there is more professionalism and when decision making is more participative and less centralized. “Creativity, innovation, and good worker morale are the keys to organizational effectiveness” (Dondero, 1997, p. 219).

Dondero (1997, p. 220) dwells on the organizational climate and educational effectiveness. He states that a climate that affects the organization in a positive manner provides an environment in which members enjoy extremely high esprit. The teachers work well together and are not preoccupied by busy work or routine reports. The principal facilitates the accomplishments of teacher tasks while at the same time

provides an environment that permits friendly relationships. In the environment, teachers obtain job satisfaction and are sufficiently motivated to overcome difficulties and frustration, working things out, and to keep the organization moving forward. An organization with a participative environment and less centralized control is viewed as a more effective organization by teachers. Organizational climate appears to be a critical factor in the study of teacher autonomy.

Chubb and Moe take the attention to the lack of professional autonomy and discretion as a result of bureaucracy as stated below:

Schools and their personnel are granted a measure of discretion by technical necessity, but detailed formal specifications is legislative mandates and administrative regulations are voluminously imposed on all concerned, so that the school's scope for discretionary action is sharply narrowed – and the discretion that remains is then insulated from political control through extensive reliance on civil service, tenure, (nominal) professionalism, and other structural means. Schools are thus subject to democratic control, but they are purposely made difficult to control. Schools are filled with “professionals”, but their personnel are systematically and intentionally denied the discretion they need to act as professionals. Schools give the appearance of substantial autonomy, but what they have is insulation without discretion – which is not autonomy at all (1990, p. 45).

Teachers in most countries across the world are experiencing similar government interventions in the form of national curricula, national tests, criteria for measuring the quality of schools and the publication of these on the internet in order to raise standards and promote more parental choice (Day, 2002, p. 678). Although school contexts continue to mediate the short term effects of the intensification of work which is a consequence of such reforms, the persisting effect is to erode teachers' autonomy and challenge teachers' individual and collective professional and personal identities.

According to Ause (1985, p. 295), professionalizing teaching demands that teachers function collegially, have opportunities for intellectual growth, participate in the debate on educational philosophy and policy, and assume a greater role in shaping

the education of the youngsters they teach. Yet, the imbalance between schools' educational and bureaucratic responsibilities makes it difficult to reach these ends. Ause (1985, p. 295) offers several reasons for this, one of which is that teaching and supervision schedules make it nearly impossible for most teachers to observe one another's classes, share ideas, seek reassurance, or receive support from colleagues. Educators work in isolation..

Collegiality and working together and their relationship with professionalism were also investigated by Khourey-Bowers, Dinko and Hart (2004). According to them, when teachers do work together to deal with problems of curriculum and instruction, they cultivate collegiality, openness, and trust. In an 18-month case analysis of study group as a professional development model, clear patterns of personal and professional growth emerged. Personal patterns included self-confidence, a higher degree of professional commitment, and a heightened awareness of self as learner.

Kardos, Johnson, Peske, Kauffman and Liu (2001, p. 254) believe that since 1980, many researchers have studied professional culture – sometimes calling it teacher culture, adult culture, professional community, or teacher community – and have sought to identify the conditions that promote positive working relationships among teachers. They share the results of Little's study run in 1982 which found that students performed better in schools where teachers work as colleagues rather than as independent instructors. Similarly, the results of a study on 78 Tennessee public elementary schools run by Rosenholtz showed that teachers in “learning enriched”, as opposed to “learning impoverished” schools worked collaboratively toward achieving the same instructional goals, had common norms and expectations about their work and relationships, and relied on mechanisms for feedback and evaluation based on shared agreements about their purposes and standards.

According to Urbanski (1998, p. 449), “what impedes effective teaching and learning is not that teachers are the problem; it is that teachers work within outmoded, unprofessional systems. By taking responsibility for redesigning schools and abandoning

unexamined practices and policies, we can restructure the teaching profession in ways that promise more productive schooling.”

Urbanski (1998) suggests strengthening teaching in ways that reflect the features evident in other genuine professions through shared knowledge base, standards, professional preparation, induction, continuous learning, promotion, conditions, discretion, and accountability. Each of these are summarized below:

Shared Knowledge Base: Besides knowing their subjects well, teachers must also know how to teach these subjects effectively to all students; they must understand human development, how the brain works, and how learning occurs; they must base their teaching on what is known from research as well as from experience with effective practice; and they must know how to connect learning to students’ lives and experiences.

Standards: Teachers must be involved in setting high and rigorous standards for their profession. These standards must then be enforced through peer review.

Professional Preparation: Teachers must have access to the most current knowledge available to meet their students’ needs.

Induction: New teachers should be ushered in support from experienced and expert colleagues who would assist them and guide their practice during the initial year(s).

Continuous Learning: Teachers must be learners, they should not stop learning the day that they start teaching.

Promotion: It should be possible to promote teachers in teaching without compelling them to leave teaching. Through expanded career opportunities, highly accomplished teachers should be able to assume roles as mentors to new teachers, curriculum and staff development experts, adjunct instructors in teacher-education programs, and even as principal teachers responsible for leading a school’s instructional program.

Conditions: Teachers need and deserve a professional level of compensation and professional treatment. They should not be burdened with noninstructional duties and should have the resources necessary for effective practice.

Discretion: Teacher empowerment has little to do with transferring administrative roles to teachers. Teachers want to teach, not administer. What teachers do want, however, is more say about what to teach, how to teach it, and how to assess student learning.

Accountability: We must replace the current emphasis on bureaucratic accountability (following established procedures) with a new emphasis on professional accountability.

Empowerment, which is an important teacher value in terms of professionalism, has been defined as “a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems” (Johnson & Short, 1998, p. 149). Empowered individuals believe they have the skills and knowledge to act on a situation and improve it. According to Hwang (2000) “When companies are trying to be more flexible and adaptable to change with reduced hierarchy, increased local decision making, and individual autonomy, it requires empowered individuals to consider the interconnections and the consequences of their local decisions. They need to be responsible and empowered systems learners” (Hwang, 2000, p. 330).

2.5.2 The Effects of Teacher Values on Change and School Culture

According to Ause (1985, p. 293), creative and successful teachers feel their efforts go unappreciated by a school bureaucracy more interested in record keeping than education. And to the extent that our schools have become more concerned with their bureaucratic responsibilities at the expense of their educational obligations, they have had an increasingly difficult time attracting and retaining good teachers. The difficulties that teachers face with so many bureaucracies would be not being able to organize field trips with less than six weeks’ notice or getting the approval of the director of

curriculum before using a supplementary material. In time, the autonomy of teachers would decline together with their creativity.

While this is the picture for the teachers related with teacher professionalism and bureaucracy, the similar constraints are felt by school administrators, too. They often “complain that federal mandates, state law, and master contracts prevent them from offering this kind of autonomy” (Ause, 1985, p. 294). Obviously, removing these obstacles would require major structural changes.

Ause (1985, p. 295) suggests as a solution restoring a balance between the school’s bureaucratic and educational missions by vesting greater professional decision making in teachers, by shifting responsibility from the central office to the classroom. School districts can accomplish this by establishing centralized and generalized standards and highly decentralized means of achieving them.

Murphy and Evertson (1990) include empowerment as an integral part of reform. Redefining the traditional links between power and personnel means changing beliefs, attitudes, and cognitive structures regarding roles, accountability, and rewards. For teacher empowerment to be effective, teachers must be willing and prepared to accept leadership roles.

To initiate and sustain a successful change in school communities, teachers need to be challenged to face their current reality and to inquire into their tacit assumptions about school. Challenging current reality requires teachers to collectively discuss and consider the reasons to doubt. This process enables teachers to articulate new meaning; thereby creating internal understanding and motivation for the need to change (Schechter, 2004, p. 173).

Day (2002, p. 683) gives examples of two school reforms – an 8-year study of English primary schools and a study of secondary schools – in the former one some tensions were experienced in adapting to the new values in the reforms and in the latter,

at least temporarily, many teachers' professional identities, in which their values were embedded, were undermined by the reforms. According to Day (2002, p. 683), teachers' sense of professional, personal identity is a key variable in their motivation, job fulfillment, commitment and self-efficacy; and these will themselves be affected by the extent to which teachers' own needs for autonomy, competence and relatedness are met. Reforms have an impact upon teachers' identities and because there are both cognitive and emotional, create reactions which are both rational and non rational. Thus, they ways and extent to which reforms are received, adopted, adapted and sustained or not sustained will be influenced by the extent to which they challenge existing identities.

It is these sources of meaning which reforms that ignore or erode core values destabilize, and which can destroy the sense of identity which is at the core of being an effective professional. *Paradoxically, then, imposed reform may in the long term diminish teachers' capacity to raise standards.* (Day, 2002, p. 686)

“Legislatures and school boards can encourage reform through the administrators they hire, the commissioners they confirm, the models they fund, and the opportunities they create. But only teachers can professionalize in their field.” (Ause, 1985, p. 297).

CHAPTER 3

METHOD

In this chapter, first, the research questions related with the purpose of the study are presented. Secondly, the overall research design is explained. Next, information about the participants and the sample of the study is portrayed. Then, the data collection procedures are described. Subsequently, the steps followed in the analysis of data are depicted. Finally, the limitations of the study are presented.

3.1. Research Questions

The school culture, teacher values on professionalism, leadership styles, and the organizational structure of a school may have impacts on the school reform of changing the basic and secondary school programs based on the constructivist approach. They may either ease or impede with the change process.

The purpose of this study is to describe how the school culture, teacher values on professionalism, leadership styles, and the organizational structure of schools will ease or impede with the implementation of the new national educational programs that were changed through the constructivist principles by using a case study design.

Research Question 1: Does the school culture have an impact on the implementation of the new constructivist educational programs?

Research Question 2: Does the teacher/administrator values on the perceptions about the new educational approach have an impact on the implementation of the new constructivist educational programs?

Research Question 3: Do the teacher and administrator values on professionalism have an impact on the implementation of the new constructivist educational programs?

Research Question 4: Does the organizational structure and leadership have an impact on the implementation of the new constructivist educational programs?

3.2. Overall Design of the Study

A pure qualitative research design was used for this study because the purpose was to describe the impact of some school related factors such as structure, culture, teacher values on professionalism, and organizational structure and leadership on the potential success of the new educational programs. The study was carried out between November 2008 and May 2008.

Denzin and Lincoln (2000, p. 8) define the word ‘qualitative’ as such: It implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured in terms of quantity, amount, intensity or frequency. Actually, one of the most important differences between qualitative and quantitative research is that “qualitative research ... refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things. In contrast, quantitative research refers to counts and measures of things” (Berg, 2007, p. 3). Qualitative research properly seeks answers to questions by examining various social settings and the individuals who inhabit these settings. Qualitative researchers, then, are most interested in “how humans arrange themselves and their settings and how inhabitants of these settings make sense of their surroundings through symbols, rituals, social structures, social roles, and so forth” (Berg, 2007, p. 8).

As stated by Mason (1996), three basic characteristics of qualitative research studies are as follows: First, qualitative research is interpretative in nature because it is concerned with how the issues, situations are interpreted, understood, experienced or produced. Second, qualitative research studies are based on flexible and sensitive data

generation methods in order to reflect the real life or natural social world thoroughly. Third, qualitative methods give emphasis on holistic forms of analysis and explanation on the basis of rich, contextual and detailed data.

Patton (1990) suggested a list of interconnected themes emphasized by qualitative studies as naturalistic inquiry, inductive analysis, holistic perspective, qualitative data, personal contact and insight, dynamic systems, unique case orientation, context sensibility, emphatic neutrality and design flexibility” are the main themes of qualitative inquiry.

Robert (1996, p. 245) offers the following definitions of the same themes mentioned by Patton as follows:

1. *Naturalistic Inquiry.* Qualitative research study naturally occurring activities and processes in their natural settings. Researcher does not attempt to manipulate the variables, the activities, or the participants.
2. *Inductive Analysis.* Qualitative research is oriented toward exploration, discovery, and inductive logic. It proceeds from the particular to the general. Qualitative research is guided not by hypotheses but by questions, issues, and a search for patterns.
3. *Holistic Perspective.* Qualitative research strives to understand programs and situations as a whole. It focuses on the total components of things or events and the relationship between them and their environment. This holistic approach assumes that the whole is greater than the sum of its parts. It assumes also that a description and understanding of a program’s social and political context is essential for the overall understanding of that program.
4. *Direct Contact.* Fieldwork is the central activity of qualitative research. Qualitative approaches emphasize the importance of getting close to the people and situations being studied in order to understand personally the realities and minutiae of daily program life. The researcher gets closer to the people under study through physical proximity for a period of time as well as through development of closeness in the social sense of shared experience and confidentiality. The mandate of qualitative research is to go into the field and learn about the program firsthand.
5. *Dynamic Perspective.* The qualitative-naturalistic approach conceives phenomenon as dynamic and developing, changing in subtle but important ways.

A primary interest of qualitative researcher is describing and understanding these dynamic processes and their holistic effects on individuals.

6. *Rich Data.* Qualitative data provide depth and detail through direct quotation and careful description of program, situations, events, people, interactions, and observed behaviors. Direct quotations are a basic source of raw data in qualitative research. Direct quotations reveal the respondents' levels of emotion, the way in which they have organized the world, their thoughts about what is happening, their experiences, and their basic perceptions.
7. *Unique Case Orientation.* Every phenomenon has particular characteristics. Researcher has to deal with every phenomenon as a unique one.
8. *Context Sensitivity.* Qualitative researchers study events, things, and phenomenon in relation to their contexts. To understand a particular action requires an understanding of the context within which it takes place, and to understand the meanings another assigned to his or her actions require that these meanings be placed within a context.
9. *Design Flexibility.* Qualitative research encompasses variety of methods and techniques to cover the different kind of inquiry. The researcher selects the method or methods, which best suites his study. Within the same method there are unstructured open-ended interview. Moreover, during the interview the researcher can add some questions, skip some, and modify others. Researcher can mix more than one method, for instance, interview and observation. He can also mix qualitative with quantitative methods.

Bogdan and Biklen (1992) also formed a similar list and claimed that qualitative research has five distinct features. First, natural setting is the direct source of data in qualitative studies. Second, it is descriptive. Next, qualitative researchers are more interested in process rather than products. Fourth, they tend to use inductive data analysis. Finally, meaning is the most important concern in qualitative studies.

This study conforms to the main purposes and principles of qualitative research studies. To start with, the direct source of data in this study was the natural settings, which are four different types of schools in Istanbul. The researcher visited the schools and interviewed the administrators and the teachers in their natural settings.

Secondly, this study is descriptive. That is, the collected data was in the form of words rather than numbers. To capture the deeper meaning of what the participants said

during the interview sessions, some of the interviews were recorded upon the permission of the interviewees. Moreover, the researcher took notes during the interviews and compared them with the audio recordings to ensure data reliability. Direct quotations of the participants were also great help in the data analysis.

Thirdly, this study followed from the current literature and it followed an inductive data analysis which brought up additional themes and results on the way. There was also flexibility about the changeability of the themes during the research process.

Finally, meaning and representation of the perceptions were significant concerns for the researcher as they are in all qualitative studies. It is the sole purpose of qualitative studies to lay bare the perceptions and experience of the participants. During the interviews, the researcher tried to build empathy with the participants and got engaged in a flexible approach to acquire deeper meaning.

Pure qualitative research design would be more convenient to describe the ideas, feelings, and perceptions of the administrators and the teachers working at the selected types of schools.

Multiple case study was used as the approach throughout the fall and spring semesters of 2007-2008 academic year. The method of data collection was interviews. Semi-structured, face-to-face interviews were done to focus on the specific experience, observations, and perceptions of the teachers and administrators on the new programs. The data source for the interviews was four schools from different socio economic region in Istanbul one of which was a private school.

Some of the official documents of the Ministry of Education were also used as supportive evidence to the data collected through the interviews. These documents were the curriculum documents provided on the internet site of the Board of Education, the guidebooks published for the teachers, principals, and parents on the new programs, the

rules and regulations of the Ministry of Education related to the issues mentioned in the interviews.

3.3. Data Source and Sampling for the Interviews

In any research study, selecting a sample is an important step in the process. Although there are various types of choosing a sample in qualitative research (Fraenkel & Wallen, 2000; Yıldırım & Şimşek, 1999). In this research, instead of seeking representativeness through equal probabilities, maximum variation sampling which seeks to include a wide range of extremes was used. The principle of maximum variation sampling is to deliberately try to interview a very different selection of people, their aggregate answers can be close to the whole population's. A maximum variation sample is a special kind of purposive sample. There are two main occasions for using maximum variation sampling:

- a. When the sample size is very small, or
- b. When no population information is available (and it is not difficult to find population members with the selected characteristics) (List, 2004).

Four elementary schools that have similar characteristics with the population in terms of socio economic status (which will be mentioned as SES in this study) of students, number of students and teachers, and the facilities were selected in Istanbul. Three public schools from high, medium and low levels of stratifications in terms of SES and one private school from medium SES were selected. In terms of deciding on the SES regions, the advice of the National Educational Directorate in Istanbul was consulted and the regions were determined accordingly. The schools in these regions were selected upon the suggestion of a university professor in Istanbul because their principals were open to do the interviews without waiting for the official approval from the National Educational Directorate in Istanbul.

The principals and one assistant principal of three schools and the principal and two assistant principals of one school (the lower SES) were used together with six

teachers from each school as the sample of the study. In total, 24 teachers and 9 administrators formed as the sample of this study. In two of the schools, the Public School from Lower SES one and the Public School from Higher SES, teachers were selected randomly by the researcher by taking into account the equal distribution of the gender of the teachers. In the other two schools, the school principals selected the teachers. However, the researcher explained to them in detail the purpose of the study and criteria that need to be taken into consideration when selecting the teachers. The researcher had to trust the discretion of the principals in this respect. This was especially considered when analyzing the results of the interviews.

3.3.1. Descriptions of the Case Schools

The four schools that were used as cases in this study are described below in terms of their number of students, number of teachers, average family income, average year of experience of the interviewed teachers, the interviewed teachers' average year of experience in that school, and the interviewed teachers' average teaching hours a week. In this study, School 1, School 2, School 3, and School 4 will be mentioned as PubM, PubH, PriM, and PubL respectively.

SCHOOL 1 (PUBLIC, MEDIUM SOCIO ECONOMIC STATUS)

Number of Students: 550

Number of Teachers: 14

Average Monthly Family Income: 1000 – 2000 YTL

Average Year of Experience of the Interviewed Teachers: 21,5 years

The Interviewed Teachers' Average Year of Experience in This School: 7,8 years

The Interviewed Teachers' Average Teaching Hours a Week: 24,8 hours

The Interviewed Administrators' Average Year of Experience as an Administrator: 10 years

The Interviewed Administrators' Average Year of Experience as an Administrator in This School: 8,5 years

There is one computer lab with a smart board and a projector, 2 teachers' offices for grades 1 to 4 and grades 5 to 8 separately, a lunch hall, and a science lab. There are 35 students on average in each classroom. 2 students share a desk. The building was painted recently, but the furniture looks aged and having been repaired or painted recently.

SCHOOL 2 (PUBLIC, HIGHER SOCIO ECONOMIC STATUS)

Number of Students: 600

Number of Teachers: 20

Average Monthly Family Income: 1500 – 3000 YTL

Average Year of Experience of the Interviewed Teachers: 23,3 years

The Interviewed Teachers' Average Year of Experience in This School: 8,5 years

The Interviewed Teachers' Average Teaching Hours a Week: 21 hours

The Interviewed Administrators' Average Year of Experience as an Administrator: 13,5 years

The Interviewed Administrators' Average Year of Experience as an Administrator in This School: 13,5 years

Although it is a public school, due to its special status, the parents pay a certain amount of monthly fee determined by the National Directorate in Istanbul, all of the parents have to be working to be able to send their students to this school and students stay after school for tutorials for three hours a day as part of their formal schedule. There is one computer lab with a smart board and a projector, an arts atelier, a music room, a science lab, a library, and a sports hall. There is a coloured TV and a video, a tape recorder, and an overhead projector in each classroom. Last year, a computer and a projector were put in each classroom. There are 20 students in each classroom.

SCHOOL 3 (PRIVATE, MEDIUM SOCIO ECONOMIC STATUS)

Number of Students: 420

Number of Teachers: 20

Average Monthly Family Income: 5000 YTL

Average Year of Experience of the Interviewed Teachers: 14,8 years

The Interviewed Teachers' Average Year of Experience in This School: 3 years

The Interviewed Teachers' Average Teaching Hours a Week: 22 hours

The Interviewed Administrators' Average Year of Experience as an Administrator: 2 years

The Interviewed Administrators' Average Year of Experience as an Administrator in This School: 2 years

In terms of the physical conditions of the school, there is a computer lab with a smart board and a projector, a smart class, a science lab, a special room for students' clubs, a video room, a gym, a sports hall, music and arts ateliers, a cafeteria, a ballet room, a library and a conference hall. In the classrooms, there is a locker for each student. Each student has a desk. There are maximum 24 students in classes. The elementary school teachers share one office that has one computer. The other subject area teachers share two offices. The furniture is not new but looks in fine shape. The school has a web page. Students can check their grades, monthly events, and monthly lunch menu on the web page.

SCHOOL 4 (PUBLIC, LOWER SOCIO ECONOMIC STATUS)

Number of Students: 460

Number of Teachers: 14

Average Monthly Family Income: 800 – 1000 YTL

Average Year of Experience of the Interviewed Teachers: 9 years

The Interviewed Teachers' Average Year of Experience in This School: 4,5 years

The Interviewed Teachers' Average Teaching Hours a Week: 26 hours

The Interviewed Administrators' Average Year of Experience as an Administrator: 8,5 years

The Interviewed Administrators' Average Year of Experience as an Administrator in This School: 8,5 years

In terms of the physical conditions of the school, there is a science lab, a computer lab with a smart board and a projector, a lunch hall, an open basketball ground, a library, and 2 teachers' offices for grades 1 to 5 and 5 to 8 separately. There is only one computer in each office. There are 45 students on average in classes. 2 to 3 students share one desk. The furniture in the school is old and needs repairing. The building is old, needs painting especially on the outer walls.

3.4. Data Collection Instrument for the Interviews

Berg (2007) claims that some authors associate qualitative research with the single technique of participant observation and that other writers extend their understanding of qualitative research to include interviewing as well. However, he explains, popular qualitative research additionally includes such methods as observation of experimental settings, photographic techniques (including videotaping), historical analysis (historiography), document and textual analysis, sociometry, sociodrama and similar ethno/methodological experimentation, ethnographic research, and a number of unobtrusive techniques.

In this study, the data collection method was semi-structured, face-to-face interviews that were carried out to focus on the specific experience, observations, and perceptions of the teachers and administrators on the new programs. For this purpose, standardized, open-ended interview questions were formed with the help of the review of literature.

Interview is a data collection method which involves asking questions, active listening, recording the answers and attending to the answers with additional questions. Marshall and Rossman describe in-depth interviewing as a "conversation with a response" (1995, p. 80). This would mean to have a certain amount of empathy with the interviewee; however, Rubin and Rubin (1995, p. 13) warns the researchers that when doing an interview, "the goal is to achieve some empathy, but not so much involvement

that you cannot see the negative things, or if you see them, feel that you cannot report them.”

As listed by Kvale (1996, p. 145), the quality criteria for an interview involve the following items. During the interviews, this list acted as kind of a checklist for the researcher:

1. The extent of rich, spontaneous, specific and relevant answers from the interviewee.
2. The shorter the interviewer's questions and the longer the subjects' answers, the better.
3. The degree to which the interviewer follows up and clarifies the meanings of the relevant aspects of the answers.
4. The ideal interview is to a large extent interpreted throughout the interview.
5. The interviewer attempts to verify his or her interpretations of the subject's answers in the course interview.
6. The interview is self-communicating- it is a story contained in itself that hardly requires much extra descriptions and explanations.

3.4.1. Development of the interview guide

A semi-structured interview guide for administrators and teachers was used as one of the data collection instruments (Appendix A and Appendix B). Two forms were prepared: One for the teachers and one for the administrators. These are the first versions of the interview guides. Only the wordings in the instruments were different and additional items were put in the administrators' form.

3.4.1.1. Framework

The literature review, the theoretical framework and the research questions built prior to the development of the first versions of the interview guide determined the areas to be explored in the study and in formulating the interview guide. The framework involved five areas: general demographics, ideas about the new programs, professionalism, school culture, and organizational structure and leadership.

3.4.1.2. Questions

In the light of the areas that were determined using the theoretical framework, the semi-structured interview questions were prepared. There are various categorizations of interview questions according to various authors (Fraenkel & Wallen, 2000; Kvale, 1996; Patton, 1990). To exemplify, Kvale (1996) classifies the interview questions as such: Introducing questions, follow-up questions, probing questions, specifying questions, direct questions, indirect questions, structuring questions, silence and interpreting questions.

Furthermore, as summarized by Yıldırım and Şimşek (1999) and Patton (1990), there are several points to be considered while preparing the interview questions: The questions should be open-ended, clear and specific enough to understand eluding too general questions. The interviewer ought to avoid leading the interviewee and be objective preparing the questions. Moreover, in the interview guide alternative statements and probes should be provided for questions to prevent misinterpretation on the side of the interviewees and to further explore their perceptions. Furthermore, the interview guide should include different types of interview questions if it is appropriate for the subject of the particular study. Finally, the questions should be sequenced logically. The researcher paid utmost attention to the points stated above.

3.4.1.2.1 Interview Guide for Teachers

The interview guide for teachers was formed of five parts. Part A was general demographics on the years of experience, years of experience in that school, the grades teachers were teaching, and the weekly hours of teaching of the teachers.

Part B was focusing on the Research Question 2 and investigating the beliefs, opinions and values regarding the philosophy of the new educational programs. Four questions were asked to investigate the beliefs and values of the teachers.

Part C aimed at investigating the teachers' notion of professionalism and focusing on Research Question 3. There were 7 questions that were aimed at finding out specific professionalism related components derived from the review of literature such as: the role of the teacher, autonomy, professional collaboration, perception of professionalism, and professional development.

Part D aimed at investigating the school culture to find out an answer for Research Question 1. There were 7 questions in this part that focused on school culture related issues such as: work environment, the collaboration environment created by the leader, team work, metaphors for effective schools, and shared values. Questions 1, 2, 3, 4, and 7 in this part were also related with Part E.

Part E was focusing on the organizational structure and leadership and investigating Research Question 4. The two questions asked in this part looked for the effective leadership behavior and administrative structure and processes.

3.4.1.2.2. Interview Guide for Administrators

The flow of the interview guide for the school administrators was the same except for few changes. One of them is that in Part A, the demographic questions were asking the number of experience as an administrator and the number of experience as an administrator at that school. The second change was in Part C, where instead of the teachers' roles, administrators' roles were queried.

3.4.1.3 Validity and Reliability: Pilot Study

As Kvale (1996) pointed out, an interviewer's self-confidence is acquired through practice; conducting several pilot interviews before the actual project interviews will increase the ability to create safe and stimulating interactions. Goetz and LeCompte (1984) asserted that the pilot administration of questions to several respondents is a good strategy to ensure that the questions posed are meaningful and clear.

In this study, the interview questions were first piloted on 5 teachers and 3 administrators in a different school and together with the suggestions of the advisor of the study; the unclear and ambiguous items were either deleted or changed. As a result of the pilot study, the researcher reached the following results:

1. Some of the questions yielded similar kind of responses.
2. Some of the field related expressions and jargons were not clearly understood.
3. The wordings of some of the questions were unclear to be fully comprehended by the interviewees.
4. There were too many questions.

In order to increase the validity and reliability of the instruments, the researcher analyzed these initial interviews. In addition to that, an expert opinion from the advisor of this study was taken and the following changes were made:

1. The wordings of the questions were changed to make them more clear and direct.
2. The number of questions was decreased by removing redundant questions.
3. Additional explanatory prompts were added to the questions.
4. Some of the questions were completely omitted.

The final interview guides were formed according to these changes. They can be found in Appendix C and Appendix D for the teachers and the administrators respectively.

Another validity issue was related with the procedure of the interviews. The researcher asked the administrators of the schools help to arrange a separate room where the interviewee and the researcher could stay alone. The researcher tried to create a similar interview environment in each school.

3.5. Data Collection Procedures

First of all, the researcher received official approvals from the Ministry of Education, the National Educational Directorate in Istanbul. This required several official correspondences and almost one semester to get the approvals. The researcher did not wait for the official approvals to start the data collection, because it would extend the time of the study to a great extent. Instead, the researcher orally received the approval and explained the situation to the principals of the schools so that the interviews could start before the written permission. The petitions and the official approvals are in Appendix E and Appendix F. It took 4 weeks, approximately one week in each school, to finish the interviews. The interviews were held according to the course schedule of the interviewees.

At the beginning of each interview session, the participant was briefed about the aim of the study and the interview. Further information was provided about the length of the interview and anonymity of data collected was given. Consent for audio recording was requested from the participants and except for 7 teachers and 3 administrators, the other participants did not agree to be audio recorded.

Kvale (1996, pp. 148-149) presented a list of qualification criteria for the interviewer that explains the traits of an interviewer that will result in good interviews producing rich knowledge. According to the list, a successful interviewer has 10 characteristics: 'knowledgeable,' 'structuring,' 'clear,' 'gentle,' 'sensitive,' 'open,' 'steering,' 'critical,' 'remembering' and 'interpreting.' The researcher considered and applied these points during the interviews.

Therefore, the researcher conducted the interviews with solid theoretical background about the topic without exhibiting her extensive knowledge about the theme of the study. Then, she structured the interview by introducing the purpose, outlining the procedure, summarizing what she learnt from the interview and inquired if the interviewee had any questions. She tried to pose clear, simple and short questions. The

researcher paid utmost attention to behaving gently during the interviews allowing the participants finish what they were saying, leaving time for their own rate of thinking and speaking and pauses. Another important criterion was sensitivity. The researcher listened to the content of what was said attentively and actively seeking to get the nuances of meaning fully and paying attention to not only what was said but also how it was said. Moreover, being open was another point during the interviews. The researcher was open to any new aspect that was introduced by the interviewees. Furthermore, as the interviewer was fully aware of her focus of investigation in the study, she steered the interviews and did not hesitate to interrupt kindly when the interviewees digressed from the topic. The researcher also adopted a critical approach during the interviews to test the reliability and validity of what the interviewees told. She took notes and kept in mind what the interviewer said at the earlier parts of the interview and asked them to elaborate on the topic reminding the previous statements they told when necessary and related what was said during different parts of the interview. Finally, the researcher managed to clarify and extend the meanings of the interviewees' statements during the interviews to ensure reliable interpretation. She repeated her interpretation of what she heard to get confirmation or disconfirmation from the interviewees. At the end of the interviews, the researcher thanked the participants for their help for the progression of the study and inquired whether they would like to get a copy of the findings of the study.

In summary, most of the participants seemed willing to provide as detailed information as possible during the interviews. However, there were some participants who did not talk deeply no matter what. In PubM, three teachers and both administrators were not willing to give long and explanatory answers. Although the researcher made further comforting remarks, the participants did not open themselves enough. Two teachers in PubL, one teacher and one administrator in PubH, and two teachers in the PriM acted the same way.

3.6. Data Analysis Procedures

Qualitative data analysis is an exciting phase because of the continuing sense of discovery, but on the other hand, analysis can be frightening because of the large amount of data that has to be understood. As the researcher has to deal with so many ideas, concepts and themes, this process is required for the researcher to be very well designed, creative, hard working and patient (Rubin & Rubin, 1995).

Patton (1990) asserted that the purpose of qualitative inquiry is to produce findings. The process of data collection is not an end in itself. The culminating activities of qualitative inquiry are analysis, interpretation, and presentation of findings. The challenge here is to make sense of massive amounts of data, to reduce the volume of information, to identify significant patterns, and to construct a framework for communicating the essence of what the data reveal.

Bogdan and Biklen (1998) suggested a similar order for analyzing data in qualitative research. Qualitative data analysis process starts with searching and arranging the interview transcripts or the materials collected by the researcher in order to get the whole picture of the data gathered. Then, the task continues by organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering the important ideas, concepts and themes.

To analyze the data collected through the interviews, a computer software program called NVivo was used. The interviews were done in Turkish, all the transcripts were entered into the software program in Turkish, and as the last step the results were translated into English by the researcher.

All the data collected were entered to the software package program, NVivo7, and a coding list was prepared. Related with the codes, nodes, parent and child categories were created. As a last step, modeling with the tree nodes for teachers and administrators were drawn.

When working with NVivo, the researcher first defines the nodes. Related with one node, several parent categories can be created. If there are further ideas related with these parent categories, the child categories are added. However, if there are further ideas related with these child categories, then, the former child categories are named parent categories again, and new child categories are formed.

When analyzing the data, this continuously changing parent and child categories were found to be difficult to handle by the researcher, who was not so experienced using the software. That is why the researcher preferred to rename the nodes, parent and child categories taking into consideration the relationships between them by using the model suggested by Örüçü (2006).

The model used by Örüçü (2006) to organize the data is similar to NVivo, only the relationship pattern is made clearer. In her model, first the general categories are formed, and then parent categories that are related with the general categories are formed. Finally, sub-parent categories related with these parent categories are created. Figure 3.6.1 below shows a sample illustrating this procedure:

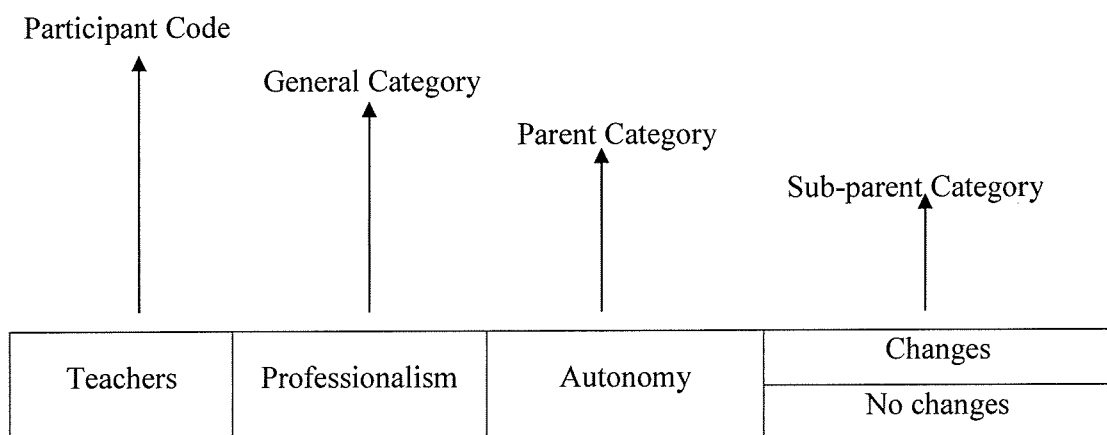


Figure 3.6.1. A Data Analysis Model (Örüçü, 2006)

The frequencies of the nodes, parent and child categories were created by Nvivo. The researcher then put the frequencies into Word tables to show what participants said for each parent category or sub-parent category.

An entire area of research and discussion known as *Computer Assisted Qualitative Data Analysis* or CAQDA has evolved during the past two decades (Berg, 2007, p. 329). Berg continues giving some statistics regarding the increase of use of CAQDA in qualitative studies. In 1987, Brent, Scott, and Spencer reported that 77 percent of the qualitative researchers they surveyed on computer use said they used computers in their research. In 1991, Tesch reported that over 3,000 people had purchased a single dedicated qualitative analysis software package called The Ethnograph. In a 1991 survey of qualitative researchers by Miles and Huberman, three quarters of respondents reported using computer software for data entry, coding, searching and retrieval, display, and concept building.

Weitzman and Miles (1995) and Gibbs, Friese, and Mangabeira (cited in Berg, 2007, p. 331) outline approximately six general types of functions available in software programs used in CAQDA. These functions include word processing, text retrievers, textbase managers, code-and-retrieve programs, code-based theory builders, and conceptual network builders:

Word Processors

Word processors allow you to create text-based files and to effectively find, move, reproduce, and retrieve sections of the text in each file. These provide a means for transcribing interviews or audio portions of video, writing up or editing field notes, coding text for indexing and retrieval purposes, and even writing up findings in reports.

Text Retrievers

Software packages such as Metamorph, Orbis, Sonar, Professional, The Text Collector, WordCruncher, or ZyINDEX are dedicated text search programs. These programs specialize in locating every instance of a specified word, phrase, or character string. As well, these programs are able to locate combinations of these items in one of several files.

Textbase Managers

They provide a greater capacity than text retrievers for organizing, sorting, and making subsets of the textual data. Several examples of these programs include askSam, Folio VIEWS, Tabletop, and MAX.

Code-and-Retrieve Programs

These programs are often developed by qualitative researchers rather than commercial software developers. They are intended to assist the researcher in dividing text into segments or chunks, attach codes, and find and display these coded sections. HyperQual2, Kwalitan, QUALPRO, Martin, and The Ethnograph are all examples of code-and-retrieve programs.

Code-Based Theory Builders

These types of programs are also frequently developed by researchers. Usually, these programs include the capacity to code and retrieve and also offer special features that assist the researcher in developing theoretical connections between coded concepts. As a result, higher-order classifications and connections can be formulated. AQUAD, ATLAS.ti, HyperRESEARCH, NUD.IST, and QCA are examples of these programs.

Conceptual Network Builders

They are intended to assist the researcher in building and testing theory. They provide capacity to create graphic networks. Variables are displayed as nodes (usually rectangles or ellipses) linked to other nodes by lines or arrows representing relationships. These networks represent various types of semantic networks that evolve from the data set and the concepts used by the researcher. Examples of these programs include ATLAS.ti, MECA, and SemNet.

Lewins and Silver (2005, p. 5) have created a checklist of questions to assist researchers in determining what sort of CAQDA package might work best for them.

This checklist is provided below:

- What kind(s) and amounts of data do you have, and how do you want to handle it?
- What is your preferred style of working?
- What is your theoretical approach to analysis, and how well developed is it at the outset?
- Do you have a well-defined methodology?

- Do you want a simple-to-use software that will mainly help you to manage your thinking and thematic coding?
- Are you more concerned with the language and the terminology used in the data, the comparison and occurrence of words and phrases across cases or between different variables?
- Do you want both thematic and quantitative content information from the data?
- Do you want a multiplicity of tools (not quite so simple) enabling many ways of handling and interrogating data?
- How much time do you have to learn the software?
- How much analysis time has been built into the project?
- Are you working individually on the project or as part of a team?
- Is this one phase of a larger project – do you already have quantitative data?
- Is there a package – and peer support – already available at your institution or place of work?

Seale (cited in Silverman, 2000, p. 155) also lists the advantages of CAQDAS as the following:

1. Speed at handling large volumes of data, freeing the researcher to explore numerous analytic questions
2. Improvement of rigour, including the production of counts of phenomena and searching for deviant cases
3. Facilitation of team research, including the development of consistent coding schemes
4. Help with sampling decisions, be these in the service of representativeness or theory development.

The answer to the question “What’s the best program?” is abstract, according to Miles and Huberman (1994). They say that choosing the right software depends on the

researcher's level of work with computers, on the particular project she has in mind, and on the type of analysis she expects to do.

The software used in this research study is the latest version of NVivo, NVivo 7.0. QSR NVivo 1 was released in 2001. It is an upgrade path for both NVivo and its sister software, N6, the current version of the NUD*IST software. NVivo 7 was released at the end of February 2006. NVIVO 7 replaces the previous version of the software which was called NVIVO 2 and also combines it with the features of QSR International's other piece of software called N6 (formerly called NUD*IST).

NVIVO 7 is qualitative data analysis software designed to aid users in managing, organizing and supporting research in qualitative data analysis projects. If, for example, the researcher has a number of interview transcripts, field notes, case notes, articles, focus group transcripts or even pictures, NVIVO 7 can assist the researcher with managing, shaping and analyzing this type of data. NVIVO 7 removes many of the manual tasks associated with this type of data analysis (such as classifying, sorting and analyzing information) so the researcher has more time to explore trends, build and test out theories and, at the end of it all, arrive at answers to the research questions.

3.6.1. Codes, Nodes and Coding in NVivo 7

Coding allows the researcher to manage his qualitative data. By creating nodes (also known as 'containers' for the researcher's ideas) and coding at them the researcher can keep all his ideas together and gather material by topic. If the researcher already knows the themes that he wishes to explore, he can begin creating nodes straight away. If the researcher does not have any predefined themes for his project, he can jump straight into his sources and create nodes as the different themes emerge while he is reading through his documents or even at a very early stage while he is typing his documents directly into NVIVO.

3.6.2. Querying the Data in NVivo7

NVIVO 7 allows the researcher to create and save the following types of queries:

Text Search – the researcher can search for a word or set of words through all his sources and then code on this.

Coding – gather information from his project based on how it was coded. For example, the researcher may want to look at examples of where all the women spoke about their community and child care.

Matrix Coding – allows the researcher to create a matrix of codes based on search criteria. For example, he may want to examine attitudes about smoking by age group.

Compound Query – allows the researcher to combine text and coding queries.

The researcher used the content analysis technique to analyze the interview data. The main purpose of content analysis is to reach the concepts and relations, which will explain the data collected. The data summarized and interpreted in the content analysis are subject to a deeper procedure. Therefore, themes and concepts that are not recognized during the descriptive analysis may be discovered in content analysis. Within this frame, content analysis involves conceptualizing the data, then organizing them according to those concepts and determining the themes. In other words, concepts will drive the researcher to the themes and with the help of those themes, the issues will be more accurate and manageable (Yıldırım & Şimşek, 1999).

3.7. Limitations of the Study

This study aimed to describe how the school culture, teacher values on professionalism, and organizational structure and leadership behaviors of school administrators effect the successful implementation of the new educational programs.

The researcher identified some limitations to the study, which need to be taken into account by other researchers when they want to use the findings of this study.

Firstly, the data for this study were collected by only one method: interviews. Other forms of data could have been collected through various qualitative research data collection instruments such as observation and focus groups. This would increase the validity of the study and also enable the researcher do deeper analysis and comparisons. However, as this study was carried out by a single researcher and the given time was limited, it was not feasible to do so.

Secondly, related with the first limitation, during the interviews, some of the interviewees shut themselves down in certain questions and did not provide sufficient depth of answers no matter what the interviewer tried to do during the interviews. They were less talkative. Therefore, a focus group would really help the researcher to go deeper into some issues, especially the ones to which less detailed and clear answers were provided during the interviews.

Thirdly, the researcher did not have any chance to apply inter coder reliability, that is; to have another researcher analyze the same data on the software package to see whether similar results are obtained. This was due to the time constraint of another researcher available.

Finally, as this is a case study with the purpose of understanding a specific situation, it does not have any concern for generalizing the findings to a larger population. That is, the results of this study cannot be generalized to the whole population; however, they may lead for other more comprehensive research studies.

CHAPTER 4

RESULTS

In this chapter, firstly the findings on the interviews related with the impact of school culture on the implementation of the new constructivist educational programs, secondly, the impact of the teacher and administrator perceptions about the new educational approach on the implementation of the new programs, then the impact of teacher and administrator values on professionalism on the new educational programs, and finally the impact of the organizational structure on the implementation of the new programs were analyzed. For each section, the findings on both the teachers’ and the administrators’ interviews were looked into and where appropriate, supportive evidence from the official documents of Ministry of Education were added to support the results.

4.1. Impact of School Culture on the Implementation of the New Programs

Interviews with 24 teachers in the selected 4 schools were analyzed and the opinions of the teachers on the culture in their schools were categorized as ‘collaborative work environment’, ‘effective school’, ‘shared values’, and ‘accessible administrator’. Every category was subcategorized and summarized in tables below. Figure 4.1.1 shows the parent and sub parent categories for the general category “school culture”.

Teachers	School Culture	Collaborative Work Environment	Positive Perceptions
			Negative Perceptions
			Peer Sanctions
			Administrative Sanctions
			Appropriate Work Environment for New Programs
			Inappropriate Work Environment for New Programs
		Effective School	
		Shared Values	
		Accessible Administrator	Existence of an Accessible Administrator
			Non-Existence of an Accessible Administrator

Figure 4.1.1: Teachers’ Parent and Sub parent Categories for School Culture

Similarly, 9 administrators' ideas on school culture were also analyzed and they were classified as 'collaborative work environment', 'effective school', 'shared values', and 'building up school culture'. These parent and sub-parent categories can be found in Figure 4.1.2.

Administrators	School Culture	Collaborative Work Environment	Peer Sanctions
			Administrative Sanctions
			Appropriate Work Environment for New Programs
			Inappropriate Work Environment for New Programs
		Effective School	Inhibitors
Shared Values			
Building up School Culture			

Figure 4.1.2: Administrators' Parent and Sub parent Categories for School Culture

As seen in both Figures, the parent and sub parent categories have similarities for teachers and administrators. However, regarding the different status and different roles of both parties, some differences are also the case. Administrators are responsible for building up the school culture. Teachers are perceiving a school culture as mostly created by their administrators. These similarities and differences were probed into in the following sections. The culture that an administrator wishes to build may not always be the same as the culture at work.

4.1.1. Collaborative Work Environment

Teachers have both negative and positive perceptions on collaboration in their present work environments. The examples of positive collaboration in the workplace are shown in Table 4.1.1 below:

Table 4.1.1

Positive Collaboration in the Workplace

Statements	PubM f	PubH f	PriM f	PubL f	Total f
The collaboration environment is good.	1			2	3
As you know the difficulties, you accept each other's different working styles.		2			2
Colleagues who apply the new programs are supported by the other teachers and we try to benefit from their work.				1	1
Total	1	2		3	6

Teachers expressed their opinions on collaboration with a negative perspective, too. The examples of negative collaboration in the workplace are shown in Table 4.1.2 below:

Table 4.1.2

Negative Ideas on Collaboration in the Workplace

Statements	PubM f	PubH f	PriM f	PubL f	Total f
People say that applying this new program is unnecessary.	1				1
My colleagues cannot update and improve themselves	1				1
Everybody implements the programs superficially and they do not share with us that they are not implementing it in the real sense.		1			1
Very old teachers are keeping themselves out of this. They frequently say "You are working too hard".				1	1
Total	2	1		1	4

When Table 4.1.1 and Table 4.1.2 are analyzed, it is seen that more than half of the teachers interviewed (14/24) were undecided or indifferent about the collaboration in their work place. This shows a general tendency that the school culture had no significant affect in terms of collaborative work environment. Alternatively, this result could also signify that the teachers are reticent to talk about collaboration due to some fear or peer/administrative pressure, especially in PriM. This result may have stemmed from the fear of loss of employment, as these teachers work in the private sector. It might be dangerous for them to speak about their genuine thoughts and feeling openly and honestly. In contrast to these teachers, their administrators thought that they were creating a collaborative environment through sharing, cooperation, and regular meetings as can be seen in Table 4.1.3. It is clear then that there is a lack of real harmony between the administrators and the teachers in these schools. It is also significant to note that the highest number of teachers who felt that there was a collaborative work environment were in the PubL group; perhaps due to greater cooperation and teamwork of the lower classes with limited resources. As for the PubH Group, two out of the six teachers interviewed felt positive, one teacher felt negative and the rest were undecided/indifferent or reticent to express their true feelings. This may be due to fear of loss of prestige in their high socio-economic environment. Meanwhile, of the teachers in the PubM group, again, the majority were not inclined to comment either positively or negatively on the collaboration in the workplace, but their administrators believed that they had created a positive work environment as can be seen in table 4.1.3, below:

Table 4.1.3

Collaborative Work Environment Created by School Administrators

Statements	PubM f	PubH f	PriM f	PubL f	Total f
Guidance	2			4	6
Sharing – cooperation – finding solutions	1	5	2	5	13
Total	3	5	2	9	19

Administrators thought that both teachers and administrators guided each other (f:6) and both teachers and administrators shared, cooperated, and found out solutions to the problems together (f:13). In terms of collaborative work environment, it is seen that the type of the school is not a significant factor. The majority of the administrators (19) believe that they are creating a work environment that encourages collaboration; however, this is not felt by the teachers who are working at their schools. Teachers who are working at PriM stated nothing on collaboration, either positive or negative, but their administrators think that there is sharing, cooperation, and finding out solutions to the problems together.

As for PubL, one of the administrators in this group expressed his ideas on collaborative work environment as: *“Teachers share with me all the difficulties they face and they know that I would do my best to find solutions for them, conditions allowing.”* On the same issue, another administrator from the same school said that *“Teachers guide each other. There is a lot of information sharing.”* This is corroborated by the statements of the teachers in the same group. In fact, out of all the groups studied, this is the only group where the teachers’ and the administrators’ perceptions matched on the issue of collaborative work environment.

Teachers’ opinions on the collaborative work environment were also sub-parent categorized as ‘appropriateness of the work environment for new programs’ and ‘inappropriateness of the work environment for the new programs’ and shown in Table 4.1.4. In this table, instead of the number of the teachers, the recurring answers of the teachers on this sub-parent category were shown.

Table 4.1.4

Teachers’ Opinions on the Appropriateness of the Work Environment

Statements	PubM f	PubH f	PriM f	PubL f	Total f
Appropriate	6	4	6	1	17
Totally inappropriate		1	1		2

According to the results in Table 4.1.4, the majority of the statements of the teachers describe the work environment as appropriate (f:17). There were only 2 statements (from PubH and PriM) that showed the work environment as inappropriate. Only one statement could be found in PubL about the appropriateness of their school's work environment. The reason could be seen in Table 4.1.5, which shows the reasons for inappropriateness of the work environment for the implementation of the new curriculum. These teachers thought that they had too high a number of students and the physical conditions of their school were low. One teacher from PubL stated that: *"Physical conditions are inadequate. The number of students in classes is too high. There are no labs, no library, and no sports hall; there are not even enough desks, chairs, or even blackboards in the classes."* On the same issue, teacher 5 from PubL stated that: *"Not any single condition in my present school is appropriate for the new programs. First of all, the physical conditions. I have a class of 80 students. What else can I say?"*

The results of PubH were found to be inconsistent because the number of the statements about the appropriateness of the work environment (f:4) is contradictory to the number of the statements about the reasons for inappropriateness (f:7). See Table 4.1.5 below.

Table 4.1.5

Reasons for Inappropriateness of Work Environment Suggested by Teachers

Statements	PubM f	PubH f	PriM f	PubL f	Total f
No administrative support		1	2	1	4
Number of the students and the physical conditions are not appropriate		5	1	6	12
Time is not sufficient	1	1			2
Total	1	7	3	7	16

When the opinions of the administrators on the appropriateness of their school's present work environment to the successful implementation of the new programs were analyzed, the following table was prepared:

Table 4.1.6

Administrators' Opinions on the Appropriateness of the Present Work Environment to Implement the New Programs

Statements	PubM f	PubH F	PriM f	PubL f	Total f
Appropriate	3	2			5
Not appropriate			2	3	5

The administrators of PubM and PubH found their schools' environment appropriate, while the administrators of the PriM and PubL found it not appropriate to be able to implement the new programs. The answers of PubL match the answers of the teachers. The main reasons were stated as physical conditions, lack of good communication between them, and managerial problems like favoritism and bureaucracy. Administrator 1 from PubL said that *"Our schools' physical conditions and the relationships between the teachers and the administrators are not at the appropriate level to implement the new programs."* In PubM, both the teachers and the administrators found the work environment in their schools as appropriate. However, while the teachers of PriM found their school's environment as appropriate, the same school's administrators found the work environment as inappropriate. Regarding this, one of the administrators stated that *"it would be easier to implement the programs at a school which is newly founded and developing."* This could mean that it would be easier to start change in a new school where no distinctive culture or environment has settled yet. The administrator may find it difficult to start changes and to create a new school culture that would be more appropriate for the new programs.

As part of the school culture, sanctions play an important role for the kind of work environment created and experienced. Sanctions are necessary to build the school culture and encourage the use of the preferred behaviors. Both teachers and administrators were asked about the sanctions they feel in the work environment for those who are not adopting the new programs appropriately.

According to the teachers, no peer sanctions are implemented on the teachers who are not adopting the programs appropriately. 3 teachers from PubM, 2 teachers from PubH, 2 teachers from PriM and 1 teacher from PubL think that “No reaction is shown and nobody meddles with anybody”.

When peer sanctions are analyzed, it is seen that the majority keeps silent, does not show any reactions, and does not attempt to warn or change each other (f:8). Actually, this means that there are no peer sanctions at all, because showing no reaction is not a sanction. Showing no reaction is ignoring the problems and shows lack of collaboration. This result confirms the results on the collaborative work environment.

Administrators’ opinions on the peer sanctions in the work environment were also analyzed. Their ideas on the peer sanctions were displayed in Table 4.1.7 below.

Table 4.1.7

Administrators’ Opinions on the Peer Sanctions

Statements	PubM f	PubH f	PriM f	PubL f	Total f
Giving examples of good practice	1	1			2
Creating discussion environments – sharing		1		2	3
Support – motivation	1	1	1	1	4

What administrators perceive as sanctions are not sanctions in the real sense, e.g. isolating the offending teacher, etc. These statements refer to providing encouragement and support for teachers who are not implementing the programs appropriately. This, in

itself, shows that there is no concept of peer sanctioning among either teachers or administrators in the private or public schools studied in terms of implementation practices of the new programs.

Teachers' opinions on the administrators' sanctions, on the other hand, which are shown in Table 4.1.8, are no different from those of the peer sanctions. According to the teachers, their administrators are either indifferent or just give them warnings. According to the teachers of PubL, PubM, and PubH, their administrators are not interfering with the teachers whether they are implementing the new programs or not. Administrators' not interfering and being indifferent to those who are not implementing the programs shows that they are not striving to build up a certain school culture where the new programs are embraced. One teacher from PubL states that *"Our administrators are not interested in whether the teachers are following the new programs or not. As the school is located in a very problematic neighborhood, their only concern is that there is a teacher for each class, the classes are done, and the official papers are complete."* In this picture, the school administrator is not trying to encourage his teachers to implement the new curriculum. He is more focused on the paper work and administrative issues rather than taking the role of the leadership to implement the new curriculum and set an example for his teachers.

Table 4.1.8

Teachers' Opinions on the Administrators' Sanctions

Statements	PubM f	PubH f	PriM f	PubL f	Total f
They don't interfere. They are indifferent.	1	1		2	4
They give us warnings.		1	2	1	4

Warning is also mentioned by the teachers as a kind of sanction shown in Table 4.1.8; however, no teacher explained in detail how the administrators warned them and if the behaviors of the teachers had changed as a result of these warnings. If the teachers do not show any change despite the warnings they receive, then it may mean there are no

sanctions. In the private school system, warnings can act as sanctions because if they continue to show the undesired behaviors, their contracts may not be renewed for the following year. However, this is not the case in the public school system. Teachers in the public schools have the job safety unless they do something very embarrassing and disgraceful. Even in that case, the sanction of the MoE would be to change the school of that teacher rather than to withdraw any rights. Administrators may not place any serious sanctions on the teachers because they do not have the authority required to change teachers' employment status. The reason that administrators in the studied schools do not use sanctions could be the lack of authority in the centralized structure of the MoE.

According to the administrators, on the other hand, the kinds of sanctions they place on the teachers who are not following the new programs appropriately were listed as warnings by PubM administrators (f:2), strong persuasion by PubH (f:2) and PubL (f:2) administrators. Administrators of PriM did not suggest any administrative sanctions.

Administrators in PriM did not mention anything about administrative sanctions. There seems to be no concept of administrative sanctioning in this school. This result was the same for the peer sanctioning, as well, in the same school. Although the administrators think that warning and strong persuasion act as sanctions, they would not be perceived as real sanctions by their teachers as the teachers would not be penalized for not implementing the new curriculum.

When the results of the teachers and administrators on administrative sanctions are compared, it can be seen that the teachers have differing perceptions of the administrators' sanctions. For example, while administrators in PubM believed that they were issuing warnings; teachers felt that their administrators were not interfering. Similarly, administrators in PubH believed that they were using strong persuasion, this was perceived as warnings by their teachers. Administrator 2 from PubH said that *"Teachers have to follow and implement the programs. They have to implement the official regulations. We use hierarchical power and strong persuasion."*

4.1.2. Effective School

Teachers' opinions on an effective school were taken through their descriptions of their desired schools and comparison of these with those of their present schools. The desired schools of these 24 teachers were described in Table 4.1.9 below:

Table 4.1.9
Teachers' Descriptions of Their Desired Schools

Statements	PubM f	PubH f	PriM f	PubL f	Total f
A free teacher that has the right of speech on all issues.	1			1	2
Classes with few students.	1	5		4	10
Schools that have good physical conditions (sports halls, library, laboratory, conference hall, theatre stage, etc.)	2	2	4	3	11
Adequate technological infrastructure and equipment	2	2		2	6
Administrators that adopted the philosophy of the programs, are dynamic and open to new ideas	1	4	4	4	13
Fewer teaching hours	1				1
High salaries	1			1	2
A school that has private and social areas for teachers for social and educational activities	1				1
A school where positive interaction takes place between the staff.	1	1	4	2	8
I work in a school which is very close to my dream school.		4			4
A school that has concerned and educated parents	2	1			3

Table 4.1.9 (continued).

Teachers' Descriptions of Their Desired Schools

Statements	PubM f	PubH f	PriM f	PubL f	Total f
Teachers that adopted the philosophy of the programs, are dynamic and open to new ideas	1	3	3	2	9

The majority of the teachers wanted a school where there were “administrators that adopted the philosophy of the new programs, are dynamic, emphatic, supportive and open for new ideas” (f:13) and a school that had “good physical conditions like a sports hall, library, conference/theater hall” (f:11). Also, teachers wanted a school whose “teachers adopted the philosophy of the new programs, dynamic, and open for new ideas” (f:9), where there were “positive interactions between the staff” (f:8), and had “adequate technological infrastructure” (f:6). Only 4 teachers from PubH stated that they were already working at a school which was very close to their dream schools.

The descriptions of the desired schools show that the majority of the teachers think that the physical conditions, team spirit, administrative support, positive human relations, and democratic management make a school a better one. One teacher from PubL mentioned the followings on this topic:

“I would love to work at a school where teaching and administrative staff follows a total quality management scheme. I would like to have more interaction and collaboration in my department, have administrators who also teach and who do not perceive a teacher-administrator relationship as an employer-employee relationship. I would really like to have a class with small numbers of students in it. I would like to teach at a school where there are labs and places like that besides the classrooms, where there are respectful and academically high achieving students. The school I am presently working at is far from this. The only thing that’s good about it is that it has young teaching staff. In my present school, the teacher is similar to a soldier, who is counting the hours until he is discharged; the students are like Laws and Obligations; the administrators are like the caste system; physical conditions are like poor village schools.”

Another teacher (Teacher 2) from PubL made the following remark:

“The teacher should not have any financial worries, should work in a peaceful environment, be open to communication, be open to sharing (documents, etc.). The students would be curious, eager to do research, respectful. That would be enough for me. Administrators would support teachers and know the regulations well. The physical conditions would be classes of no more than 30 students. Clean classrooms. And a cabinet system.”

Teacher 5 from PubL explained his/her dream school as follows:

“If I start telling you about my dream school, I would write a book. I dream of a school located outside the city, in a big, big yard, there are flowers everywhere. It is clean and glittering everywhere. Clean, pure and real flowers. Birds and other animals live there. Everybody learns through experiential learning: seeing, hearing, doing.”

What administrators thought about an effective school was derived from their descriptions of their desired schools. Table 4.1.10 shows the descriptions of the administrators of their dream schools.

Table 4.1.10

Administrators’ Descriptions of their Desired Schools

Statements	PubM f	PubH f	PriM f	PubL f	Total f
A school where the rules and regulations are followed.	1				1
A place where “love” and “knowledge” merge.		1			1
Students are top quality, hard working, have the values of the society, do not harm other students, are success oriented.		1	1		2
Good physical conditions (sports hall, IT lab, social facilities).		1	1	2	4
Open at the weekend with all its facilities for students and teachers.		1		2	3

Table 4.1.10 (continued).

Statements	PubM f	PubH f	PriM f	PubL f	Total f
A place where teachers are motivated, are provided with many resources, materials, and facilities.			1	1	2
Reasonable class sizes with sufficient numbers of teachers.		1		1	2
Teachers think and produce, open to development.		1	1	1	3

The majority of the administrators described their effective schools as a school with good physical conditions (f:4), then as a school with teachers who can question, produce, and are open to development (f:3), a school that was open with all its facilities for students and teachers even at the weekends (f:3), a school where teachers were motivated and were provided with many resources and materials (f:2), a school with reasonable class sizes with sufficient numbers of teachers (f:2), a school where the rules and regulations were followed (f:1) and a school where love and knowledge merged (f:1).

Administrators' descriptions of their dream schools are mostly the same as those of the teachers'. The majority of the administrators focused on the physical conditions and resources and materials for the teachers. Administrators of PubM did not mention about physical conditions whereas their teachers gave importance to physical conditions in their descriptions.

To find out teachers' opinions on their present schools, they were asked to find a metaphor that would best describe the schools they were working at. The answers of the teachers are shown in Table 4.1.11.

Table 4.1.11

Teachers' Descriptions of Their Present Schools

Statements	PubM f	PubH f	PriM f	PubL f	Total f
A place of robots. Both teachers and students are like programmed robots. No changes in their lives.	1				1
Shortage of everything.	1				1
An ostrich who buries his head in the sand. Everybody is ignorant and unaware of the developments and changes in the world and in education.	1				1
Rowing against the current. There is a system where the administration is against you and against moving forward. They draw you back.	1				1
Life. A BIRD. Cute, children as a source of life. Chirpy.	1				1
A Spacecraft. Compared to the realities of Turkey, our school is a universe away from other schools.		1			1
A tree that wants to grow but has little space to grow. The school is ready for developments, but there are bureaucratic barriers.		1			1
An ant hill. Students are studying like ants in order to have better lives.		1			1
An ass....because everyone in the school works so hard.		1			1
Like a school, because it is an educational place. It tries its best to go deep into the students' problems. We take care of the problems individually. We pay attention to behavior problems. There is collaboration.			1		1

Table 4.1.11 (continued).

Statements	PubM f	PubH f	PriM f	PubL f	Total f
Alice in Wonderland. Great students, wonderful work environment, good financial situation.			1		1
The Farm of 'Ali Baba'. In this school, there are so many characters I would resemble to the animals in that farm.			1		1
Chameleon. People from every color, every texture. These people also change their characters as if they were molting mould.			1		1
Pinocchio			1		1
A developing country. It is just developing.			1		1
The teacher: a soldier who is counting his serving time back The students: Obligation; The administrators: caste system; Physical conditions: a village school				1	1
The lead actor, the physical conditions, and friendships in the movie 'The price for captivity' "Everybody will want to be assigned for another school after 2 years."				1	1
The snarl of a big city. Because it is too crowded. Stressed out classroom environment, noise, stuffy.				1	1
An octopus. Because it has both advantages and these advantages cause problems. Having so many students causes a variety but at the same time it chokes the teachers and administrators because you need to manage them all in every aspect.				1	1

Table 4.1.11 (continued).

Statements	PubM f	PubH f	PriM f	PubL f	Total f
A factory which does not have good and adequate conditions but trying to produce the best product.				1	1
A windmill. I am Don Quixote fighting with the windmills.				1	1
An old, rocking boat. Crew, some are unwilling, some are optimistic and strenuously trying to sail the boat. Thousands of problematic passengers who cause trouble all the time for the crew, only 150 of them are positively influencing the others.				1	1
Our school is above the standards of Turkey. Our only problem is the number of students. I am working at my dream school except for the number of students.		2			2

By using metaphors, it was aimed to portray the culture of these schools which are either conducive or not for the new programs. When the metaphors and their explanations were looked into, it was seen that the majority of the teachers had negative perceptions about the schools they were working at. The inadequacy of the physical conditions, class sizes, the qualities of students, and negative relationships between the staff, negative administrative styles and administrative processes can be stated as the reasons behind these negative perceptions.

When the same table is examined, only 6 teachers found out positive metaphors describing their schools. They were: “Alice in Wonderland”, “Great kids, a wonderful work environment, good financial situation”, “Life. A BIRD. Cute. Children as source of life. Chirpy.”, and “Our school is above the standards of Turkey”. Only teachers from PubL did not use any positive metaphors to describe their school’s current situation.

The common problems shared by the teachers related with their schools' present situation, can be listed as lack of resources and physical conditions, the bureaucratic system, working too hard, lack of collaboration and support, and lack of professional development.

To find out administrators' opinions on their present schools, they were asked to pick a metaphor that would best describe the schools they were working at. The answers of the administrators are shown in Table 4.1.12.

Some of the metaphors found by the administrators were a fast train (f:1), a developing child-organization (f:2), a swamp (f:1), a peaceful environment (f:1), Ottoman Palaces (f:1), Pollyanna (f:2), and an ostrich (f:1).

Table 4.1.12

School Metaphors of Administrators

Statements	PubM f	PubH f	PriM f	PubL f	Total f
A fast train, because it is faster and more active than other organizations.	1				1
Success-oriented, a constantly improving organization – a child		1	1		2
A swamp covered with rose buds				1	1
A peaceful environment, because teachers are full of love.		1			1
Ottoman Palaces			1		1
Pollyanna... A hero who is trying to see the good side in everything.				2	2
An ostrich				1	1

Administrator 1 from PubL explained his metaphor as: *“I liken my school to a swamp covered with rose buds, because, due to lack of certain conditions, you cannot dry the swamp in any way. I feel that the filthy smell would spread around everywhere any minute. What we’re doing is only finding temporary solutions.”*

Half of the answers are positive and half of the answers are negative descriptions. Three metaphors –a swamp, Ottoman Palaces, and ostrich- used by administrators from PriM and from PubL have negative connotations. Other administrators from PubL likened their schools to Pollyanna which also connotes that the situation is not so good, but the person is trying to find out good things out of that. So, despite all the shortcomings in the physical conditions, people, or resources, they are trying to play Pollyanna, the optimist.

In PriM, one of the administrators, however, likened his school to an Ottoman Palace, a place of conspiracy, whereas the other one likened it to a constantly improving child and organization. It is interesting to have two opposing ideas from the same school. The teachers’ ideas regarding this school were also a mixture of positive and negative opinions. This may show that the school culture is not so strong in this school, or that there are subcultures formed by different groups in the school that affect teachers’ perceptions on their own schools.

The administrators also listed the inhibitors for their desired schools. Table 4.1.13 was prepared to show these inhibitors:

Table 4.1.13

Inhibitors for Administrators to Realize their Desired Schools

Statements	PubM f	PubH f	PriM f	PubL f	Total f
Bureaucracy	1			1	2
Having no authority	1	1			2
Lack of effectiveness of the teachers, administrators, parents, and superiors	1			1	2

Bureaucracy (f:2), administrators' having no authority (f:2), and lack of effectiveness of the teachers, administrators, parents, and superiors (f:2) were mentioned to be the inhibitors for realizing their dream schools by the administrators. Administrators from PriM did not mention anything related with this issue.

Teachers' ideas are similar regarding the inhibitors or the problems. They also stated that bureaucratic system and lack of professional development were part of the problems they had in their schools.

4.1.3. Shared Values

Values constitute an important factor when school culture is considered. Values show the character of a school (see Section 2.3).

As for the shared values in the school as a parent category, teachers' opinions are shown in the table below:

Table 4.1.14
Teachers' Opinions on the Shared Values

Statements	PubM f	PubH f	PriM f	PubL f	Total f
Discipline, ethics	1				1
Altruism, love, tolerance, respect, collaboration	1	2	1	4	8
Sharing knowledge and life long learning	1		1		2
Fulfilling the responsibilities and duties completely	1				1
Adhering to hierarchical demands	2				2
Student centered approach		1			1
Celebrating special events		2			2

Table 4.1.14 (continued).

Statements	PubM f	PubH f	PriM f	PubL f	Total f
Team work and interaction between the staff		1	1		2
Openness to development, being success oriented, hard work		2	2		4

When the opinions of teachers were analyzed, the most frequent values were found to be “altruism, love, tolerance, respect, and collaboration” (f:8). This value is found in every school, but mostly in PubL, where teachers are working with limited resources. This was the only shared value mentioned in this school. Other shared values were “openness to development, being success oriented, hard work” (f:4), “sharing knowledge and life long learning” (f:2), “adhering to hierarchical demands” (f:2), “celebrating special events” (f:2) and “collaboration and sharing” (f:2). In PubM, the common feature of the shared values is having a centralized, hierarchical structure where everyone has to carry out their responsibilities and duties flawlessly by paying attention to discipline and ethics. It seems that this school is using a more bureaucratic model of administration than the others.

Values in PubH offer an idea of an open school culture, where there is team work, collaboration, openness to development and collaboration. These values suggest a more decentralized and a less bureaucratic school environment and culture. They like celebrating their achievements together. Another interesting result is that offering a student-centered education, which is the core of the new programs, is considered to be a value in this school and PubH is the only school that perceives it as a value.

In this case, values in PriM look similar to the values in PubH. This is a rather surprising result, because the descriptions of their schools by both teachers and administrators showed that there were different subcultures in the schools. They were using both negative and positive metaphors and descriptions.

When the answers of the administrators on the shared values in the workplace were analyzed, Table 4.1.15 was formed.

Table 4.1.15
Administrators' Opinions on the Shared Values

Statements	PubM f	PubH f	PriM f	PubL f	Total f
Discipline	1				1
Respect-appreciation	1	1	1	3	6
Patience	1				1
Hard work	2				2
Bonding as one family		1			1
Open communication		1	1		2
Flexibility			1		1
Understanding and support – mutual help		1		2	3
Honesty	1				1

Administrators defined the common values as respect and appreciation (f:6), understanding, support and mutual help (f:3), open communication (f:2), hard work (f:2), discipline (f:1), patience (f:1), bonding as one family (f:1), flexibility (f:1) and honesty (f:1). They all claimed that they were adopting these values and that they existed at their schools.

Administrators of PubM used similar values with the teachers. The values used by the administrators also focus on discipline, patience, hard working. Honesty, respect, and appreciation are new values used for this school.

Administrators from PubH also used similar values to those of the teachers. Their values also show open communication, respect, support, collaboration, and a family like environment.

Values used by the administrators of PriM are all positive and they are very similar to those of the teachers. This is partially contradictory to their descriptions of their schools where they used both negative and positive metaphors and descriptions. The negative metaphors were not connotating these values listed by the administrators.

Values used by the administrators of PubL are very similar to the values of the teachers. This is similar to their descriptions of their schools in that despite every difficulty or shortcoming, they are trying to see the good things. Despite every difficulty, they are understanding, supporting, and helping each other with patience.

4.1.4. Accessible Administrator and Building up a School Culture

Descriptions of effective schools and shared values are also indicators of the type of administrator that govern a school and the methods that the administrator uses to build up his school's culture.

Teachers' answers to the questions on this parent category were analyzed and sub-parent categories of "existence of an accessible administrator" and "non-existence of an accessible administrator" were found. Teachers' opinions on the accessibility of their administrators were shown in Table 4.1.16:

Table 4.1.16

Teachers' Opinions on the Accessibility of their Administrators

Statements	PubM f	PubH f	PriM f	PubL f	Total f
I can share everything with my administrator and I am supported.	1	3	5	1	10

Table 4.1.16 (continued).

Statements	PubM f	PubH f	PriM f	PubL f	Total F
I can partially share things with him.	2		1		3
I share with him, but effective solutions cannot be created.	2	2	1	5	10
I definitely cannot share anything with him.	3	1	2		6

Teacher 3 from PubM stated the following on this topic:

“The administration is indulgent; the new programs have not been adopted fully. There are not enough infrastructures in every aspect. First of all, all of the administrators and teachers should have been trained well on the new programs. Teachers are trying to learn and implement the programs on their own.”

Teacher 4 from PubL expressed his ideas as the following on this topic:

“We can easily share our problems with our administrators. However, we all know what the conditions and what the possibilities are. As what can be done is limited, there is no use sharing the problems, too.”

On the same issue, Teacher 1 from PriM stated that *“No. They always think that they are right all the time. They never take criticism.”*

When these answers are compared to the answers on shared values and descriptions of an effective school, the results are compatible to each other. In PubL, where there are many difficulties, teachers feel they can share, but also know that due to the existing difficulties that cannot be solved by the administrators alone, effective solutions cannot be created. In PriM, the majority of the teachers feel they can share everything with their administrators. In PubH, the majority of the teachers feel they can share everything with their administrators and are supported when they share. Some

teachers in PubM feel that they can share things with their administrators to some degree, but they are outnumbered by the teachers who think that they definitely cannot share anything.

When the administrators were questioned about their methods of building up a school culture, they stated that to build up the school culture, they were using the following methods: ‘rewards, gifts, organizing special events’ (f:5), ‘sharing, communication, help, and responsibility’ (f:5), ‘being a guide and setting a good example’ (f:2), and ‘showing love and respect’ (f:2) (See Table 4.1.17).

Table 4.1.17

Administrators’ Methods of Building up School Culture

Statements	PubM f	PubH f	PriM f	PubL f	Total f
I guide them. I set a good example.	2				2
Reward – gifts – special event organizations		2	3		5
Sharing – help – responsibility			2	3	5
Love-respect		2			2

Administrator 2 from PubL thinks that it is difficult to build up a school culture because “*there is a lot of turnover, the staff is changing constantly*”. However, with the existing staff members, the administrators in this school use the methods of sharing, help, and responsibility, which is in keeping with the previous findings of this school.

The answers of the administrators in PubH show that they can create an open school culture by offering rewards, gifts, organizing special events, and showing love and respect. These prove to be working as teachers feel an open administrator type in their school and an open and supportive school culture.

In PriM, administrators stated that they were also offering gifts, rewards and organizing special events and they were sharing responsibilities and helping the teachers. These answers are in line with the shared values of teachers and administrators. However, they are partially in line with the metaphors and descriptions of their schools used by teachers and administrators.

PubM created a rather centralized and bureaucratic organizational structure and a school culture related with that. The results of the administrators in this part also show a bureaucratic and autocratic leader, who sets an example and guides the teachers.

4.1.5. Overview of the Results Related to School Culture

The overview of the results on the general category of school culture, its parent and sub-parent categories were compiled in Table 4.1.18 in Appendix G.

According to the results of the interviews, several factors related to school culture emerged as general inhibitors in implementing the new constructivist educational programs. These may be listed as follows:

- i. Placing no peer and administrator sanctions on the teachers who do not implement the new programs appropriately
- ii. Lack of collaboration and team work
- iii. Inappropriate work environment in terms of lack of resources and limited physical conditions such as no labs, libraries, IT infrastructure, and class size
- iv. Lack of professional development for both teachers and administrators
- v. Bureaucracy
- vi. Having no authority for the administrators
- vii. Negative school climate
- viii. Ineffectiveness of teachers and administrators

- ix. Lack of consistent shared values
- x. Differing perceptions of administrators and teachers on the same factors

Conversely, the presence of the above factors facilitates the implementation of the constructivist programs.

4.2. Impact of Organizational Structure and Leadership on the Implementation of the New Programs

Teachers’ opinions on the general category of “organizational structure and leadership” were analyzed and the parent categories of ‘effective leadership behaviors’ and ‘organizational structure’ were derived. This is shown in Figure 4.2.1 below:

Teacher	Organizational Structure and Leadership	Leadership Behaviors	Effective Leadership Behaviors
			Ineffective Leadership Behaviors
		Organizational Structure	

Figure 4.2.1: Teachers’ Parent Categories of Organizational Structure and Leadership

Similarly, the opinions of the administrators on the organizational structure and leadership were also parent-categorized as organizational structure and effective leadership behaviors shown in Figure 4.2.2.

Administrator	Organizational Structure and Leadership	Effective Leadership Behaviors
		Organizational Structure

Figure 4.2.2: Administrators’ Parent Categories of Organizational Structure and Leadership

4.2.1. Effective Leadership Behaviors

Teachers' opinions on the "effective leadership behaviors" were gathered through the interview questions. They are shown in Table 4.2.1:

Table 4.2.1

Teachers' Opinions on the Effective Leadership Behaviors

Statements	PubM f	PubH f	PriM f	PubL f	Total f
Effective (all kind of support is provided)	1	5	3	1	10
Partially effective	2	1	1		4
Ineffective	3		2	4	9

Teachers thought that the support in terms of effective leadership behaviors were found effective (f:10), partially effective (f:4), and ineffective (f:8).

Similar with the results in previous sections, every teacher in PubH found the leadership behaviors of their administrators as effective and adequate. Teacher 2 from PubH said that: *"Yes, he celebrates the birthdays of every staff. They organize R&D meetings and encourage us for developing projects. They organize English language courses. These things increase my self confidence."* On the same factor, Teacher 5 from PubH said that: *"Yes, meetings are done when necessary. They give us feedback all the time. They let us know about the changes and encourage us to change. I feel that I am valuable."*

The results of the PriM is also similar with the previous results in that half of the teachers found the leadership behaviors as effective whereas the other half found their leader's behaviors as ineffective.

Almost all of the teachers in PubL found their leader’s behaviors as ineffective, which is also meaningful when previous results are considered. In the parent category of school culture, the administrators in this school were found to be an open administrator. PubL was the only school where both teachers and administrators had the same shared values, which were love, tolerance, respect and collaboration. Having insufficient physical conditions was shown unanimously as one of the inhibitors of implementing the new programs appropriately in Chapter 4 (see page xx). This teacher from PubL finds the efforts of their administrators not sufficient to overcome the inhibitors:

“I don’t believe they have effective leadership. They behave according to the conditions. I would prefer them pushing the conditions. Leadership behavior should be shaped taking into account the expectations of the teachers and the students, not the administrators.”

The administrators of PubM showed ineffective leadership behaviors to some teachers and needed to improve their leadership to other half of the teachers. One of the teachers (Teacher 4) stated about his administrator’s leadership behavior as: *“I don’t believe he is effective as a leader. I feel that I am not understood.”*

It was also found that administrators perceived effective leadership as guiding and explaining (f:5), following the changes (f:6), and finding out solutions (f:1). (Table 4.2.2)

Table 4.2.2

Administrators’ Perceptions on Effective Leadership

Statements	PubM f	PubH f	PriM f	PubL f	Total f
Guiding – explaining	1	1		3	5
Following the changes		3	1	2	6
Finding solutions				1	1

Effective leadership is considered to be guiding the teachers and explaining the reasons and ways to them by the administrator of PubM, who also used guiding and setting an example as ways of building up a school culture. Administrators of PubH focused on being able to adapt yourself and your teachers to change as an effective leadership behavior. Only one comment was found in PriM on this issue, which is following the changes. As for PubL, guiding and explaining, following the changes, and finding solutions were shown as effective leadership behaviors.

4.2.2. Organizational Structure

Teachers' opinions on the "organizational structure" are shown in the Table below.

Table 4.2.3

Teachers' Opinions on Organizational Structure and Processes

Statements	PubM f	PubH f	PriM f	PubL f	Total f
Democratic attitude – encouragement	2	2	1		5
Participatory				1	1
Barriers – tight control	2	1		1	4
Indifference (discipline, finances, rewards)	1			3	4
Lack of sharing and collaboration	1	1	4	1	7
Belief-trust-support				1	1

Teachers' ideas on the organizational structure were analyzed as democratic attitudes and encouragement (f:8), participatory leadership (f:1), barriers and tight control (f:4), indifference (f:4), lack of sharing and collaboration (f:7), and belief-trust-support (f:1).

Teachers of PubM brought out lack of materials and indifference as well as barriers caused by tight control. These ideas are in line with previous results in previous sections; however, 2 of the teachers in this school also stated that there was a democratic attitude and encouragement, which is opposite to one teacher's idea of lack of sharing and collaboration. These results show that there is not a consensus in terms of organizational structure in their schools. Teacher 4 from PubM said that:

“The source of the problems is the mentality differences. The heavily boned structure needs to be made more flexible. When we want to do something new, it is prevented. The principal prevents developments and change. From time to time, it causes me having material problems.”

The results for PubH are surprising when compared with the previous results in the former sections. Because, only half of the comments were suggesting having a democratic attitude and encouragement, which resembles the previous results. However, other half of the answers introduced a picture that did not emerge in previous results. Tight control and lack of collaboration were not identified in previous sections in PubH. Teacher 4 from PubH said on this topic that:

“I think the principal is discriminating. In terms of allocating after school tutorials, he is not treating teachers equally. I am prevented from working in a more peaceful environment. I cannot share with them if I face any problems when implementing the new programs.”

As for PriM, lack of sharing and collaboration were most mentioned comments, whereas democratic attitude and encouragement was mentioned by only one teacher. In the results in previous sections, at least half of the teachers thought that the administrators showed effective leadership behaviors and were collaborative.

In PubL, almost all of the comments reveal a non-democratic, centralized, control-focused structure. One comment was surprising in that it suggested having a participatory structure that opposes with the other comments and the majority of the results in the previous sections. Another teacher, Teacher 6 from PubL, also held back

stating that “*I prefer not to share it here*”. Teacher 3 from PubL: “*Our biggest problem is that the library and the computer room are not open for our use, but the new programs require teachers to do research and students produce so many things.*” Teacher 1 from PubL also supported Teacher 3’s idea by stating that: “*The administrators show no effort at all to develop the school’s physical conditions and the infrastructure.*”

When the administrators’ answers to the questions on the descriptions of their schools’ organizational structure were analyzed, it was seen that administrators focus on being successful (f:3), sharing knowledge and distributing duties (f:1), control and discipline (f:1), flexibility, transparency and tolerance (f:3), dealing with idea differences – conflict resolution (f:4), and communication (f:1). Administrators from PubM expressed no comments on this issue (Table 4.2.4).

Table 4.2.4
Administrators’ Opinions on Organizational Structure

Statements	PubM f	PubH f	PriM f	PubL f	Total f
Sharing knowledge and distributing duties		1			1
Controlling the system		1			1
Flexibility – transparency – tolerance		2	1		3
Idea differences – conflict resolution			3	1	4
Different leadership styles from status quo holder to democratic leader amongst the administrators				1	1

Administrators from PubH focused on flexibility, transparency, tolerance, sharing, and distributing duties. These bring to mind a more open, less centralized, and collaborative organizational structure. Administrator 2 from PubH stated that

“There is an organizational structure that is more transparent and tolerant but uses discipline when it is time to use it. Teachers can easily communicate all the problems they face. They don’t have such difficulties.”

Administrators of PriM mentioned some communication problems between every shareholder like teachers, parents, and administrators and they also focused that the major roles of the administrators are dealing with idea differences and conflict resolution. Administrator 2 expressed his opinion on this topic as follows:

“There are a lot of communication problems amongst the principal, assistant principals, heads of departments, and teachers. The dialogues amongst them are insincere. No one can see the good or bad things that are done.”

Administrators in PubL also expressed the same role of the leaders together with the importance of different types of leadership. Administrator 1 from PubL stated that:

“In the school I am working at, the organizational structure and processes vary from person to person. Every colleague of mine in the administrative position has different ideas and behaviors and of course different leadership attitudes. We vary from a more status quo holder to a more democratic leader. This difference causes conflicts, not being able to find solutions to the problems, and procrastination of problems during the implementation of the programs.”

4.2.3. Overview of the Results Related to Organizational Structure and Leadership

The overview of the results on the general category of school culture, its parent and sub-parent categories were compiled in Table 4.2.5 in Appendix H.

In general, it can be seen that a participatory management style which embodies such positive behaviors as sharing knowledge, flexibility, transparency, and accessibility rather than a bureaucratic management style facilitates the implementation of the new programs.

However, the results also show that a participatory leadership model is required at the macro level of the organizational structure of the Ministry of Education, as well. Such a centralized organization that leaves almost no space for the principals to make decisions like organizing school activities, delegating certain responsibilities to the teachers, managing the school budget, and the like leave the principals helpless to be able to find solutions to their school's problems and especially to be able to use other leadership styles. One of the most common expectations of the teachers from their administrators is to improve the physical infrastructure of their schools; however, administrators are not given any authority to do so by the central administration and are supposed to just implement the regulations. It is also interesting to note that, this limitation is also used as an excuse by the administrators not to put forward their best efforts to make the best improvements they can within their limits. Creating a positive school culture and using a participatory leadership model are to some extent inhibited by factors related to centralized organizational structure. Nevertheless, administrators can still make certain changes in their own school environment in order to better facilitate the implementation of the new programs. They seem to have given up the fight before they even started.

In schools like PriM where there is inconsistent perceptions on the organizational structure and leadership behaviors, teachers either try to solve the problems they face by sharing with the teachers they trust, or find solutions on their own, or act as if there is no problem even though they are having difficulties so as not to seem to be a problematic teacher. This inconsistency of perceptions between teachers and administrators on the organisational structure and leadership weakens a strong and collaborative school culture, as well.

4.3. Impact of Teachers and Administrator Perceptions about the New Programs on the Implementation of the New Programs

The findings on the interviews made with 24 teachers from 4 schools were analyzed according to the different themes focused on the interview guide. Perceptions

about the new programs were identified as one of the general categories. Perceptions are important because they also constitute values of the teachers and administrators attached to the program that influence the work environment they create altogether.

4.3.1. Perceptions on the Programs

The teachers' perceptions about the new programs were analyzed and three parent categories were identified, which is shown in Figure 4.3.1.

Teachers	Perceptions on the New Programs	Positive	Learning principles of the programs
			Materials and resources needed
			Time allocation
			Skills developed
			Assessment and evaluation
			Parents' support and qualities of them
			Professional development of the teachers
			Physical conditions of the schools
		Negative	time allocation
			physical conditions of the schools
			parents' support and qualities of them
			financial limitations
			load of the program
			materials and resources needed for the programs
			existence of end-of-grade exams
			assessment and evaluation
			bureaucratic barriers
			ineffective leadership
			limiting teachers
			insufficient knowledge and adoption of teachers
		Suggestions	Physical changes
Organisational structure (administrative and financial reforms)			
Effective leaders			
Professional development			

Figure 4.3.1 Parent Categories for Teachers' Perceptions on the Programs

9 school administrators from 4 schools were asked questions to obtain their opinions on the new programs and their opinions were categorized under “perceptions” and three parent categories of ‘positive’ and ‘negative’ were created. This is shown in Figure 4.3.2 below:

Administrators	Perceptions on the New Programs	Positive	Learning principles of the programs
			Materials and resources needed
			Skills developed
			Parents’ support and qualities of them
			Professional development of the teachers
			Physical conditions of the schools
		Negative	time allocation
			physical conditions of the schools
			parents’ support and qualities of them
			financial limitations
		Suggestions	Physical changes
			Organisational structure (administrative and financial reforms)
Professional development			

Figure 4.3.2 Parent Categories for School Administrators’ Perceptions on the Programs

The specific comments of the teachers related with the parent category of Positive were shown in Table 4.3.1 below.

Table 4.3.1

Teachers’ Positive Opinions on the New Programs

Statements	PubM f	PubH f	PriM f	PubL f	Total f
I like the new programs.	1	2	2	2	7
They are student centered – students are active.	3		3	7	13
They are simple and different methods and techniques are used that leads to do research.	1	2		3	6

Table 4.3.1 (continued).

Statements	PubM f	PubH f	PriM f	PubL f	Total f
The use of visual materials, internet, and technology.	2				2
They develop the reasoning skills of the students, avoids rote memory learning,	2	1	1	3	7
Teachers' books, workbooks, and the textbooks support the new programs.	1		2	2	5
They are more suited to parents who have a higher educational degree.	1				1
I like the philosophy of education of the new programs.		1			1
I believe in the use of the portfolios.		1			1
They involve parents in the learning process.		1			1
They develop creative and critical thinking skills.		1	1	2	4
They develop the sense of responsibility in the students.		1			1
The necessary technological sources (computers, projectors, access to internet, resource books and materials, etc.) support the implementation of the programs.		4	2	2	8
The fact that students have good computer skills supports the implementation of the programs.		1			1
They modernized teachers and made them be open to new ideas.			1		1
It is easier to motivate students and get their attention now.			1		1

Table 4.3.1 (continued).

Statements	PubM f	PubH f	PriM f	PubL f	Total f
Small number of students in the classes supports the implementation of the programs.			1		1
The willingness of new teachers supports the program.			1		1
Transferring what is learned to the daily lives of the students.				1	1
They avoid the use of too much knowledge, Appropriate amount of knowledge is provided for the level of the students.	2	2		1	5
They encourage learning by doing.	1	1	1		3
There are lots of new ideas.	1				1
Reasonable time is allocated for the units; it holds a deductive approach.	1		1	1	3

When the answers of 24 teachers from 4 schools were analyzed, it was seen that their opinions and comments about the new programs were generally positive. The comments of the teachers about the programs were that the programs were student-centered and that the programs required learning and teaching process in which students were actively involved (f:13). In their answers, teachers also emphasized that the programs led students do research (f:6); avoided knowledge loading and gave sufficient amount of knowledge which was appropriate to the level of students (f:5); and avoided rote memory learning (f:7). It was also thought that the new programs helped develop higher order thinking skills of the students (f:4). Teachers thought that the teachers' books, learning activities, course books (f:5) and necessary physical and technological infrastructure (computers, projectors, labs, internet access, resource books and materials, etc.) (f:8) would support the successful implementation of the new programs. These comments can also be categorized as in the table below:

Table 4.3.2

Sub-Parent Categories of Teachers' Positive Opinions on the New Programs

Categories	PubM f	PubH f	PriM f	PubL f	Total f
Sound learning principles of the programs	11	8	7	14	41
Variety of materials and resources used	3	4	4	4	15
Better time allocation	1		1	1	3
Focus on basic common skills	2	4	2	5	13
Variety of assessment and evaluation		1			1
Parents' involvement	1	1			2
Encouraging professional development of the teachers	1	2	1	3	7
Conducive physical conditions of the schools		4	3	2	9

Teachers from PubM commented on the sound learning principles of the new programs (f:11), better time allocation (f:1), variety of materials and resources used (f:3), focus on basic common skills developed in the new programs (f:2), parents' involvement (f:1), and encouraging professional development of the teachers (f:1). Teacher 4 from PubM especially expressed the learning by doing principle of the programs. Teacher 6 from PubM said that *"the new programs are student-centered, they discourage rote memory learning."*

Teachers from PubH commented on a variety of issues like variety of materials and resources used (f:4), parents' involvement (f:1), sound learning principles of the programs (f:8), focus on basic common skills developed in the programs (f:4), encouraging professional development of the teachers (f:2), and variety of assessments and evaluations used (f:1). Teacher 6 from PubH said that:

“I find the new programs useful and necessary. I believe that students have a long-lasting learning through home works and learning activities. They avoid rote memory learning”.

Teacher 2 from PubH said that:

“It involves the parents into the learning process. It allocates more time to learning by doing. The content of the subject areas are less loaded now, especially the math content.”

Teachers from PriM also stated a variety of comments like the sound learning principles of the new programs (f:5), variety of materials and resources used (f:4), focus on basic common skills developed in the new programs (f:2), conducive physical conditions of the schools (f:2), better time allocation (f:1), and encouraging professional development of the teachers (f:1). Teacher 1 from this school said that *“the new programs are good for the students in that since the start of the new programs, they are having more fun and the learning is more long-term and sustainable.”* Teacher 6 also said that *“the new programs are attaining critical thinking skills different from the old programs.”*

Finally, teachers of PubL commented on the sound learning principles of the programs (f:12), focus on basic common skills developed in the programs (f:5), variety of materials and resources used (f:4), and conducive physical conditions of the schools (f:2). Teacher 4 from PubL said that *“the new programs are student-centered, encourage students to do research instead of memorizing, and encourage them to grasp the logic of what they are learning.”* Teacher 6 from the same school also said that *“the new programs are student centered and they are a big progress in education.”*

The specific comments of the school administrators related with the parent category of Positive were shown in Table 4.3.3 below.

It is an interesting result that no administrators from PubL commented on whether they liked the programs or not, while the other administrators from other type of

schools all stated that they liked the programs in general and that the new programs could be seen as a reform to improve the schools.

Table 4.3.3

Administrators' Positive Comments on the New Programs

Statements	PubM f	PubH f	PriM f	PubL f	Total f
The programs are generally good. I like them. It is a reform helping to improve the schools.	3	3	2		8
Student centered, students are active, constructivism.	2	3	1	2	8
Different methods and techniques are used which are simple and they encourage doing research.	1	2	1	2	6
Avoid a load of knowledge; build up only the necessary knowledge which is compatible with the level of the students.		3		1	4
Develop reasoning skills of students, provide long lasting learning, and avoid rote memory learning.		2		2	4
Appropriate for parents with higher level of education				2	2
Having necessary technological infrastructure (PCs, projectors, labs, internet access, resource books and materials) help to implement the programs	2	2	1	1	6
Having few number of students in the classes support the implementation of the programs				1	1

When the answers of 9 school administrators from 4 schools on their ideas on the new programs were analyzed, it was seen that they generally had a positive attitude towards the programs (f:8). When their ideas were probed into, it was seen that the

administrators found the programs as student-centered and that they were requiring students to be more active in the learning-teaching process (f:8). The administrators also focused the fact that the new programs were inducing doing research (f:6); they were far from imposing too much knowledge, instead building up knowledge which was necessary and to the level of the students (f:4); they were not encouraging rote memory learning (f:4). The administrators also thought that the new programs were more appropriate for the parents with higher level of education (f:2); and how much the technological and printed materials were supporting the programs (f:6). Administrator 1 from PubL defended the opinion that classes with few numbers of students would increase the success of the programs (f:1).

The positive opinions of the administrators on the new programs are mostly the same with those of the teachers; however the administrators did not mention positive comments on time allocation and assessment and evaluation principles of the new programs. The similar categories could be formed from the comments of the administrators shown in Table 4.3.4:

Table 4.3.4

Sub-Parent Categories of Administrators' Positive Opinions on the New Programs

Statements	PubM f	PubH f	PriM f	PubL f	Total f
Sound learning principles of the programs	6	11	4	5	26
Variety of materials and resources used	2	2	1	1	6
Focus on basic common skills developed		2		2	4
Parents' involvement				2	2
Encouraging professional development of the teachers	1	2	1	2	6
Conducive physical conditions of the schools	2	2	1	2	7

In PubM, administrators commented on the sound learning principles of the new programs (f:6), variety of materials and resources used (f:2), encouraging professional development of the teachers, and conducive physical conditions of the schools (f:2). Administrator 1 from PubM defines the program as *“a program that would educate better and more research oriented generation”*.

Administrators from PubH commented on the sound learning principles of the new programs (f:11), variety of materials and resources used (f:2), focus on basic common skills developed in the new programs (f:2), encouraging professional development of the teachers (f:2), and conducive physical conditions of the schools (f:2). Administrator 1 from PubH finds the programs positive because *“they encourage students to do research, are more student-centered rather than teacher-centered, prevent spoon feeding, require students to get the knowledge on their own and provide team work”*.

Administrators from PriM commented on the sound learning principles of the new programs (f:4), variety of materials and resources used (f:1), encourage professional development of the teachers (f:1), and conducive physical conditions of the schools (f:1). Administrator 1 said that *“They save students from memory learning and encourage them to do research. This is the biggest change they brought in.”*

Finally, administrators of PubL commented on the sound learning principles of the programs (f:5), focus on basic common skills developed in the programs (f:2), parents' involvement (f:2), variety of materials and resources used (f:1), encouraging professional development of the teachers (f:2), and conducive physical conditions of the schools (f:2). Administrator 1 from PubL defines them as *“a program that is appropriate for classes with small number of students who are studying at schools with appropriate infrastructure”*.

As can be seen in Tables 4.3.2 and 4.3.4, the answers of the teachers and administrators on the positive sides of the programs are very similar with each other. Both groups drew out similar positive aspects of the programs.

The Introductory Guidebook of the MoE (TTKB, 2005) focuses on the content of the learning and teaching situations, evaluation approaches, and basic common skills throughout the programs. When these are looked into deeply and compared with the answers of the teachers and the administrators, it is seen that the knowledge of them on the new programs are limited. Below, the statements for these areas from the Introductory Guidebook of the MoE are shown.

In terms of the content, teachers and administrators only mentioned item b in their answers, and not the rest. In terms of learning and teaching situations, items b, f, and g are mentioned by the teachers and administrators; however, item f is said to have not been realized because of bureaucratic barriers and item g is said to have not been realized due to lack of resources as stated in the answers of the teachers and administrators. In terms of the evaluation and assessment principals of the programs, only item f is mentioned by few teachers.

The content:

- a. Learning is maximized not only dividing life into parts, but with a holistic content.
- b. The facts, concepts, principles, methodologies and approaches in every subject area are organized in such a way to make learning easy.**
- c. While organizing the contents, the principles of learning and motivation are taken into consideration.
- d. While creating the contents, the balance of individualization and socialization is considered.
- e. While organizing the contents, attention is paid to showing facts, concepts, and principles more than once (TTKB, 2005:16).

Learning-Teaching Situations

- a. It is possible to motivate a child to learn only through stimulating his desire to research and natural curiosity.

- b. **Learning occurs through learning-centered activities when the student is actively involved instead of the teacher or the student lecturing and transmitting information.**
- c. The main aim is to transfer what is learned to different situations and to use what is learned in a creative and effective interpretation.
- d. The problems seen in the environment of the child, his life style, economical activities, and geographical factors are the main contents for learning.
- e. The cooperation of students should be encouraged.
- f. **The school is not just four-walls, but the whole environment.**
- g. **Education should be directed to the sources apart from the textbook.**
- h. Students should be encouraged to take part in different social services at their schools and in their environments (TTKB, 2005:17-19).

The Evaluation Approaches

- a. Evaluation is an indispensable part of learning.
- b. The process as well as the product of learning should be evaluated.
- c. Follows the development of child with appropriate evaluation and assessment techniques.
- d. The evaluation and assessment system follows all functions of the school and directs its improvement.
- e. The programs accept that following the discipline rules are for the good of the student and that's why they encourage students to assume this duty.
- f. **The programs encourage the use of alternative evaluation and assessment techniques beside the conventional ones (TTKB, 2005:19-20).**

The second parent category, Negative, was shown in detail with the statements of the teachers in Table 4.3.5 below:

Table 4.3.5

Teachers' Negative Opinions on the New Programs

Statements	PubM f	PubH f	PriM f	PubL f	Total f
It is difficult to apply in crowded classrooms.	3	4		4	11

Table 4.3.5 (continued).

Statements	PubM f	PubH f	PriM f	PubL f	Total f
The bureaucratic barriers in organizing field trips should be abated; the system itself is inhibiting.	2				2
The course books are not adequate and appropriate to the structure of the programs.		1			1
The new alternative assessment techniques are not sufficient and capable for assessment.		1		1	2
They limit teachers a lot.		1			1
There are not appropriate physical places to store and display the course materials.		2			2
The attitude of the school administrators inhibits the implementation of the programs.			1	1	2
Financial limitations, parents' attitudes and their indifference, and students' incapability to obtain necessary materials inhibit the implementation of the programs.			3	2	5
The fact that teachers were not ready for and knowledgeable enough about the new programs is inhibiting.		1		1	2
The time is not enough.		3		3	6
Lack of necessary technological infrastructure (like computers, projectors, labs, internet access, resource books, and materials) in every classroom inhibits the implementation of the programs.	2	3	2	5	12

Table 4.3.5 (continued).

Statements	PubM f	PubH f	PriM f	PubL f	Total F
The programs are implemented in a wrong way or cannot be implemented well.		2	1	2	5
There are too many learning activities, home works and project works and this inhibits the implementation.		2	1	1	4
The end of grade exams (in the 6th, 7th and 8th grades) and the format of these exams inhibit the implementation of the programs.		2			2
They require huge amount of material production with variety of stationery, which inhibits the implementation of the programs.	1	1			2

When the answers of 24 teachers from 4 schools were analyzed and their negative comments on the new programs were picked out, teachers thought that it was difficult to implement the programs in large classrooms (f:11), lack of insufficient technological infrastructure (like computers, projectors, internet access, resource books and materials) in every classroom and school inhibited the successful implementation (f:11), and financial limitations and parents' indifference were factors that inhibited the implementation of the programs (f:5). Teachers also took the attention to the fact that the programs had not been understood and assimilated well enough by the teachers and problems occurred out of this (f:3); some of them also stressed that the existence of end-of-grade exams and the format of these exams hindered the successful implementation (f:2). Moreover, teachers complained that the allocated time for the courses did not allow applying the necessary learning activities in the programs. (f:6). These comments can also be categorized as follows:

Table 4.3.6

Sub-parent Categories of Teachers' Negative Opinions on the Programs

Categories	PubM f	PubH f	PriM f	PubL f	Total F
time allocation		3		3	6
physical conditions of the schools	5	9	2	9	25
lack of parents' involvement			3	2	5
financial limitations			3	2	5
load of the program		2	1	1	4
materials and resources needed for the programs	1	2	3	2	8
existence of end-of-grade exams		2			2
pointless assessment and evaluation		1		1	2
bureaucratic barriers	2				2
ineffective leadership			1	1	2
limiting teachers		1			1
insufficient knowledge and embracement of teachers		3	1	3	7

When these categories are looked into the different types of schools, it is seen that teachers in PubM commented on physical conditions (f:5), bureaucratic barriers (f:2), lack of parents' involvement (f:1), materials and resources needed (f:1), and financial limitations (f:1).

Teachers of PubH commented on physical conditions (f:7), insufficient knowledge and embracement (f:3), time allocation for units (f:3), materials and resources needed (f:2), limiting teachers (f:2), existence of end-of-grade exams (f:2),

load of the programs (f:2), and pointless alternative assessments (f:1). Teacher 5 from PubH commented on the alternative assessment as the following

“However, I don’t believe that the performance home works and project works are helpful neither for the students, nor for the teachers and nor for the educational system. Because students feel themselves obliged to get help from their parents and the parents are happily doing the home works for them. Who are we grading, the students or their parents?”

Teacher 1 from PubH expressed his opinions as follows:

“First of all the teachers need to be trained. The alternative assessments abolish instruction. They prevent teachers from ‘doing teaching’. The course books are completely inconsistent with the educational philosophy of the programs. Student course books are like university textbooks. The time is limited and the number of the students is too much. The programs take for granted that students know some things and limit the teachers a lot. The technological inadequacies also prevent the implementation of the programs. The centralized exam system is not compatible with the teaching principles of the programs, either.”

Teachers from PriM commented on the ineffective leadership (f:1), physical conditions required (f:2), financial limitation (f:3), lack of parents’ support (f:3), and load of the programs (f:1).

Finally, teachers from PubL commented on the physical conditions (f:9), time allocation for units (f:3), insufficient knowledge and embracement of the teachers (f:3), financial limitations (f:2), lack of parents’ support (f:2), ineffective leadership (f:1), and load of the programs (f:1). Teacher 6 from PubL expressed his opinions as the following:

“I cannot say that I was satisfied with neither the former nor the new programs. I feel that the programs are the whole of classical set of rules and regulations and list of items that attempt to realize the procedure, which does not mean anything for me.”

On the same topic, Teacher 6 from PubL said that: *“I think the biggest change of the new programs is that although it is no different from the previous ones; everybody thinks that it is a good one.”*

In terms of assessment and evaluation, the new programs focus a lot on alternative assessments. In fact, it is one of the key principles of the new national programs. However, assessment is considered to be undue paper work by some teachers and it is not considered as one of the key principles of the new programs by the rest of the teachers. This may be caused by lack of training on the programs, their key principles, and aspects and practices of assessment.

The second parent category, Negative, was shown in detail with the statements of the school administrators in Table 4.3.7 below:

Table 4.3.7

School Administrators’ Negative Opinions on the New Programs

Statements	PubM f	PubH f	PriM f	PubL f	Total F
They are difficult to be implemented in large classrooms.				3	3
Financial incapacibilities and students’ not being able to get necessary materials inhibit the implementation of the programs.		3		4	7
The programs have not been understood and embraced very well.	2				2
Parents’ assuming their children’s responsibilities, indifference of parents	1	3			4
The activities cannot be done in the suggested time frame.			2		2

When the answers of 9 school administrators from 4 different schools on the general opinions on the programs were analyzed and their negative opinions were picked out, it was seen that the administrators found it difficult to implement the programs in large classrooms (f:3) and thought that financial incapacibilities and indifferent parents caused a barrier to the implementation (f:7). Some of the administrators took the attention to the problems that were caused by the fact that the programs had not been fully understood and adopted (f:2), the parents were assuming the responsibilities that were actually required to be assumed by the students (f:4) and the learning activities could not be done in the allocated time frame (f:2). These comments can also be categorized as the following:

Table 4.3.8

Sub-Parent Categories of Administrators' Negative Opinions on the Programs

Categories	PubM f	PubH f	PriM f	PubL f	Total F
time allocation			2		2
physical conditions of the schools				3	3
parents' indifference	1	3			4
financial limitations		3		4	7

The second part of the interview guide also asked for if teachers had any suggestions for changes they would propose for their own schools to successfully implement the programs. Table 4.3.9 shows the suggestions of the teachers.

Table 4.3.9

Teachers' Suggestions for Changes in the Schools

Statements	PubM f	PubH f	PriM f	PubL f	Total F
Significant administrative and financial reforms need to be performed.	1	1	1	2	5

Table 4.3.9 (Continued)

Statements	PubM f	PubH f	PriM f	PubL f	Total F
More seminars and teacher trainings.			1		1
A knowledgeable coordinator			1		1
The administrators should not be appointed for their political ideologies but be selected through an objective exam and their experience.				1	1
School administrators need to support the implementation of the programs and we need good and capable administrators who have both authority and responsibility.	1		1	3	5
Specially designed classroom areas.		1			1
Physical changes in the schools, increasing the use of technological and modern educational materials (computers, internet access, smart boards)	2	1	1	5	9
Building ateliers and places to store and display the products.		1	-	1	2

When the teachers' answers to the questions related with their ideas on the new programs and changes they would suggest in their schools to successfully implement the programs, it was seen that significant administrative and financial changes (f:5) and physical changes (f:9) were needed. To implement the programs better, teachers also suggested having supportive administrators and that more capable administrators that had both authority and responsibility needed to be appointed to the schools (f:6). The suggestions of the teachers can also be categorized as follows (Table 4.3.10):

Table 4.3.10

Sub-Parent Categories of Teachers' Suggestions for Changes in the Schools

Categories	PubM f	PubH f	PriM f	PubL f	Total F
Physical changes	2	3	1	6	12
Organisational structure (administrative and financial reforms)	1	1	1	3	6
Effectiveness of leaders	1		2	3	6
Professional development			1		1

Teachers from PubM suggested changes on organizational structure (f:1) and physical infrastructure (f:2). Teacher 1 from PubM focused on changes related with organizational structure by saying that *“important administrative and financial reforms need to be carried out.”* Teacher 6 also focused on the same factor by saying that *“Bureaucratic barriers need to be terminated especially for the site visits and projects.”* Teacher 2 from the same school focused on more physical changes by saying that *“more technological and modern educational tools need to be used; there should be internet in every classroom.”*

Teachers from PubH suggested changes on organizational structure (f:1) and physical infrastructure (f:4). Teacher 1 from this school said that *“all sorts of administrative and financial changes need to be started.”* Teacher 3 focused on physical changes by saying that *“There should be smart boards in every classroom.”*

Teachers from PriM suggested more variety of changes like organizational structure (f:1), physical changes (f:1), professional development of teachers (f:1), and effectiveness of leaders (f:2). While Teacher 1 focused on the effectiveness of the administrators by saying that *“I would like to have an effective administrator who has both authority and responsibility”*, Teacher 2 focused on the need for more training: *“More training on the new programs for everyone is needed.”*

Teachers from PubL again heavily commented on physical changes (f:6), organizational structure (f:3), and effectiveness of leaders (f:3). Teacher 1 from PubL commented that:

“The administrators should not be appointed for their political ideologies but be selected through an objective exam and their experience. They should be idealist teachers who are open to new ideas.”

Teacher 2 from PubL expressed in detail that

“Teachers should come to the class well prepared. They need to force themselves even though they may find it difficult to implement the new programs. They need to use audio and visual materials. Administrators need to find resources for the work that their teachers will use and support their teachers. The wishes and suggestions of the teachers need to be taken into account. Financial changes and educational tools and materials are needed. The Ministry does not allocate enough resources to the schools. They need to take into account the needs and allocate the budget accordingly.”

The second part of the interview guide also asked if school administrators had any suggestions for changes they would propose for their own schools to successfully implement the programs. Table 4.3.11 shows the suggestions of the school administrators. Table 4.3.12 also shows the sub-parent categories of administrators’ suggestions for changes in their schools.

Table 4.3.11

Administrators’ Suggestions for Changes in the Schools

Statements	PubM f	PubH f	PriM f	PubL f	Total F
Radical administrative and financial reforms need to be started.		1		3	4
More in-service trainings and seminars			3	1	4

Table 4.3.11 (continued).

Statements	PubM f	PubH f	PriM f	PubL f	Total F
The physical conditions of the schools need to be improved; more technology oriented, educational and instructional materials need to be used (computer, internet access, laboratories, etc.)			1		1
Changes in the recruitment and appointment procedures for administrators and teachers		3		1	4

Table 4.3.12

Sub-Parent Categories of Administrators' Suggestions for Changes in the Schools

Categories	PubM f	PubH f	PriM f	PubL f	Total F
Physical changes			1		1
Organizational structure (administrative and financial reforms)		4		4	8
Professional development			3	1	4

Administrators from PubM suggested no changes at all. However, their teachers suggested physical changes, administrative and financial reforms, and effectiveness of leaders. This shows that administrators of this school cannot evaluate themselves and their schools and propose suggestions related with these.

Administrators from PubH suggested changes on only organizational structure (f:4). Administrator 1 from PubH said the following on this topic:

“Teachers have no fear of losing their jobs; that’s why they just enter their classes and they are not guided well enough. As a school, you

should have a say in the recruitment and selection of the teachers. Teachers feel that no matter what their jobs are under guarantee. The scoring system for the teachers and administrators and the appointments are ridiculous. Administrators need to be well educated and they need to be able to select their own teachers.”

Administrators from PriM suggested physical changes (f:1) and professional development of teachers (f:3). Administrator 2 from PriM said that “The new programs can be introduced to the teachers in a better way. There are still teachers who do not know about the new programs.”

Administrators from PubL suggested changes on organizational structure (f:4), and professional development (f:1). Similarly, Administrator 1 from PubL stated his suggestions on administrative changes to better implement the programs:

“Administrators should be given training on educational administration and they need to first prove themselves that they can do a good job in an administrative position. If only this could be done, then the rest of the administrative problems would be solved automatically.”

Administrator 1 from PubL also stated his opinions on financial issues that

“the Ministry of Education should give more financial support to the schools which cannot meet their needs with the parents’ support. Schools should be allocated more budget as they cannot make any profit out of the products they produce and cannot finance themselves with their own resources.”

Administrator 3 from the same School also stated that

“Administrative regulations should be changed and bureaucracy should be decreased; the authority and responsibility should be in the schools not in the central office; more national budget should be allocated to education.”

4.3.2. Overview of the Results Related to the Impact of Teacher and Administrator Perceptions about the New Programs on the Implementation of the New Programs

The overview of the results on the general category of teacher and administrator perceptions about the new programs, its parent and sub-parent categories were compiled in Table 4.3.13 in Appendix I.

As an overall result of the impact of perceptions of the teachers and administrators regarding the new programs on the implementation of the programs, it can be stated that generally both groups have positive opinions on the programs, but lack substantial knowledge on the learning principles, assessment and evaluation principles, and basic skills taught in the new programs. However, it is significant to note that the highest number of the positive remarks on the new programs coming from the combination of both teachers and administrators are from PubH (f:45), followed by PubL (f:42), then PubM (f:30). The lowest number of positive remarks derived from the combination of both teachers and administrators are from PriM (f:25). In order to grasp the underlying reason for this result, one must take into consideration the suggestions offered by this school as compared to the three other schools. A total of 4 remarks were made by the staff in this school suggesting the need for further professional development and training, whereas there was only one other similar remark from PubL and no remarks at all from PubM and PubH. Both these sets of results illustrate that the interviewees of PriM did not fully understand the principles of the new programs.

As for the changes required in the schools to better implement the new programs, changes related to the physical infrastructure of the schools, organizational structure in terms of administrative and financial factors, leadership style, and professional development are suggested.

One teacher's critical comment: "*teachers have no fear of losing their jobs*" also shows that some teachers may take advantage of their status as civil servants and their

permanent job security by not making any efforts to implement the new programs, which is a very similar attitude to the way the administrators made defensive excuses on the organizational structure (see part 4.2.3).

As for the negative comments of the teachers and administrators on the new programs, the majority of the negative comments is stated as the unsuitable physical conditions of the schools. 12 remarks come from PubL which is followed by 9 remarks from PubH, then 5 remarks from PubM and 2 remarks from PriM. As PriM is a private school, it is understandable that it is the school that may need least improvements in the physical infrastructure of the schools. The second most common negative comment from both groups of interviewees (f:8) is the lack of materials and resources needed to better implement the programs. The third most common negative comment from both groups of interviewees is the insufficient knowledge on and teachers' insufficient embracement of the new programs with a total of 7 remarks.

The negative comments, which act as inhibitors to the implementation of the programs can be listed as follows with the total number of remarks during the interviews:

- physical conditions of the schools (f:25)
- lack of materials and resources needed for the programs (f:8)
- insufficient knowledge on and embracement of the new programs (f:7)
- insufficient time allocated for the units (f:6)
- lack of parents' involvement (f:5)
- financial limitations (f:5)
- load of the programs (f:4)
- unnecessary assessment and evaluation (f:2)
- bureaucratic barriers (f:2)
- ineffective leadership (f:2)
- limiting teachers' creativity (f:1)

Similar to the previous results in Parts 4.1 and 4.2, PriM and PubL teachers have the need for effective leaders and their teachers suggested having more effective leaders as suggestions to the implementation of the new programs. Other suggestions beside the physical change requirements were changes on organizational structure with the dimensions of administrative and financial reforms and professional development of the teachers on the new programs. All of these suggestions were found to be important to the implementation of the new programs in Parts 4.1 and 4.2.

4.4. Impact of the Teacher and Administrator Values on Professionalism on the Implementation of the New Programs

Teachers' ideas on professionalism were classified as perceptions on professionalism, autonomy, collaboration, teachers' role, and professional development. Figure 4.4.1 shows the parent and sub parent categories for professionalism as a general category (Teachers is shown as Ts and Professionalism is shown as Prof. in the Table). All of these parent and sub parent categories were analyzed separately and different tables were also prepared related with each of them.

Figure 4.4.2 shows the results of the administrators' interviews on professionalism and as parent and sub parent categories for professionalism as a general category (Administrators is shown as Adms and Professionalism is shown as Prof. in the Table). All of these parent and sub-parent categories were analyzed separately and different tables were also prepared related with each of them. Administrators' opinions on professionalism were categorized as perceptions on professionalism, autonomy, collaboration, leadership roles and professional development.

Ts	Prof.	Perceptions	Knowledge of subject and pedagogy
			Pursuit of professional development
			Experience
			Being objective
			Being well prepared
			Love, Empathy, Willingness
			Good communication Skills
			Shown by Students' Test Achievements
Ts	Prof.	Autonomy	Changes in Autonomy with the New Programs
			No changes in Autonomy with the New programs
			More Freedom and Independence
			No freedom / More Restricted
Ts	Prof.	Collaboration	Individual Efforts Only
			Peer Collaboration
Ts	Prof.	Teachers' Roles	Expectations of Teachers
			Embracing New Roles
			Not Embracing New Roles
Ts	Prof.	Professional Development	In-Service training of MoE
			Adequate/Inadequate Training of MoE
			Other Sources

Figure 4.4.1. Parent and Sub parent Categories for Professionalism for Teachers

Adms	Prof.	Perceptions	Knowledge of subject and pedagogy
			Experience
			Good communication Skills
			Democratic and participatory attitude
			Being a Motivator, Guide, Support
Adms	Prof.	Autonomy	More Freedom and Independence
			No freedom / More Restricted
Adms	Prof.	Collaboration	Individual Efforts Only
			Peer Collaboration
Adms	Prof.	Leadership Roles	Expectations of Administrators
			Embracing New Roles
			Not Embracing New Roles
Adms	Prof.	Professional Development	In-Service training of MoE
			Adequate/Inadequate Training of MoE
			Other Sources

Figure 4.4.2. Parent and Sub-parent Categories for Professionalism for School Administrators

4.4.1. Perceptions on Professionalism

This parent category was analyzed in two tables. Table 4.4.1 shows teachers' descriptions of the word professionalism. After this, in Table 4.4.2, teachers' descriptions of a professional teacher are displayed.

Table 4.4.1
Perceptions of Teachers on Professionalism

Statements	PubM f	PubH f	PriM f	PubL f	Total f
Being efficient in one's work	1				1
Being experienced	2	2	1	2	7
Being an expert in one's field; one who does not involve his feelings in his work	1	1			2
Owning your work; being open minded, hard working, and being open to development			1		1
Having the will power to do whatever needs to be done and being able to feel the right moment to do it.				1	1
A job that is done for salary		1	2		3

When teachers' descriptions of the word "professionalism" were analyzed, it was found that the majority of them described professionalism as being efficient and being experienced (f:8). Some of them also defined professionalism as a job that is done for salary (f:3). Only one teacher from PubL associated the word professionalism with discretion; which is one of the most crucial aspects of professionalism according to the literature.

There were some changes between the descriptions of the word professionalism and a professional teacher. Table 4.4.2 was prepared to show the descriptions of the teachers on professional teachers.

Table 4.4.2

Sub-Parent Categories as the Qualities of Professional Teachers

Statements	PubM f	PubH f	PriM f	PubL f	Total F
Having sound knowledge of subject and pedagogy	3	2	4	1	10
Pursuit of professional development; Being open to new ideas, always doing research, following the demands of the age, renewing oneself.	1	2	1	2	6
Being experienced		2		1	3
Being objective, unbiased to the students and the incidents in the class	1		1		2
Being well prepared; knowing what to do upon entering the classroom		1	1	2	4
Sacrifice, tolerance, empathy, love, doing your job lovingly and willingly.	1	1	4	2	8
Good communication skills (communicating with the students and knowing them well).	1		3	1	5
Shown by test achievement (educating highly achieving students for High School and University Entrance Exams).		1			1

When teachers' descriptions of a professional teacher were analyzed, the most frequent explanation was having affective qualities (sacrifice, tolerance, empathy, love, love for the job, etc) (f:8) whereas the majority of the teachers defined the word professional as being experienced. Involving feelings into one's work was suggested as

something that should not be related with professionalism in the previous section. However, feelings rank the first in the descriptions of a professional teacher. Teachers also thought that a professional teacher should have sound knowledge of content and pedagogy (f:10). Communicating with students and knowing the students well (f:5), being well prepared and knowing what he was going to do when entering the classroom (f:4), being experienced (f:3) and pursuit of professional development with the qualities of being open to new ideas, doing continuous research, following the demands of the age, and renewing oneself (f:6) were also provided as descriptions of a professional teacher.

The type of the schools seems to have no influence on the descriptions of the teachers on professional teachers.

Regarding this category, some of the tape scripts are given as follows:

Teacher 5 from PubL said that

“According to me, professionalism means to be at the peak of your profession. This applies for every profession. I do not believe that professionalism is obtained without having experience for years. I believe that it is very difficult to be professional in this specific profession of teaching, because we are always communicating with people. I think this answer is sufficient.”

Teacher 5 from PriM:

“It means earning money from what you are doing and doing all of the requirements of that job. We cannot see teaching as something professional. Teaching is something that involves sincerity, love, and sacrifice. It is not only a job. Unlike other professions, we do not see the result in a short time. We are shaping the development of a child.”

Administrators answered the related questions on professionalism as their perceptions of a professional teacher. Administrators' perceptions of professional teachers were shown in Table 4.4.3.

Table 4.4.3

Perceptions of School Administrators on Teachers' Professionalism

Statements	PubM f	PubH f	PriM f	PubL f	Total F
Democratic, participatory and ethical attitude	1	-	1	1	3
Having sound knowledge of subject and pedagogy	1	2	1	3	7
Having effective communication skills	-	-	1	2	3
Being motivator-supporter-guide	-	2	1	2	5
Experience	1	1	1	1	4

When school administrators' descriptions of the word "professionalism" were analyzed, it was found that the majority of the administrators perceived professionalism as being well-equipped in terms of knowledge of subject and pedagogy (f:7), then being a motivator, supporter, and a guide (f:5), and then being experienced (f:4), having a democratic, participatory and ethical attitude (f:3), and having effective communication skills (f:3). The descriptions of the administrators are similar to those of the teachers. Administrator from PubL expressed in detail what he understands from professionalism as:

"Being professional is, in a general sense, doing what needs to be done, building appropriate relationships with people with whom he is working with, being able to separate his private life from his business life. A professional is someone who can do what he is doing in the best way by diagnosing the shortcomings and overcoming them. When it comes to professionalism in teaching, however, it shouldn't be

understood in the same sense as in other professions. It shouldn't be that much 'automatic', because our product is people. When someone says 'he is a very professional teacher', first of all I would ask to myself 'are his students very successful in the exams or is he contributing a lot to developing students as a social being?'. My preference would be a teacher seeking for the later one without ignoring the former one."

Similar to the results of the teachers, the type of the schools seems to have no influence on the descriptions of the administrators on professional teachers.

4.4.2 Autonomy

4 teachers from PubM and 1 teacher from PubH stated that there have been no changes in terms of autonomy since the start of the new programs. 1 teacher from PubM believed that there have been little changes. Teachers from PriM and PubL did not express any opinions on this issue.

Tables 4.4.4 and 4.4.5 show teachers' positive and negative perceptions of change related with their autonomy with the start of the new programs.

Table 4.4.4

Teachers' Positive Perceptions of Change on Autonomy

Statements	PubM f	PubH f	PriM f	PubL F	Total f
I feel myself free and independent enough with the new programs	2	1	2	1	6
New programs partially brought independence.		1			1
There have been a lot of changes all of which are positive.	1				1
Getting rid of the daily plans is a positive step.			1		1

Table 4.4.5

Teachers' Negative Perceptions of Change on Autonomy

Statements	PubM f	PubH f	PriM f	PubL F	Total f
I am not free, the programs are too binding.	1	4	1	4	10
I feel very little freedom.	3	1	2	1	7
I am not free, the organization's rules and regulations are binding.			1		1

When the answers of the 24 teachers from 4 different schools were analyzed, it was seen that some of the teachers felt themselves autonomous enough (f:6), some of them thought that the new programs brought partial independence (f:1). However, the majority of the teachers felt that they were not independent and autonomous with the start of the new programs and that the programs were too much binding (f:10) and they thought they were less independent now (f:7). This could be expressed with the following opinion of Teacher 3 from PubH who said that:

“As guidebooks to the teachers and workbooks to the students are provided together with the new programs, I do not feel that I am independent. Before the new programs, we had a daily plan of our own within the general guidelines.”

Teacher 2 from PubL also stated something similar:

“In the previous program, I felt more independent although there were some set and template plans I needed to follow. In this program, however, the guide books and the course books (and I don't know according to what they were prepared) are far from my own style. I become more effective if I do not use them and do the lessons according to my own wishes and techniques instead. I don't think that I am free. The shape may have changed, but there is still a limitation, because someone else decides on the activities that I will be doing in the classroom.”

Only 6 teachers out of 24 stated clearly whether there have been any changes in terms of the autonomy since the start of the new programs. 5 out of these 6 teachers thought there had been no changes in this respect. Teacher 4 from PubL said that

“If you leave aside the inadequacy of the physical conditions and the crowded classrooms, I feel myself as a free state when I shut the door of my classroom. It is in the hands of the teacher to create the independence and freedom.”

The majority of the teachers in each school thought that with the implementation of the new programs, their freedom is more restricted. As for the reason of losing their autonomy or having less autonomy compared to the previous programs, teachers showed the guidebooks and course books. Some of them also showed lack of teacher training on the new programs as a reason for not being autonomous. Teacher 1 from PubL expressed both shortcomings:

“I am not free and I think no teacher is free, either. As the training on the new programs were not sufficiently done, the teachers are left alone to discover the programs on their own and it takes 5 years to learn them. Normally the books should be seen only as a learning tool, but teachers have become more dependent on the books; they follow them line by line and try to do each and every single activity.”

Type of the schools has no significance on the perceptions of autonomy of the teachers. In every school, the majority of the teachers think that with the new programs, they fell less independent and autonomous. This may be related with the self confidence of the teachers on the new programs. If teachers have not been able to change their paradigms on teaching and learning, they must be feeling themselves obliged to doing everything step by step written in the guidebooks. Only teachers who have self confidence in terms of having sound knowledge and skills on the teaching and learning principles of the educational approach prefer to use their own discretions about what to do, when and how to do it. The programs show examples of activities to the teachers that could be used to achieve a specific goal or objective; however, as expressed by the MoE, they are only examples and not taken as an absolute truth or activity that has to be done in a classroom (TTKB, 2005). As the programs also focus on knowing the students well

and designing activities according to the needs and learning preferences of the students, teachers need to be more autonomous to design their lessons according to the needs of their students rather than following the guidebooks step by step. The reason for having a difficulty in this respect may be because teachers do not feel themselves well equipped with the philosophy of the new programs.

Table 4.4.6 below shows school administrators' ideas on autonomy and independence at work since the start of the implementation of the new programs in terms of the sub-parent categories of "change" and "no-change".

Table 4.4.6

The Administrators' Perception of Change Regarding Autonomy

Statements	PubM f	PubH f	PriM f	PubL f	Total f
Partial autonomy provided	1	1	1	2	5
I don't have autonomy, the programs are too much binding	1	1	-	4	6

When the answers of 9 school administrators from 4 different schools were analyzed, it was seen that while some of them felt themselves that they were autonomous enough before the implementation of the new programs, some thought that the new programs had brought partial autonomy (f:5). There were also administrators in the majority who thought that they did not have autonomy with the new programs because the programs were too much binding and the majority of these administrators are from PubL (f:6). Administrator 1 from PubH said that

"We are not autonomous and free. We need to get permission and approval for every little thing. We need to get permission to organize sports activities, visiting museums and pensions and there is too much bureaucracy. The activities that will be held in the neighborhood and the district of the school should be in the authority of the administrators."

Mostly administrators from PubL thought that they did not have autonomy because the programs were binding. However, one of the administrators of PubL also suggested ignoring the bureaucracy. The suggestion of Administrator 1 from PubL was that “...principal who has the ability to use their initiatives can always make the general frameworks more flexible” and suggested that an effective leader could ignore bureaucracy by using his initiative.

Administrators’ reasons for not having enough autonomy were mostly regulations, paper work, having to get permission for any activity, and bureaucracy. This issue is discussed in more detail in Part 4.4.4.

4.4.3 Collaboration

The second parent category under “Professionalism” is collaboration. Sub-parent categories are “Individual Efforts Only” and “Peer Collaboration”. Table 4.4.7 shows teachers’ opinions on “Peer Collaboration”.

When the opinions of teachers on professional collaboration were looked into, it was seen that the majority of the teachers were sharing mostly the problems that occurred due to learning activities, objectives, time allocation, parents, and lack of materials (f:10). Very few teachers (f:2) stated that they were sharing knowledge, different methods, techniques, and activities with each other. There were also teachers (f:7) who mentioned that they were not facing any problems when implementing the programs. Only one teacher from PubH thought that they did not share anything.

Table 4.4.7

Collaboration with Peers

Statements	PubM f	PubH f	PriM f	PubL f	Total f
We share ideas at the breaks and internet sites.	2				2

Table 4.4.7 (continued).

Statements	PubM f	PubH f	PriM f	PubL F	Total f
We share problems related with activities, objectives, time allocation, parents, lack of materials, etc.	3	3	1	3	10
We don't share anything.		1			1
I try to go parallel with the other teachers and subject areas and try to do integrated lessons with them.		1			1
We do department meetings.			1	2	3
We generally do the same things, may make small changes according to the situation of the classes. We try to have common exams in our classes.				1	1
I do not have any problems.	3	3	1		7

When we take into consideration the teachers' ideas on collaborative work environment discussed in 4.1, it is seen that collaboration is only understood as mostly sharing problems at the break times or at departmental meetings. Collaboration in a professional sense does not exist. This means not only collaborating with the peers in their schools but also being a member of an internet site, an email group, attending conferences; that is, collaboration with the members of the same profession outside the school, too. In a professional sense, collaboration also includes out of school activities for professional growth and development.

When it was also analyzed how teachers were trying to overcome the difficulties they were facing when implementing the programs, it was seen that there were teachers trying to find out individual solutions rather through collaboration. Also, some of the teachers (f:3) believed that the problems were not caused because of themselves and

these were all teachers from PubL. Table 4.4.8 shows examples of these individual efforts:

Table 4.4.8

Individual Solutions to the Problems

Statements	PubM f	PubH f	PriM f	PubL f	Total f
I try to finish the units faster.	1				1
I try to use internet to find more examples and information. I try to attend training courses.		1			1
The only thing I cannot accomplish with the programs is documents and secretary work. I think they are loaded and unnecessary. That's why I don't do them.		1			1
I question myself and try my best to do it alone. I use the techniques that I believe useful.			2	1	3
I believe that the problems occur not because of me, it is because of the limited resources, physical setting problems, and the fact that the system has not been adopted yet by all shareholders.				3	3
I only use the parts of the program that conform to my expectations. I change or do not use the parts that do not go with my principles. I skip them. Sometimes I ask my students "How about doing this or doing that? Would you find it necessary or not?" I shape everything on my own.				1	1
I try to identify the needs and the learning difficulties of the students and give more priority to those issues.				1	1

The solutions are differing from time management to identifying the needs of the students, and from searching on the internet to ignoring the programs, and to doing nothing. The type of the school looks not to be influential on the type of the solutions.

Table 4.4.9 shows opinions of the school administrators about what they are sharing with their colleagues about the new programs.

Table 4.4.9

Professional Collaboration for School Administrators

Statements	PubM f	PubH f	PriM F	PubL f	Topple f
Cooperation with other schools' administrators in implementing the programs	2			1	3
Finding out solutions to various problems with the team of the teachers			1	2	3
In-service trainings and seminars, attending the departmental meetings		1	1	2	4

When the answers on the professional collaboration received from 9 administrators from 4 schools were analyzed, it was seen that they cooperated with other administrators about how to implement the programs and how to overcome the problems shared (f:3); found out solutions to the problems with their team of teachers (f:3); and learned from in-service trainings, seminars, and their schools' departmental meetings (f:4). Administrators of PubL do all of these types of collaboration.

Different from the teachers, there are more ways of professional collaboration like interacting with other schools, working with teachers, departmental meetings, and in-service trainings and seminars. This is maybe because as the leaders of their schools, they are responsible for implementing the new programs appropriately. Teachers may close their doors and do what they want to do in their classes. However, as the leader,

they may feel more responsibility and that's why they are looking for more ways of developing themselves and collaborating professionally with others.

Administrator 1 from PubH stated that

“we are always discussing the positive and negative aspects of the programs and how we can improve our implementation. We organize seminars in our school. We just finished a seminar on how to prepare PowerPoint presentations and then we will start an English language training program.”

Administrator 2 from PriM also mentioned that they were organizing seminars constantly. Administrator 1 from PubL also explained that

“I do share ideas with my teachers about how we can implement the new programs, what our capabilities and resources are, and how we can create resources. I also share the official letters and explanations on the programs with the teachers.”

4.4.4. Teacher and Leadership Roles

This parent category is classified into three sub-parent categories of “Expectations”, “Embracing the New Roles”, and “Not Embracing the New Roles”. Table 4.4.11 shows the statements of the teachers on the expectations of the new programs from the teachers as part of their roles.

In regards with the teachers' changing roles with the start of the new programs, teachers mostly believed that they needed to work more, do research more, be open to new ideas and be well prepared (f:10), as very well expressed by Teacher 3 from PubH said that:

“If you want to apply the new programs appropriately, then there are so many responsibilities on the part of the teacher. She needs to be so vivid, very much planned, encourage every student that they can

succeed and give each and every student a chance to present their products. As the students will be doing research in a variety of areas, the teacher needs to do the same research. I definitely adopt the new programs.”

Some thought that instruction should be more student-centered and the teacher should be a guide (f:10) as expressed by Teacher 3 from PriM: *“It requires being a guide to make more students reach the information on their own. Students are not spoon-fed.”* Teacher 3 from PubL said that:

“You need to be well prepared for the class, learn about the individual differences of the students, and be able to foresee what each student can and cannot do. You need to use a variety of skills (like acting, poetry, role plays, using time effectively), too, to be able to integrate different subjects and topics. At the beginning, you may have some difficulties, but as time goes on, with the help of the teacher guide books, you adopt these roles quickly.”

Besides these, they also thought that the programs expected a lot of testing and assessment, unnecessary paper work, and caused more burden on the teachers (f:3).

One teacher from each type of the school thought that there had been no changes in their roles since the start of the programs and that this was what they were doing before. Moreover, one teacher, Teacher 6, from PubL said: *“I do not arrange my teaching depending on the programs, so, besides some obligatory applications, no positive changes have occurred when doing teaching.”*

The other roles could be stated as testing and assessment, doing research, planning, being student-centered, following course books, having IT skills and being skillful in other domains. The common roles stated by every school were doing research, being open to new ideas, being well prepared, being student-centered and being a guide for the students. The type of the school looks to have no influence on the perception of these roles.

Table: 4.4.10

Expectations of the New Programs on the Teachers in Terms of Teachers' Roles

Statements	PubM f	PubH f	PriM f	PubL f	Total f
Lots of testing and assessment, paper work, too much burden on the teacher.	2	1			3
That I need to work more, do research more, be open to new ideas and be well prepared.	1	2	3	4	10
Student-centered, teacher as a guide	1	2	4	3	10
Expects me to follow the course books word by word.		1			1
Using the computer well and preparing project works through internet.		1		1	2
Knowing your students very well.				1	1
Using a variety of skills (acting, poetry, role play, using time effectively) to be able to make interdisciplinary connections between different subjects				1	1
No changes. I have already been doing what is expected of the programs.	1	1	1	1	4

These were the perceptions on the expected new roles of the teachers. Ministry of Education expressed in detail the new roles expected of the teachers. These expectations are listed below:

Expectations of Teachers

1. Having satisfactory and sound knowledge on the programs, creating solutions to the problems that may occur during the implementation.
2. Cooperating with other subject area teachers in preparing and implementing the yearly plans.

3. Preparing an archive for the materials used in the learning activities.
4. Preparing a question bank and collecting them in a folder of the school.
5. Determining the learning needs of students.
6. Making students aware about study skills and preparing a study schedule for them.
7. Sharing with other teachers the learning activities they use.
8. Preparing a reading list for students and enriching that in time.
9. Giving seminars to parents on student improvements.
10. Constantly communicating with parents and cooperating with them.
11. Following what students do at home and communicating with them outside the school.
12. Sending assignments to students on internet, guiding them during the preparation and submitting processes.
13. Suggesting books for parents to read.
14. Finding voluntary parents for some students in case that their own parents are insufficient to help them and indifferent to them.
15. Preparing a class folder to put students' files.
16. Using Turkish efficiently and effectively.
17. Updating their knowledge on approaches to education.
18. Considering the individual differences of students when organizing in class activities. (TTKB, 2005:50)

The roles that teachers thought they were expected to be assuming with the new programs match the roles stated by the MoE; however, they are limited in number. As can be seen in the list above, the MoE have more expectations of the teachers. These expectations are provided in the Introductory Guidebooks and the in-service trainings of the MoE, but the perceptions of the teachers in these schools regarding the expected roles are only limited to doing testing and assessment, doing research, planning, being student-centered, following course books, having IT skills and being skillful in other domains.

When the teachers' level of embracement of these changing roles brought by the new programs was analyzed, it was seen that the majority of the teachers embraced the new roles (f:18). However, there were also answers like 'I partially embrace (f:4), 'I don't embrace' (f:4), and 'I have already been applying these expected roles' (f:3).

Teachers' ideas on the extent that they embraced these roles expected by the new programs are shown in Table 4.4.11 below:

Table 4.4.11

Teachers' Ideas on the Extent They Embrace Teacher Roles Expected by the Programs

Statements	PubM f	PubH f	PriM f	PubL f	Total f
I embrace the teacher roles.	4	5	5	4	18
I partially embrace the teacher roles.	2		1	1	4
I don't embrace the teacher roles.	2	1		1	4
It is fully compatible with my understanding of teaching. I have already been applying these expected roles.			1	2	3

This parent category on leadership roles for administrators is classified into three sub-parent categories of "Expectations", "Embracing the New Roles", and "Not Embracing the New Roles", similar to those of the teachers.

Table 4.4.12 shows the statements of the administrators on the expectations of the new programs from the school administrators as part of their leadership roles.

It was seen that the administrators thought the programs expected them to be a guide (f:2), a constructive person (f:1), have good organizational skills to plan and organize resources (f:3), be an active worker and to assume more responsibilities (f:8), promote the programs to the parents and society (f:2), be well planned (f:3), give more importance to self and professional development (f:3), and be a resource provider (f:4).

Table 4.4.12

Expectations of the New Programs on the School Administrators in Terms of Leadership Roles

Statements	PubM f	PubH f	PriM F	PubL F	Total f
Guide	1			1	2
Constructive person	1				1
Organizational skills to plan and organize resources	1			2	3
Active work and responsibility	2	4		2	8
Effective promoter of the programs to the parents and the society		1		1	2
Being planned all the time		1	2		3
Constant self and professional development – being ahead of the changes		2		1	3
Finding / obtaining resources				4	4

Administrators of PriM saw their roles as only being planned all the time. Administrator 1 from this school said that *“The new programs require them to be well planned and draw the work flow charts”*. The second administrator from the same school said defined their new roles as *“The new programs require me to spare extra time after school, too, to do planning and programming”*. Both of these answers have a bureaucratic approach to the programs and a lack of clear understanding of the programs and a leader of change for the new programs.

Administrators of PubL created more roles as part of the new programs. Finding and obtaining resources as a role was mentioned by only this school’s administrators. This may be because, as the low SES school, they need resources more than the others.

Administrators of PubH described their new roles as working actively, promoting the new programs to other shareholders in the society, being planned all the time and constant self and professional development. Administrator 1 said that *“the new programs want me to promote them to the parents and the society in an effective way and to have a constant communication with the shareholders”*. The other administrator said that *“We are more active now. They expect me to learn new things. I need to be energetic and keep up with the changes.”* Administrators of this school are more knowledgeable about the expectations of the programs.

Administrators of PubM described their new roles as being a guide, a constructive person, having organizational skills to plan and organize resources, and working actively. Their answers were short and direct: *“being a guide, being constructive and organizing things”* and *“working more actively”*. The descriptions of the administrators of this school are limited, too.

When the answers were analyzed in terms of the extent that these changing roles had been being embraced, Table 4.4.13 was prepared. The table shows that although changes like mobility (f:3), keeping up with the changes (f:3), and planning outside the school (f:1) have been a part of the leadership roles of the administrators in the new programs, only some of them embraced these changing roles (f:3). However, some of them also thought that there had been no changes in the roles of the administrators and they had not been embracing the changes (f:3).

Table 4.4.13

School Administrators’ Ideas to the Extent They Embrace New Leadership Roles Expected by the Programs

Statements	PubM f	PubH f	PriM F	PubL f	Total f
Being more active		3			3
Keeping up with changes		2		1	3
Planning outside the school			1		1

Table 4.4.13 (continued).

Statements	PubM f	PubH f	PriM F	PubL f	Total f
I support the changing roles.	2	1			3
No changes		1	1	1	3

In terms of embracing these new roles, administrators of PubH felt themselves more ready and involved. Regarding the changing roles of the administrators, Administrator 2 from PubH said that

“We are more active now. They expect me to learn new things. I need to be energetic and keep up with the changes. An administrator who needs to read all the time, keep up with the changes; moreover, be ahead of the changes. I definitely embrace and support these changing roles.”

Except for PubM, one administrator from each type of school thought that there had been no changes in their roles with the implementation of the new programs shown in Table 4.4.13. However, Administrator 3 from PubL commented that *“I do not think that the new programs have brought any changes to the administrator roles”*.

These were the perceptions on the expected new roles of the administrators. Similar to the teachers, Ministry of Education expressed in detail the new roles expected of the administrators. These expectations are listed below:

The success of the programs first of all depends on the willingness and the efforts of the practitioners. Voluntary teachers, entrepreneurial school administrators (leaders), guiding school inspectors, and cooperative parents will lead to student achievement. School administrators should embrace a school leadership approach instead of a traditional school leadership and understanding. School leaders should help teachers in widening the vision of the teachers and preparing and using new learning activities.

Expectations of School Administrators:

1. Having satisfactory and sound knowledge on the programs, creating solutions to the problems that may occur during the implementation
2. Making available the necessary and required educational tools and materials and the physical environment.
3. Enabling coordination between teachers
4. Creating an environment where teachers can share their knowledge and experiences with each other.
5. Determining the yearly activities with all subject area teachers at the start of the academic year.
6. Organizing monthly meetings to have a synchronized implementation of the programs by all teachers to design learning activities that will go with each unit and themes.
7. Organizing end of unit/theme evaluation meetings.
8. Evaluating to what extent the monthly and yearly goals determined by the teachers have been reached.
9. Organizing end of year activities for the teachers where they will share the learning activities they have prepared during the year and being present personally in these activities.
10. Organizing in house seminars on a variety of topics that will be useful for the professional development of the teachers; encouraging attendance to such seminars that are organized outside the school.
11. Making teachers more aware about watching movies and documentaries that could influence teachers' professional development and personally doing these to set an example.
12. Guiding teachers to read books that will support their professional development, organizing groups to do presentations, helping the division of duties amongst the groups, preparing a suitable environment for presentations and making sure that the other teachers are present at these presentations.
13. Encouraging teachers, making them open to changes and new ideas, providing them with conditions that will emerge their knowledge, skills, and creativity, making teachers have an ownership for the success during the learning-teaching process.
14. Organizing seminars for parents.
15. Facilitating the organizations of out of school activities.
16. Building laboratories and libraries and encouraging teachers to use them.
17. Having a webpage of the school be prepared and making this webpage to be actively used for the implementation of the programs. (TTKB, 2005:48-49)

Also, the research study carried out by the Ministry of Education on the pilot schools where the new programs were implemented investigated what the new programs required administrators to do. When the related questions were analyzed, the following results were found (MEB, 2005:C-1-C-5)

1. Improving relationships and collaboration between school administration, teachers, students, and parents
2. Promoting the new programs to the society
3. Creating necessary physical environment to implement the programs (theatre hall, music hall, etc.)
4. Facilitating material production

The expected roles stated by the MoE and resulted in the research study carried out by the MoE can be summarized as:

- Being an entrepreneurial and transformational leader
- Having sound background knowledge and skills
- Providing and organizing professional development activities for teachers
- Organizing training activities for parents
- Facilitating out of school activities
- Improving the infrastructure of the schools
- Creating and building a collaborative work environment
- Providing resources and materials for the teachers
- Promoting the new programs to the society

The Ministry of Education focuses especially on the role of being an entrepreneurial and transformational leader. However, the previous findings suggest that the administrators cannot act like a transformational leader. This may have several reasons. One reason could be that the administrators are not provided with adequate training on leadership. The second reason could be that the administrators are also expected to act within the regulations and rules set by the central organisation of MoE. MoE expects the administrators to provide resources for the teachers, however, how can an administrator create resources if he does not have any financial authority on his school? The MoE expects the administrators to facilitate out of school activities; however, as stated by both teachers and administrators, schools have a certain bureaucracy they need to go through to organize an out of school activity. Bureaucracy and having no authority, especially, were shown as strong inhibitors by both teachers

and administrators in Parts 4.1. and 4.3. The MoE is conflicting in itself by putting these expectations on the teachers and administrators while not changing the organisational structure as also suggested by both groups.

4.4.5. Professional Development

The last parent category of professionalism is divided into three sub-parent categories of ‘adequacy of the in-service training’, ‘inadequacy of the in-service training’ and ‘other sources’. The answers related with the first and second sub-parent categories were shown in Table 4.4.14.

Table 4.4.14

Adequacy of the In-Service Training for Teachers

Statements	PubM f	PubH f	PriM f	PubL f	Total f
Adequate		2	1		3
Partially adequate	1			1	2
Inadequate	5	3	4	5	17
I haven't attended any.		1	2		3

Teachers generally attended some of the in-service training programs offered by the Ministry of Education. The majority of the teachers thought that these training programs were not adequate (f:17), some found them adequate (f:3), some found them partially adequate (f:2), and some of them did not attend any training programs offered by MoE (f:3). In PubM, the majority of the teachers found the training programs inadequate as expressed by Teacher 3:

“The new programs have not been embraced fully. First of all, all of the administrators and teachers should have been trained well on the new programs. Teachers are trying to learn and implement the programs on their own.”

In PubH, only 2 of the teachers found the training programs adequate. On this issue, Teacher 2 from PubH stated that:

“I attended the training programs offered by the Ministry of Education and the inspectors of MoE. They were not adequate. They only transferred knowledge and did not show any examples from the practice”.

In PubL, similar to PubM, the majority of the teachers found the training programs inadequate. Teacher 1 from PubL stated that

“I attended the seminars on the new programs from Grades 1 to 8. I attended the seminars on school administration in the new programs. They were inadequate, because the trainers themselves were not knowledgeable on the programs and had no idea on the real practice of the programs”.

In PriM, the majority of the teachers (f:4) found the training programs inadequate and 2 of them have not attended any training programs at all.

The main reasons why teachers did not find the training programs of MoE adequate were that the trainers themselves were not knowledgeable, the trainers only transferred knowledge, and they did not show any examples from practice. In a way, the trainers themselves did not use constructivist methods in their own in service training programs while expecting the trainees to use constructivist methods when teaching.

When the teachers' answers on the other sources they used to support their professional development were analyzed, it was seen that the most frequently used source of information was the internet (f:10). Besides this, teachers also used teacher guidebooks (f:3), resource books and university textbooks (f:4), their colleagues (f:4), inspectors and school administrators (f:3), and experts and school seminars (f:3) as other sources of professional development. These findings are shown in Table 4.4.15.

Table 4.4.15

Other Sources for Support on the New Programs

Statements	PubM f	PubH f	PriM f	PubL f	Total f
Teachers' guide books	2		1		3
Rules and regulations	1				1
Internet	4		3	3	10
Private schools	1				1
CD-ROMs of MoE	2				2
Educational sites	1				1
Resource books, textbooks studied at the universities		3		1	4
Inspectors, school administration		1	1	1	3
My colleagues		1		3	4
Experts – School seminars			2	1	3
I learn by doing.				2	2

Teachers from PubM and PubL used more variety of sources than the other schools' teachers.

The last parent category of professionalism for administrators is divided into three sub-parent categories of 'adequacy of the in-service training', 'inadequacy of the in-service training', and 'other sources'. The answers related with the adequacy and inadequacy of the in-service training programs offered by the Ministry of Education is shown in Table 4.4.16 below:

Table 4.4.16

Adequacy of the In-Service Trainings for School Administrators

Statements	PubM f	PubH f	PriM F	PubL f	Total f
Adequate		1			1
Inadequate		1	1	2	4
I haven't attended any training.				1	1

Except for one administrator from PubL, all of the school administrators attended the Ministry of Education's in-service training programs and seminars on the new programs. Administrator 1 from PubL stated that:

"I have never attended any training programs on the new programs. Whatever I learnt is from the books, brochures, regulations, and the internet site of the Ministry of Education".

Similarly, except for one administrator from PubH, the rest of them found the training programs inadequate both in number and in quality (f:4). This administrator, Administrator 2 from PubH, expressed that

"I attended all of the seminars offered by the Ministry of Education. They were quite adequate. However, learning by doing is more effective and sufficient."

Other sources that the administrators used to get more information on the new programs were also identified. According to this, Table 4.4.17 was prepared.

Table 4.4.17

Professional Development

Statements	PubM f	PubH f	PriM F	PubL f	Total f
Meetings and seminars offered by other educational institutions	2	2	2	2	8
Chain of bureaucracy	1	-	-	-	1
Web sites and other electronic sources on education and constructivism	1	-	-	2	3
Ministry of Education's websites, guidebooks, brochures, and regulations	-	-	-	2	2

Table 4.4.17 shows that the majority of the administrators receive information about the new programs through the meetings and seminars organized by other educational institutions like private schools and universities (f:8), through bureaucratic chain (f:1), and electronic and printed resources (f:5). Unlike teachers, the administrators are not using a variety of resources.

4.4.2. Overview of the Results Related to the Impact of the Teacher and Administrator Values on Professionalism on the Implementation of the New Programs

The overview of the results on the general category of teacher and administrator values on professionalism, its parent and sub-parent categories were compiled in Table 4.4.18 in Appendix J.

The results show that the concept of professionalism had different connotations for teachers; because when teachers were asked to describe a professional teacher, the meanings associated with the word "professional" changed. This could be because of the use of the word "professional" in Turkish mostly as the antonym of the word "amateur".

An amateur is someone who does something willingly, enthusiastically and free of charge. There is also a saying in Turkish that goes: “doing something with a spirit of an amateur”, which means that if you work like an amateur, you put your heart and soul into your work and you are not working for the money you would earn. This is a cultural perception of the words amateur and professional, as can be seen in the descriptions of the teachers. Clearly there is no consensus on the meaning of professionalism amongst teachers. Administrators’ perception on professionalism is also limited. The literature on professionalism, on the other hand, defines it as strengthening teaching in ways that reflect the features evident in other genuine professions through shared knowledge base, standards, professional preparation, induction, continuous learning, promotion, conditions, discretion, and accountability (Urbanski, 1998).

Type of the schools has no significance on the perceptions of autonomy of the teachers. In every school, the majority of the teachers think that with the new programs, they felt less independent and autonomous. This may be related with the self confidence of the teachers on the new programs. When the previous results on Parts 4.1, 4.2 and 4.3 are taken into consideration, it is clear that the teachers have not been able to change their paradigms on teaching and learning fully, they feel themselves obliged to follow the guidebooks step by step, which limits their autonomy. Only teachers who have self confidence in terms of knowledge and skills on the teaching and learning principles of the new programs can use their own discretion about what to do, when and how to do it. The programs show only examples of activities to the teachers that could be used to achieve a specific goal or objective; however, as expressed by the MoE, they are only examples and not taken as an absolute truth or activity that has to be done in a classroom (TTKB, 2005). As the programs also focus on knowing the students well and designing activities according to the needs and learning preferences of the students, teachers need to be more autonomous rather than following the guidebooks step by step. The reason for having a difficulty in this respect for the teachers may be because they do not feel themselves well equipped with the philosophy of the new programs.

When we take into consideration the teachers' ideas on collaborative work environment discussed in 4.1, it is seen that collaboration is only understood as mostly sharing problems at the break times or at departmental meetings. Collaboration in a professional sense does not exist. Collaboration means not only collaborating with the peers in their schools but also being a member of an internet site, an email group, attending conferences; that is, collaboration with the members of the same profession outside the school, too. In a professional sense, collaboration also includes out of school activities for professional growth and development. Finally, As Klette (2002) states, teachers are supposed to be much more active in collegial terms. Collaborative efforts, teaching in the form of coaching, team teaching and the like are supposed to become part of teachers' professional repertoire. Different from the teachers, administrators use more ways of professional collaboration like interacting with other schools, working with teachers, departmental meetings, and in-service trainings and seminars. This is maybe because as the leaders of their schools, they are responsible for implementing the new programs appropriately. Teachers may close their doors and do what they want to do in their classes. However, as the leader, they may feel more responsibility and that's why they are looking for more ways of developing themselves and collaborating professionally with others.

In terms of the new roles expected of the administrators, The Ministry of Education focuses especially on the role of being an entrepreneurial and transformational leader. However, the previous findings suggest that the administrators cannot act like a transformational leader. This may have several reasons. One reason could be that the administrators are not provided with adequate training on leadership. The second reason could be that the administrators are also expected to act within the regulations and rules set by the central organisation of MoE. MoE expects the administrators to provide resources for the teachers, however, how can an administrator create resources if he does not have any financial authority on his school? The MoE expects the administrators to facilitate out of school activities; however, as stated by both teachers and administrators, schools have a certain bureaucracy they need to go through to organize an out of school activity. Bureaucracy and having no authority, were

shown as strong inhibitors by both teachers and administrators in Parts 4.1. and 4.3, too. The MoE is conflicting in itself by putting these expectations on the teachers and administrators while not changing the organisational structure as also suggested by both groups. As for the new roles expected of the teachers, the descriptions of both teachers and administrators are too limited compared to those of the MoE. This could be because of the insufficient in-service training programs that were not capable enough of training both groups with necessary knowledge and skills.

Both group of interviewees found the in-service training programs of MoE inadequate both in terms of content and the methods used. The main reasons why teachers did not find the training programs of MoE adequate were that the trainers themselves were not knowledgeable, the trainers only transferred knowledge, and they did not show any examples from practice. In a way, the trainers themselves did not use constructivist methods in their own in service trainings while expecting the trainees to use constructivist methods when teaching.

For this last part of this study, the school types did not show any significant influence on factors related with professionalism. Lack of clear perceptions on professionalism, lack of autonomy, unclear or insufficient understanding of the new roles expected of teachers and administrators, and lack of sufficient training on the new programs act as inhibitors to the implementation of the new programs.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

In this chapter, the results of all of the research questions will be interpreted within the context of this multiple case study and certain immediate and far-reaching conclusions will be drawn. First, conclusions on the impact of school culture on the implementation of the new constructivist educational programs, secondly, conclusions on the impact of the teacher and administrator perceptions about the new educational approach on the implementation of the new programs, then conclusions on the impact of teacher and administrator values on professionalism on the new educational programs, and finally conclusions on the impact of the organizational structure on the implementation of the new programs will be discussed in the light of the literature. The last section will highlight implications for practice and further research.

5.1. The Impact of School Culture on the Implementation of the New Educational Programs

In this section, first the case specific results will be summarized respectively for each case school; then a general discussion will be made on the impact of school culture in relation to the implementation of the new (constructivist) educational programs.

5.1.1 Conclusions on School Culture for PubM:

In this school, although administrators have positive perceptions on the collaborative work environment, half of the teachers did not mention anything on this parent category and the majority of the other half perceives a negative collaborative work environment. There is inconsistency in this respect. Teachers are conflicting in themselves in that all of them found their work environment as appropriate to implement the new programs. Similarly, all of the administrators found the work environment as

appropriate to implement the new programs. Only insufficient time is given by one teacher as an inhibitor to the implementation of the new programs.

In regards with the sanctions, there seems to be no concept of peer sanctioning among either teachers or administrators. The administrators are not interfering with the teachers whether they are implementing the new programs or not. Administrators' not interfering and being indifferent to those who are not implementing the programs shows that they are not striving to build up a certain school culture where the new programs are embraced. Another inconsistency in this respect is that although administrators believe that they warn their teachers as a method of sanctioning, this is perceived as no interference by their teachers. According to Schein (1990), leaders may unfreeze the present system by highlighting the threats to the organization of no change occurs, and, at the same time, encourage the organization to believe that change is possible and desirable; key positions in the organization may be filled with new incumbents who hold the new assumptions because they are either hybrids, mutants, or brought in from the outside; leaders systematically may reward the adoption of new directions and punish adherence to the old direction; organization members may be seduced or coerced into adopting new behaviors that are more consistent with new assumptions.

The majority of the administrators and teachers found their schools as effective by offering more positive metaphors and descriptions for their schools. The administrators showed bureaucracy, having no authority and ineffectiveness of staff as inhibitors of implementing the new programs.

There seems to be lack of shared values, either in that only discipline and respect are the shared values. However, the other values pointed out by teachers and administrators imply a more autocratic leader and bureaucratic structure.

The answers of the administrators suggest that they want to have a school culture where bureaucratic model of organizational structure is favored and discipline, respect, appreciation, patience, hard work, and honesty are seen as shared values. However, the

only method used by the administrators to build up such a school culture is guiding their teachers. The school culture is not wholly perceived as to be the same by the teachers. There is an inclination and support for a more bureaucratic model of organizational structure, but it cannot be said for the shared values.

5.1.2 Conclusions on School Culture for PubH:

In this school, although the administrators stated more positive opinions on collaborative work environment, half of the teachers stated no opinions and the majority of the other half thinks that there is a positive collaborative work environment. Out of every teacher and administrator interviewed at this school, only one teacher finds the school environment as inappropriate for the implementation of the programs.

In regards with the sanctions, there seems to be no concept of peer sanctioning among either teachers or administrators. The administrators are not interfering with the teachers whether they are implementing the new programs or not. Administrators' not interfering and being indifferent to those who are not implementing the programs shows that they are not striving to build up a certain school culture where the new programs are embraced. Another inconsistency in this respect is that although administrators believe that they use strong persuasion as a method of sanctioning, this is perceived as no interference and no warnings by their teachers.

Although all of the administrators and the majority of the teachers find their schools' work environment as appropriate for the implementation of the new programs, they still stated no administrative support, class size and physical conditions, and insufficient time as inhibitors for the implementation of the programs. Similarly, despite the majority's opinion on the appropriacy of the work environment, 5 teachers showed the class size and physical conditions as inhibitors.

The descriptions of the teachers and administrators on their existing school also show inconsistent results. All of the administrators find their school as effective, which

complies with the appropriacy of the work environment. However, half of the teachers used positive descriptions and the other half used negative descriptions for their schools whereas the majority found it to have appropriate work environment. The only inhibitor stated by one administrator to the effectiveness of the school is having no authority.

Respect is the only shared value of teachers and administrators. The perceptions of the shared values in this school vary a lot. Although the majority of the teachers think they have an accessible administrator with whom they can share their problems, no administrative support, no interference with the teachers who are not embracing the programs appropriately, and negative descriptions on their schools are contradictory with this perception. Lewis (1998) says that there is no unified set of values to which all organizational members ascribe, because all organizational culture is composed of integrated subcultures. However, all conflict will be able to be overcome by the presence of a transformational leader, who will be able to unite people with common goals and objectives. The transformational leader will be able to unite the members of the organization, shape their feelings, beliefs and values and lead them on to greater heights of self-awareness and achievement.

As an overall conclusion, there seems to be a lack of harmonious and inconsistent school culture in PubH. This is in opposition with the cultural model that focuses on changing meanings and values within organizations undergoing change. This model uses *social mechanism*, such as innovative and trusted leaders, to motivate change and the social controls of group norms and values to moderate how an innovation is translated into practice. (Schwager & Carlson, 1994, p. 391).

5.1.3 Conclusions on School Culture for PriM:

In this school, teachers have stated neither positive nor negative opinions on the collaborative work environment; however, all of them found their work environment as appropriate. Administrators, on the other hand, found a positive collaborative work

environment but overall found their school's work environment as inappropriate. No inhibitor was shown by the administrators in this school unlike the others.

As for the effectiveness of their school, half of both the teachers and the administrators used positive metaphors and descriptions on their school and half of both the teachers and the administrators used negative metaphors and descriptions.

There seems to be a lack of harmony in the shared values; although both the administrators' and the teachers' values are positive in themselves, respect is the only common shared value of the two groups. In this case, Lewis's statement gains importance again as shared in Part 5.1.2.

In regards to the sanctions, there seems to be no concept of peer sanctioning among either teachers or administrators. The administrators are perceived as not interfering with the teachers whether they are implementing the new programs or not. They are also perceived as using warnings as a method of administrative sanctioning. However, the administrators in this school stated that they do not use any sanctions on the teachers who do not adopt the programs appropriately. Administrators' not interfering and being indifferent to those who do not implement the programs and administrators' not using any sanctions show that they are not striving to build up a certain school culture where the new programs are embraced by everyone.

As this school is a private school, fear may be a reason for the inconsistent answers of the teachers on school culture related questions.

5.1.4 Conclusions on School Culture for PubL:

This school is the most consistent one among all the other types of schools. The most striking difference of this school from the other ones is that both teachers and administrators find the lack of resources, physical conditions and class size as inhibitors to the implementation of the new programs; however, they all consistently give

importance to collaboration, support, understanding, love, respect, tolerance, appreciation, and help to be able to implement the programs effectively. In a way, the lack of all positive physical conditions united the teachers and administrators for a goal.

Both teachers and administrators found a positive collaborative work environment and both groups have the most common shared goals. All of the teachers found their administrators open and, similarly, all of the administrators believe that they use sharing and helping as methods of building up a school culture.

Bureaucracy and having no authority are mentioned to be the inhibitors by the administrators, similar to the other schools.

The only inconsistency in this school is regarding the sanctions. In regards with the sanctions, there seems to be no concept of peer sanctioning among either teachers or administrators. The administrators are perceived as not interfering with the teachers whether they are implementing the new programs or not. Administrators' not interfering and being indifferent to those who are not implementing the programs shows that they are not striving to build up a certain school culture where the new programs are embraced. Another inconsistency in this respect is that although administrators believe that they use strong persuasion as a method of sanctioning, this is perceived as no interference and warnings by their teachers, which is a similar result to those of the other schools.

5.1.5. General Discussion on the Impact of School Culture on the Implementation of the New Educational Programs

According to the results of the interviews (see Chapter 4), several factors related to school culture emerged as general inhibitors in implementing the new constructivist educational programs. These may be listed as follows:

- i. Placing no peer and administrator sanctions on the teachers who do not implement the new programs appropriately
- ii. Lack of collaboration and team work
- iii. Inappropriate work environment in terms of lack of resources and limited physical conditions such as no labs, libraries, IT infrastructure, and class size
- iv. Lack of professional development for both teachers and administrators
- v. Bureaucracy
- vi. Having no authority for the administrators
- vii. Negative school climate
- viii. Ineffectiveness of teachers and administrators
- ix. Lack of consistent shared values
- x. Differing perceptions of administrators and teachers on the same factors

Conversely, the presence of the above factors facilitates the implementation of the constructivist programs. Specific inhibitors played a more significant role in different types of schools.

According to Schwager and Carlson (1994), change in schools is difficult to accomplish. "It is easier to introduce new tools than to change relationships, attitudes, or values and that innovations requiring individual acceptance are easier to install than those requiring group or widespread acceptance" Systemic reforms blend the perspectives on school change, integrating concerns with participant's attitudes, beliefs, and behaviors with concerns regarding the larger context, system, or environment for change. During this process, reorientations in personal values and philosophy may be powerfully facilitated by supportive and reinforcing organizational structures and policy influences. Sims (2000, p. 66) brings forth a similar idea to organizational culture by saying that "changing an organization's culture is more difficult than developing a new one". This view is consistent with an idea basic to organizational change and

development efforts – that changing individual and group behavior is both difficult and time consuming. The human tendency to want to conserve the existing culture is referred to as “cultural persistence” or inertia (Sims, 2000, p. 66).

However, there are different ways that a leader may use to change the culture of their schools. According to Schein (1990), leaders may unfreeze the present system by highlighting the threats to the organization of no change occurs, and, at the same time, encourage the organization to believe that change is possible and desirable; key positions in the organization may be filled with new incumbents who hold the new assumptions because they are either hybrids, mutants, or brought in from the outside; leaders systematically may reward the adoption of new directions and punish adherence to the old direction; organization members may be seduced or coerced into adopting new behaviors that are more consistent with new assumptions. None of the administrators are equipped with such skills to start changing the culture in their schools that would facilitate the implementation of their school. The school administrators are not knowledgeable and skillful in terms of their roles as a leader to start change. They need further training on school leadership.

As an overall conclusion, it is clearly seen that a positive school culture has a facilitating impact on the implementation of the new programs.

5.2. The Impact of Organizational Structure and Leadership on the Implementation of the New Constructivist Educational Programs

In this section, first the case specific results will be summarized respectively for each case school; then a general discussion will be made on the impact of the organizational structure and leadership on the implementation of the new constructivist educational programs in each type of the school.

5.2.1. Conclusions on Organizational Structure and Leadership in PubM

In PubM, the fact that half of the teachers assessed the leadership behaviors as effective and half of them as ineffective is both in keeping with previous results showing a division of opinion and also points to the existence of two sub cultures or cliques within the staff. Moreover, these two subcultures manifest themselves in their descriptions of the organizational structure of their school. Clearly, there is no unity of opinion amongst the staff on their school's organizational structure and leadership. Moreover, it is significant to note that the administrators did not offer any descriptions of their style of leadership or their organizational structure. This may be due to a lack of awareness of organizational structures and leadership styles. Given this case, it is not easy to infer the degree to which the organizational structure or leadership (or lack of it) has effected the implementation of the new programs. Perhaps, one might say the lack of awareness, especially on the part of the administrators, may be seen as an inhibitor, especially when this is backed by the opinions of teachers that view the organizational structure as tightly controlled, indifferent, and with lack of participation in decision making. Therefore, it seems that this seemingly "autocratic" leadership style and organizational structure has a negative overall effect on the implementation of the programs. Such a result is important according to Pratte and Rury (1998), who believe that the rise of bureaucratically organized school systems and centralized administrative authority dating from the mid-nineteenth century is related with the process of "deskilling teachers". Bureaucratic forms of organization and administrative discretion in decision-making have been most influential in limiting teacher autonomy over the past century.

5.2.2. Conclusions on Organizational Structure and Leadership in PubH

It is clear that the teachers at this school unanimously find their administrators to be effective leaders. Coupled with previous findings on school culture where the shared values were love, tolerance, and respect and work environment was mostly positive, the leadership behaviors of the administrators must have a positive influence on the

implementation of the new programs. This is corroborated by the administrators' own self evaluation of their leadership behaviors and by their description of their organizational structure which embodied such positive behaviors as sharing knowledge, flexibility, transparency, and tolerance. Therefore, in terms of organizational structure and leadership, there seems to be a consistency between the perceptions of the teachers and the administrators. This implies a positive school climate that is conducive to the implementation of new programs based on constructivist approach. In fact, the administrators of this school more than all the others dwelt on the importance of following changes in education. Therefore, this positive climate will facilitate the adoption of the new programs during the time of an educational reform, or at the very least hamper resistance to change.

5.2.3. Conclusions on Organizational Structure and Leadership in PriM

As before, when assessing the results of the school culture on the implementation of the new programs, this school paints a very inconsistent picture of its perceptions on organizational structure and leadership. What is most striking in these results is the overwhelming number of statements expressing the lack of collaboration of the administrators with the teachers, which points to a bureaucratic model of organizational structure from the teachers' point of view. The administrators' point of view, however, is diametrically opposed to the teachers', because they state that they show the behaviors of flexibility, transparency, tolerance, and conflict resolution. There is obviously a serious lack of mutual understanding, which does not imply a positive school climate. Furthermore, the fact that this is a private school may impede the teachers' open communication of their problems. In such a school where there is inconsistent perceptions on the organizational structure and leadership behaviors, teachers may either try to solve the problems they face by sharing with the teachers they trust, or by finding solutions on their own, or act as if there is no problem even though they are having difficulties so as not to seem to be a problematic teacher. Moreover, the fact that the teachers repeatedly state that they can collaborate with their administrators would imply that they will not feel confident to share the problems they might face when

implementing the new programs. Therefore, lack of open communication and the absence of an environment of trust would act as inhibitors to the implementation of the new programs.

5.2.4. Conclusions on Organizational Structure and Leadership in PubL

It was claimed that the results of the analysis of the school culture's impact on the implementation of the new programs seemed to be positive in part 5.1.4 and it was put forward that the lack of physical conditions, materials and resources united the teachers and administrators in this school, on closer examination of the impact of the organizational structure and leadership, however, this conclusion is refuted by inconsistency of perceptions both amongst teachers and between teachers and administrators.

Most of the teachers viewed their administrators' leadership behaviors as ineffective, but when it came to the assessment of the organizational structure, they presented a wide variety of views ranging from a participatory management to a tightly controlled one. Their answers also ranged from "indifference" to "belief, trust, and support".

What seemed to be a positive climate in school culture is contradicted by this study especially by the administrators' perceived organizational management behaviors in that "conflict resolution" was mentioned more frequently than any other management behaviors. This means that there is either conflict amongst the teachers or there is conflict between the teachers and the administrators. In either case, the climate would not be conducive to the implementation of the programs appropriately. Lewis (1998) says that there is no unified set of values to which all organizational members ascribe, because all organizational culture is composed of integrated subcultures. However, all conflict will be able to be overcome by the presence of a transformational leader, who will be able to unite people with common goals and objectives. The transformational leader will be able to unite the members of the organization, shape their feelings, beliefs

and values and lead them on to greater heights of self-awareness and achievement, which, clearly, is not seen in this school.

5.2.5. General Discussion on the Impact of Organizational Structure and Leadership on the Implementation of the New Educational Programs

In general, it can be seen that a participatory management style which embodies such positive behaviors as sharing knowledge, flexibility, transparency, and accessibility rather than a bureaucratic management style facilitates the implementation of the new programs. This is supported by the literature, too. According to the study carried out Voulalas & Sharpe (2004), in times of change, especially in times of change for schools to become a learning organization, principals should improve the school's administrative structure, provide professional development for all stakeholders, improve the channels of communication within the school and between the school and its outside community, and empower staff and parents to take leadership roles within a flatter and less threatening leadership structure. These are all focused on learning, confidence, trust and satisfaction. According to the results of the research carried by the same authors, the prime means for overcoming philosophical barriers was for principals to disseminate their vision more effectively among all stakeholders, encourage further input to the vision by the stakeholders and explain the reasons for change. The "traditional" culture was the main psychological obstacle reported to be standing in the way of transformation. To change the culture also required the most effort and time of principals/executives. The same study also showed that the prime leadership characteristics were the ability of leaders to maintain professional awareness and to be exemplary learners themselves. Other important leadership behaviors were giving support and advice in times of crisis, building supportive and collegial terms, sharing the vision, and keeping the vision alive through difficult times.

However, the results also show that a participatory leadership model is required at the macro level of the organizational structure of the Ministry of Education, as well. Such a centralized organization that leaves almost no space for the principals to make

decisions like organizing school activities, delegating certain responsibilities to the teachers, managing the school budget, and the like leave the principals helpless to be able to find solutions to their school's problems and especially to be able to use other leadership styles. One of the most common expectations of the teachers from their administrators is to improve the physical infrastructure of their schools; however, administrators are not given any authority to do so by the central administration and are supposed to just implement the regulations. It is also interesting to note that, this limitation is also used as an excuse by the administrators not to put forward their best efforts to make the best improvements they can within their limits. Creating a positive school culture and using a participatory leadership model are to some extent inhibited by factors related to centralized organizational structure. Nevertheless, administrators can still make certain changes in their own school environment in order to better facilitate the implementation of the new programs. They seem to have given up the fight before they even started.

The type of the management style and the organizational style influence the school climate and culture, too. In schools like PriM where there is inconsistent perceptions on the organizational structure and leadership behaviors, teachers either try to solve the problems they face by sharing with the teachers they trust, or find solutions on their own, or act as if there is no problem even though they are having difficulties so as not to seem to be a problematic teacher. This inconsistency of perceptions between teachers and administrators on the organizational structure and leadership weakens a strong and collaborative school culture, as well. In schools like PubM, where bureaucracy is important and autocratic leadership style is dominant, there is inconsistency in the shared school culture, too.

According to the results of two important studies in effective principals and successful schools carried out by Bossert, Dwyer, Rowan and Lee (1982) four areas of principal leadership were distinguished: Goals and Production Emphasis, Power and Decision Making, Organization/Coordination, and Human Relations. The administrators

interviewed in this study have weaknesses in all these four areas of principal leadership as described by their own teachers.

As an overall conclusion, participatory management model and transformational leadership behaviors have facilitating impact on the implementation of the new programs.

5.3. The Impact of the Perceptions of the Teachers and Administrators on the New Programs on Implementing Them

In this section, first the case specific results will be summarized respectively for each case school; then a general discussion will be made on the impact of the perceptions of the teachers and administrators on the new programs on implementing them in each type of the school.

5.3.1. Conclusions on the Perceptions of the Teachers and Administrators on the New Programs in PubM

Both teachers and administrators of this school have mostly a positive attitude towards the new programs. However, the positive remarks of both groups about the new programs are very limited. They are mainly focusing on the programs' being student-centered and some of the basic common skills focused throughout the programs. This is supported by the introduction of the new programs by the MoE (TTKB, 2005). Both teachers and administrators are not fully knowledgeable on the principles and the paradigm of the new programs and need further training on them. This acts as one of the inhibitors to the implementation of the programs because as Fullan explains (2000, p. 12) "We need to first focus on how teachers make sense of the mandates and policies because there will be no educational reform until after teachers interpret the policies and make decisions based on their beliefs about the new demands".

Only the lack of appropriate physical conditions in the school, the lack a variety of materials and resources and bureaucratic barriers are pointed as negative factors in the implementation of the new programs by teachers. Administrators of this school mentioned only the lack of parents' support as a negative factor.

Teachers from PubM suggested changes on organizational structure, physical infrastructure, and having more effective leaders as suggestions to better implement the programs. However, Administrators from PubM suggested no changes at all. These results show that administrators of this school cannot evaluate themselves and the conditions of their schools and propose suggestions related with these. The need for more effective leaders of the teachers is also proven by this attitude of their administrators.

5.3.2. Conclusions on the Perceptions of the Teachers and Administrators on the New Programs in PubH

Both teachers and administrators of this school have mostly a positive attitude towards the new programs. In fact, this is the school whose teachers and administrators stated the most number of positive remarks about the new programs. Even in this case, the positive remarks of both groups about the new programs are still limited when compared to the Introductory Guide of the MoE (TTKB, 2005).

Teachers from PubH commented on a variety of issues like variety of materials and resources used in the new programs, parents' involvement, sound learning principles of the programs, focus on basic common skills developed in the programs, encouraging professional development of the teachers, and variety of assessments and evaluations used. Administrators' positive comments are very similar to those of the teachers. The commented on the sound learning principles of the new programs, variety of materials and resources used, focus on basic common skills developed in the new programs, encouraging professional development of the teachers, and conducive physical conditions of the school.

The negative factors influencing the implementation of the new programs were stated by the teachers as the physical conditions, insufficient knowledge and embracement, load of the programs and limited time allocation for units, materials and resources needed, limiting teachers, existence of end-of-grade exams, and pointless alternative assessments. However, administrators uttered lack of parents' support and financial limitations as the negative factors influencing the implementation of the new programs.

As for the suggestions for changes to better implement the programs, teachers suggested physical changes and administrative and financial reforms and administrators suggested only administrative and financial reforms as a change.

5.3.3. Conclusions on the Perceptions of the Teachers and Administrators on the New Programs in PriM

Both administrators and teachers of this school have positive opinions on the new programs; however, it is the school that has the least number of positive remarks. Teachers of this school see the sound learning principles of the new programs, variety of materials and resources used, focus on basic common skills developed in the new programs, conducive physical conditions of the schools, better time allocation for units, and encouraging professional development of the teachers as positive elements of the new programs. However, administrators of this school had a more limited list of positive comments, which were the sound learning principles of the new programs, variety of materials and resources used, encouraging professional development of the teachers, and conducive physical conditions of the schools. Similar to the previous schools, the positive remarks of both groups about the new programs are proven to be limited when compared to the Introductory Guide of the MoE (TTKB, 2005).

Teachers from PriM commented on the ineffective leadership, physical conditions required, financial limitation, lack of parents' support, and load of the programs as the negative factors influencing the implementation of the programs

whereas the administrators stated the lack of time allocation for units as the only negative factor. This shows that the administrators of this school have more limited sound knowledge on the programs. This is also proven by their suggestions for the implementation of the new programs that both groups mentioned, mostly the administrators, more professional development activities to learn more on the new programs and be more knowledgeable and skillful to implement them.

Teachers from PriM suggested more variety of changes like organizational structure, physical changes, professional development of teachers, and effectiveness of leaders whereas the administrators suggested only physical changes and more professional development activities as suggestions for the programs.

Similar to the previous results, improvements in the physical infrastructure, having effective leaders, and administrative and financial reforms are found to be critical suggestions to better implement the programs.

5.3.4. Conclusions on the Perceptions of the Teachers and Administrators on the New Programs in PubL

Both teachers and administrators of this school have positive opinions on the new programs, in fact this school ranks the second in terms of the number of the positive remarks on the new programs. Similar to the previous schools, the positive remarks of both groups about the new programs are still limited when compared to the Introductory Guide of the MoE (TTKB, 2005).

Teachers from PubL commented on the physical conditions, load of the programs and time allocation for units, insufficient knowledge and embracement of the teachers, financial limitations, lack of parents' support, and ineffective leadership as negative factors influencing the better implementation of the new programs. The administrators' ideas on the negative factors were limited compared to those of the

teachers to physical conditions and financial limitations. This result in itself is consistent with the results of this school in Parts 5.1 and 5.2.

The suggestions for change of the teachers included physical changes, administrative and financial reforms, and having more effective leaders. Administrators of this school suggested changes on administrative and financial reforms and more professional development activities.

5.3.5. General Discussion on the Perceptions of the Teachers and Administrators on the New Programs In Implementing Them

As an overall result of the impact of the perceptions of the teachers and administrators regarding the new programs on implementing them, it can be stated that both groups have positive opinions on the programs, but lack substantial knowledge on the learning principles, assessment and evaluation principles, and basic skills taught in the new programs.

The negative comments related with the scope of this study, which act as inhibitors to the implementation of the programs can be listed as follows:

- physical conditions of the schools
- lack of materials and resources needed for the programs
- insufficient knowledge on and embracement of the new programs
- lack of parents' support and involvement
- financial limitations
- unnecessary assessment and evaluation
- bureaucratic barriers
- ineffective leadership

Similar to the previous results in Parts 5.1 and 5.2, the existence of effective leaders facilitates the implementation of the new programs. Suggestions of the teachers

and administrators for the better implementation of the programs are having more effective leaders, improvements in the physical infrastructure, initiating administrative and financial reforms in the organizational structure and having more professional development activities for teachers and administrators. These are also proven to be important to the implementation of the new programs in Parts 5.1 and 5.2.

As an overall conclusion, it is clearly seen that the positive perceptions on the programs, owning them, and having a sound knowledge on the principles of the programs have a facilitating impact on the implementation of the new programs.

5.4. Conclusions on the Impact of the Perceptions on Professionalism on the Implementation of the New Programs

In this section, general discussion will be made on the impact of the perceptions of teachers and administrators on professionalism in relation to the implementation of the new educational programs. Different from the previous Parts of 5.1, 5.2, and 5.3, case specific results will not be discussed respectively for each school, because overall results showed that there are not significant changes between the schools and their perceptions on professionalism.

5.4.1. General Discussion on the Impact of Perceptions on Professionalism on the Implementation of the New Programs

The results show that the concept of professionalism had different connotations for teachers; because when teachers were asked to describe a professional teacher, the meanings associated with the word “professional” changed. This could be because of the use of the word “professional” in Turkish mostly as the antonym of the word “amateur”. An amateur is someone who does something willingly, enthusiastically and free of charge. There is also a saying in Turkish that goes: “doing something with a spirit of an amateur”, which means that if you work like an amateur, you put your heart and soul into your work and you are not working for the money you would earn. This is a cultural

perception of the words amateur and professional, as can be seen in the descriptions of the teachers. Clearly there is no consensus on the meaning of professionalism amongst teachers. Administrators' perception on professionalism is also limited.

When teachers' descriptions of a professional teacher were analyzed, the most frequent explanation was having affective qualities (sacrifice, tolerance, empathy, love, love for the job, etc) whereas the majority of the teachers defined the word professional as being experienced. Involving feelings into one's work was suggested as something that should not be related with professionalism in the previous section. However, feelings rank the first in the descriptions of a professional teacher. Teachers also thought that a professional teacher should have sound knowledge of content and pedagogy. Communicating with students and knowing the students well, being well prepared and knowing what he was going to do when entering the classroom, being experienced, and pursuit of professional development with the qualities of being open to new ideas, doing continuous research, following the demands of the age, and renewing oneself were also provided as descriptions of a professional teacher.

The results on professionalism in each school have inconsistencies in terms of the perceptions of the word professionalism and a professional teacher. Moreover, the results are limited and also differ from the descriptions of teacher professionalism in the literature. National Council for the Accreditation of Teacher Education (cited in Fueyo & Koorland, 1997, p. 336) defines teacher professionalism as the following:

“Teachers must base decisions on systemic knowledge, foster inquiry and the discovery of new knowledge. In this respect, teachers act as researchers. Teachers as researchers observe and analyze their plans and actions and their subsequent impact on the students they teach. By understanding both their own and their students' classroom behaviors, teachers as researchers make informed decisions about what to change and what not to change”.

Furthermore, Urbanski (1998) sees teaching as a profession that reflects the features evident in other genuine professions through shared knowledge base, standards,

professional preparation, induction, continuous learning, promotion, conditions, discretion and accountability.

These results when interpreted with the literature indicate that teachers and administrators in each school do not have a sound perception on professionalism and a professional teacher. This influences the other categories, as well, especially their descriptions of their new roles.

Related with professionalism, Klette (2002, pp. 269-270) argues that constructivist school reforms require new role definitions for teachers, students, administrators, and parents. For teachers, restructuring means new conceptions of teaching, empowerment of the teaching force, demands for greater professionalism, and more responsibility. Teachers are urged to change their way of teaching from knowledge transmission to knowledge-guiding and coaching. The role of the teacher is empowering and enabling students to take control over their own learning. Teachers are also supposed to take part and be an active voice in developing the goals and purposes of schooling: to take and make curricular decisions as well as decisions about methods and ways of working, which requires professional autonomy. Finally, teachers are supposed to be much more active in collegial terms. Collaborative efforts, teaching in the form of coaching, team teaching and the like are supposed to become part of teachers' professional repertoire. Collaborative planning and management have become part of teachers' professional roles.

In terms of the new roles expected of the administrators, The Ministry of Education focuses especially on the role of being an entrepreneurial and transformational leader. In Part 4.3, the expected roles of the administrators were summarized as being an entrepreneurial and transformational leader, having sound background knowledge and skills, providing and organizing professional development activities for teachers, organizing training activities for parents, facilitating out of school activities, improving the infrastructure of the schools, creating and building a collaborative work environment, providing resources and materials for the teachers, and

promoting the new programs to the society. However, the previous findings also suggest that the administrators cannot act like a transformational leader. This may have several reasons. One reason could be that the administrators are not provided with adequate training on leadership. The second reason could be that the administrators are also expected to act within the regulations and rules set by the central organization of MoE. MoE expects the administrators to provide resources for the teachers, however, how can an administrator create resources if he does not have any financial authority on his school? The MoE expects the administrators to facilitate out of school activities; however, as stated by both teachers and administrators in previous Parts, schools have a certain bureaucracy they need to go through to organize an out of school activity. Bureaucracy and having no authority were shown as strong inhibitors by both teachers and administrators in Parts 4.1. and 4.3, too. The MoE is conflicting in itself by putting these expectations on the teachers and administrators while not changing the organizational structure as also suggested in Parts 5.1, 5.2 and 5.3 by both groups. As for the new roles expected of the teachers, the descriptions of both teachers are also too limited compared to those of the MoE. This could be because of the insufficient in-service training programs that were not capable enough of training both groups with necessary knowledge and skills and make the expected new roles clear to them.

It is clear that the new roles in the new programs expect teachers and administrators to have professional autonomy, collaboration and collegiality, and professional development. As seen in the limited descriptions of both groups' new roles, the limited and weak conceptions on professionalism are reflected in their perceptions on the new roles. Both the teachers and administrators clearly do not see themselves as "professionals".

Collaboration and collegiality are not mentioned as parts of their new roles in both groups' answers in each school, but they are suggested as an important new role by Klette (2002). Collegiality and working together and their relationship with professionalism were also investigated by Kourey-Bowers, Dinko and Hart (2004). According to them, when teachers do work together to deal with problems of curriculum

and instruction, they cultivate collegiality, openness, and trust. In an 18-month case analysis of study group as a professional development model, clear patterns of personal and professional growth emerged. Personal patterns included self-confidence, a higher degree of professional commitment, and a heightened awareness of self as learner. When we take into consideration the teachers' ideas on collaborative work environment discussed in 4.1, it is seen that collaboration is only understood as mostly sharing problems at the break times or at departmental meetings. Collaboration in a professional sense does not exist. Collaboration means not only collaborating with the peers in their schools but also being a member of an internet site, an email group, attending conferences; that is, collaboration with the members of the same profession outside the school, too. In a professional sense, collaboration also includes out of school activities for professional growth and development. Finally, As Klette (2002) states, teachers are supposed to be much more active in collegial terms. Collaborative efforts, teaching in the form of coaching, team teaching and the like are supposed to become part of teachers' professional repertoire.

As for autonomy, it is seen as an important quality of a professional teacher by Popkewitz and Lindblad (2004). The professional teacher is "self-governing" and has greater responsibility in implementing curriculum decisions for children's learning – a system of capabilities and capacities that are homologous but not reducible to the sensitivities and awarenesses inscribed in a pedagogical constructivism that organizes the lifelong learner. The summary of Bryan's (2004) study that summarizes the reform efforts of the Blair government on English teaching through the National Literacy Strategy, which has been the most far-reaching government intervention into the English curriculum in England to date also shows that professionalism is interpreted as autonomy, creativity, space for and ability of personal interpretation, and flexibility for the written standard curriculum. According to Pratte and Rury (1988, pp. 72-73), the critical issue and point of distinction between teaching and the traditional professions, is power or control over the conditions of work. They argue that teachers presently exercise relatively little authority in the day-to-day determination of their work life. Related with this, Dondero (1997, p. 220) dwells on the organizational climate and

educational effectiveness and he states that an organization with a participative environment and less centralized control is viewed as a more effective organization by teachers and that organizational climate appears to be a critical factor in the study of teacher autonomy. In the previous Parts of 5.1, 5.2 and 5.3, however, bureaucratic model of structure, the ineffective leadership behaviors, and weak and unshared school culture were found to be inhibitors to the implementation of the new programs. These also result in the weak formation of professional autonomy and collegiality in each of these schools as suggested by Dondero (1997).

The results show that type of the schools has no significance on the perceptions of autonomy of the teachers. In every school, the majority of the teachers think that with the new programs, they fell less independent and autonomous. This may be related with the lack of self confidence of the teachers on the new programs. When the previous results on Parts 5.1, 5.2 and 5.3 are taken into consideration, it is clear that the teachers have not been able to change their paradigms on teaching and learning fully, they feel themselves obliged to follow the guidebooks step by step, which limits their autonomy. Only teachers who have self confidence in terms of knowledge and skills on the teaching and learning principles of the new programs can use their own discretion about what to do, when and how to do it, which is again an important aspect of professionalism. The programs show only examples of activities to the teachers that could be used to achieve a specific goal or objective; however, as expressed by the MoE, they are only examples and not taken as an absolute truth or activity that has to be done in a classroom (TTKB, 2005). As the programs also focus on knowing the students well and designing activities according to the needs and learning preferences of the students, teachers need to be more autonomous rather than following the guidebooks step by step. The reason for having a difficulty in this respect for the teachers may be because they do not feel themselves well equipped with the philosophy of the new programs.

This result, then, leads to professional development needs of both groups. The majority of the teachers and administrators found the training programs offered by the MoE as inadequate. PubM's administrators are an exceptional case, because none of

them attended to the in-service training programs of the MoE. This in itself is consistent with their previous opinions on professional development in Part 5.3, where only the administrators of this group did not suggest professional development as a way to implement the programs better. Both group of interviewees found the in-service training programs of MoE inadequate both in terms of content and the methods used. The main reasons why teachers did not find the training programs of MoE adequate were that the trainers themselves were not knowledgeable, the trainers only transferred knowledge, and they did not show any examples from practice. In a way, the trainers themselves did not use constructivist methods in their own in service trainings while expecting the trainees to use constructivist methods when teaching.

For this last part of this study, the school types did not show any significant influence on factors related with professionalism. Lack of clear perceptions on professionalism, lack of autonomy, unclear or insufficient understanding of the new roles expected of teachers and administrators, limited perceptions on collegiality and collaboration, and lack of sufficient training on the new programs act as inhibitors to the implementation of the new programs.

Overall conclusion is that seeing teaching a profession and embracing the values related with professionalism have facilitating impact on the implementation of the new programs.

5.5. Implications for Practice

This study was aimed at to examine the impact of school culture, organizational structure and leadership, perceptions on the new programs, and values on professionalism on the implementation of the new national programs in four case schools.

According to Schwager and Carlson (1994), change in schools is difficult to accomplish. "It is easier to introduce new tools than to change relationships, attitudes, or

values and that innovations requiring individual acceptance are easier to install than those requiring group or widespread acceptance” (Schwager & Carlson, 1994, p. 390). This new constructivist national program obviously requires the whole nation’s acceptance, firstly of the teachers and administrators. As Datnow (2002) suggests, some reform designs are more nearly “pre-packaged” that is prepared by central authorities and coercively offered to the schools. Although the programs were first piloted in 10 cities and in 120 schools, after the pilot study, the whole nation started to implement the programs. According to Schwager and Carlson (1994), systemic reforms blend the perspectives on school change, integrating concerns with participant’s attitudes, beliefs, and behaviors with concerns regarding the larger context, system, or environment for change. During this process, reorientations in personal values and philosophy may be powerfully facilitated by supportive and reinforcing organizational structures and policy influences.

This study reveals that one of the inhibitors to the implementation of the new programs is the centralized organizational structure of the Ministry of Education that hardly leaves any authority to the schools and their administrators. As supported in the literature, educational reform measures in the 1990s emphasize teacher empowerment (Dondero, 1997, p. 218). With teacher professionalism and participation in the decision-making process being described as goals, the end results often find teachers as passive recipients of reform initiatives. Negatively affecting the organizational climate is increased centralization and bureaucratization which reduces the empowerment central to educational reform. Mandated reforms that do not take into account input of grassroots educators do not reflect the importance of educators as professionals capable of making decisions beneficial to the students they serve. Centralized mandates reduce the freedom of teachers to deal with diverse student abilities and the needs of the community. Individual teacher autonomy is crucial to the success of the educational reform movement.

Having no authority, bureaucratic barriers such as asking for official approvals for organizing out of school activities, which are required by the new programs and

financial limitations, are stated by both teachers and administrators in each type of the school repeatedly as inhibitors to the implementation of the new programs.

Like constructivism in itself requires a change in the roles of the teachers which is mainly being a facilitator, the same constructivist approach should show itself in the whole organizational structure of the Ministry of Education. Similarly, like constructivism encourages teacher empowerment and teacher autonomy, the same empowerment and autonomy should be given to the leaders of the schools, too. The Ministry of Education should define its role all over again. The Ministry of Education overtly puts forward its expectation of the administrators as being a transformational leader, which is also supported with the literature. However, as the administrators have limited or no authority over the some of the daily actions (organizing trips, etc), teacher recruitment, teacher promotion, using sanctions, obtaining resources, controlling the finance and the budget of the school, maintaining school facilities, etc. they cannot feel themselves and act as the real leaders of their schools. If the administrators do not have the real authority but only the responsibility to control whether the teachers implement the new programs, they cannot encourage their teachers to change themselves. They only implement the rules and regulations of the MoE. Like the other nation-wide school reforms in other education systems, like British and Canadian reforms, the MoE should initiate structural changes as well that would facilitate the implementation of a constructivist curriculum. However, some of this suggested decentralization would require the involvement of the Ministry of Finance, too, in terms of the financial changes. While giving authority to control the budget of a school to a school district or the principal of the school himself, significant changes need to be done in the budget allocation system of the whole country, too. At the moment, there is a pilot program carried out by the Ministry of Finance to give certain authority to the local administrators to control their own budget based on a Performance-Based Measurement System. They are piloting this program in 8 different institutions. A similar pilot study can be started with the Ministries of Education and Finance in a certain number of cities and school districts. After the evaluation studies of the pilot program, the scope can be widened to the whole country after necessary improvements.

Similar ideas about the change of role of the principal are also expressed by Cheng (1994). He suggests that in order for a curriculum change or reform to be effective, some changes in the organizational model should also occur. Curriculum change and teacher competence development happen in a three-level context of school organization including the “individual level”, the “group level/program level”, and the “whole school level”. At the whole school level, the components are suggested as school-based teacher development, human resource management, staff development program management, participative management, organizational culture, strategic leadership, instructional leadership, transformational leadership, social interactions/climate, and organizational learning. In this multiple case study, it is suggested that all of the school administrators be given professional training on leadership in general, organizational culture, instructional leadership, strategic leadership, participative management, and organizational learning as suggested by Cheng.

In each type of the school, both teachers and administrators have a positive attitude to the new programs; at least there is not an overtly expressed resistance to change and implement the new programs despite the inhibitors such as ineffective leadership, lack of physical infrastructure, lack of professional authority and professional collegiality, lack of resources and materials, and lack of professional development of teachers and administrators. However, it is also clearly seen that both groups in these schools are not well equipped with the required knowledge and skills of the new programs. First of all, the new programs’ curriculum paradigm is different. Secondly, the expected roles of the teachers and administrators are different. Thirdly, the new programs require professional teachers and administrators that give importance to empowerment, autonomy, discretion, and collegiality and collaboration as values of professionalism. According to Khourey-Bowers, Dinko & Hart (2004, p. 6), “effective implementation of reform-oriented (constructivist) pedagogy depends on a classroom dynamic of shared leadership, openness to new ideas, acceptance of ambiguity, and valuing of group efforts”. These same traits should be modeled through professional development activities in which teachers have opportunities to confront new and

different ways of thinking and acting, to discuss and examine new ideas, to try out new strategies in different situations, to receive feedback on the use of new ideas and skills, to reflect on these experiences, and to revise their approaches (National Research Council cited in Khourey-Bowers, Dinko & Hart, 2004, p. 7). In the setting of professional development, reflection provides the opportunity to assess and evaluate new strategies and to integrate proposed changes into the culture and needs of the school community. A professional development experience for three groups of educators, teachers and administrators, who engaged in challenging their assumptions and practice through the lens of constructivist pedagogy, was created with the name of The Cadre studies done in the summer of 1995 (Kinnucan-Welsch & Jenlink, 1998). The purpose of the project was to “change the classroom delivery of a group of math and science teachers from a more teacher-directed, information-giving, product-oriented, delivery based on a behaviorist model of learning to a more active engagement, sense-making, inquiry-, reflective-, and process-oriented delivery framed from a constructivist perspective of learning” (Kinnucan-Welsch & Jenlink, 1998, p. 414). Constructivist pedagogy emphasizes teacher as facilitator of learning opportunities while diminishing the “teacher-as-expert” status. One of the observations in this Cadre study was that for many teachers, giving up the expert status was uncomfortable. Cadre was about asking the participants to “challenge their own assumptions” about teaching and learning and for many this challenge to change threatened the inner sense of definition of who they were as educators.

This study also found out that the in-service training programs that aimed at making teachers and administrators aware of the principles and expectations of the new programs are clearly not found to be adequate and effective. One of the common reasons for the training programs’ ineffectiveness and inadequacy is that the training programs only transferred knowledge and did not show any examples from the practice. In a way, the Ministry of Education delivered these training programs with a traditional approach of training. It did not do what it preached. The training programs should be designed with constructivist pedagogy. More and long-term training programs that focus on the vision and the learning principles of the new programs, the expected roles of the teachers

and administrators and ways of collaboration, and more are needed, too. Related with this, as done in the British Columbia's school reform (Grimmett & D'Amico, 2008), more ways of professional development activities and encouragement of collaboration are needed to be started. To be able to do this, the below mentioned activities are suggested:

1. *Teacher networks*, that comprise facilitative leadership and collaborative learning approaches
2. *Teacher research*, that feature voluntary participation, a balance between respect for and challenge of perspectives, and teacher ownership of focus and methods
3. *Teacher study groups*, that have agendas of common interest to the participants typically focusing on teaching strategies, subject-matter content, and discussing research
4. *School-university partnerships*, that include university professional programs and teacher research projects linking issues of theory with problems of practice.
5. *Mentor teachers*, that enable highly accomplished teachers to be able to assume roles as mentors to new teachers, curriculum and staff development experts, adjunct instructors in teacher-education programs, and even as principal teachers responsible for leading a school's instructional program

Another implication for practice is on the pre-service teaching training programs. Teaching as a profession and the factors and values related with professionalism could be included in more detail in the curriculum of the pre-service teaching training programs. Another training-related suggestion is also recommended for the training programs designed for school administrators. The graduate programs on school administration and leadership are suggested to include practicum at schools and more case-based instruction focusing on cases related with building or changing school

culture, transformational leadership, values on professionalism and implementation of a constructivist curriculum.

5.6. Implications for Further Research

This study is limited to four case schools; three public elementary schools from low, medium, and high SES and a medium SES private school. Therefore, a wide scale quantitative study with a similar focus should be performed to see if similar results would be found.

As this study is confined within the limits of the description of teachers' and administrators' perceptions on school culture, organizational structure and leadership, the new programs, and values on professionalism, it would be advisable to triangulate the results of this study with classroom and school observations to compare these perceptions with the real practice in their schools and interviews with the inspectors on their perceptions.

Finally, it is suggested to carry out separate research studies on each of the areas investigated in this study: perceptions on the new programs, school culture, values on professionalism, and organizational structure and leadership. These studies should be both qualitative and quantitative with the purpose of scrutinizing each of these areas.

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APPENDIX A

ÖĞRETMEN GÖRÜŞME SORULARI İLK VERSİYON

A. GENEL

- A.1. Kaç yıldır öğretmenlik yapıyorsunuz?
- A.2. Kaç yıldır bu okulda çalışıyorsunuz?
- A.3. Kaçınıcı sınıflara ders veriyorsunuz?
- A.4. Haftada kaç saat derse giriyorsunuz?

B. PROGRAM HAKKINDA DÜŞÜNCELER

- B.1. Yeni öğretim programlarıyla ilgili genel düşünceleriniz neler?
- B.2. Sizce yeni programların getirdiği en büyük değişiklik nedir?
- B.3. Programın uygulanmasını destekleyen ve engel olan şeyler nelerdir?
- B.4. Programların daha iyi uygulanabilmesi için ne tür değişiklikler olmasını isterdiniz?

C. MESLEKİ PROFESYONELLİK

- C.1. Öğretmen olarak programın sizden beklentileri sizce neler?
- C.2. Yeni programlarla birlikte öğretmen olarak sizce rolünüzde bir takım değişiklikler olduğunu düşünüyor musunuz? Neden?
Prompt Q: Bu yeni rolü ne kadar benimsiyorsunuz?
- C.3. Mesleğinizin gerekliliklerini yerine getirirken ne kadar özgür olduğunuzu düşünüyorsunuz?
Prompt Q: Bu konuda yeni programlarla birlikte herhangi bir değişiklik olduğunu düşünüyor musunuz?
- C.4. Programın beklentilerini yerine getiremediğinizi hissettiğinizde ne yapıyorsunuz?
- C.5. Diğer öğretmenlerle yeni programlar hakkında paylaşımlarınız neler?
- C.6. Mesleki profesyonellik size ne ifade ediyor?
- C.7. Sizce öğretmenlik mesleği mesleki profesyonellikle ilgili hangi kavramları taşıyor?
- C.8. Yeni programlarla ilgili hangi hizmet içi eğitim programlarına katıldınız? Yeterli miydi?
- C.9. Yeni programlarla ilgili başka nerelerden bilgi aldınız?

D. OKUL KÜLTÜRÜ

- D.1. Sizce çalışma ortamınız yeni programları uygulamak için ne kadar uygun?
- D.2. Bu zorlukları rahatlıkla idarecilerinizle paylaşabiliyor musunuz?
Paylaştığınızda nasıl bir tepki alırsınız?
- D.3. Yeni programın beklentilerini yerine getirmeyen öğretmenlere idarecilerin yaklaşımı nasıl?
- D.4. Ekibinizde yeni programları uygulamayı benimsemeyenlere karşı meslekdaşların yaklaşımı nasıl?
- D.5. Hayalinizdeki okulu anlatır mısınız? (a. Öğretmenler, b. Öğrenciler,

c.İdareciler, d. Fiziki koşullar)

Prompt Q: Hayalinizdeki okula ne kadar yakın bir ortam var?

- D.6. Okulunuzdaki çalışma ortamı ile ilgili hangi sıfatları kullanırdınız? Nasıl tanımlardınız?
- D.7. Bu çalıştığınız okulu bir şeye (bir hayvan, bir nesne, bir olay, masal kahramanı, v.b.) benzetmenizi istesem neye benzetirdiniz?
Prompt Q: Neden?
- D.8. Bu okulda tüm idareci ve öğretmenlerin paylaştığı, önemli olan kurumsal değerler nelerdir?
- D.9. Bu değerleri siz ne kadar benimsiyorsunuz? Hem fikir değilseniz, hangi değerlerin olmasını isterdiniz?

E. YÖNETİMSEL YAPI VE LİDERLİK

- E.1. Yeni programın etkili bir şekilde uygulanması konusunda yöneticilerinizin liderlik davranışları hakkında neler söylediniz?
Prompt Q: Bu davranışlar size ne hissettiriyor?
- E.2. Çalıştığınız okuldaki yönetim yapısını nasıl tarif edersiniz?
- E.3. Yeni programın uygulanmasında, okul yönetim yapısının size getirdiği kolaylıklar ve zorluklar nelerdir?

APPENDIX B

YÖNETİCİ GÖRÜŞME SORULARI İLK VERSİYON

A. GENEL

- A1. Kaç yıldır yöneticilik yapıyorsunuz?
- A2. Kaç yıldır bu okulda yönetici olarak çalışıyorsunuz?

B. PROGRAM HAKKINDA DÜŞÜNCELER

- B.1. Yeni öğretim programlarıyla ilgili genel düşünceleriniz neler?
- B.2. Sizce yeni programların getirdiği en büyük değişiklik nedir?
- B.3. Programın uygulanmasını destekleyen ve engel olan şeyler nelerdir?
- B.4. Programların daha iyi uygulanabilmesi için ne tür değişiklikler olmasını istediniz?

C. MESLEKİ PROFESYONELLİK

- C.1. Yönetici olarak programın sizden beklentileri sizce neler?
- C.2. Yeni programlarla birlikte yönetici olarak sizce rolünüzde bir takım değişiklikler olduğunu düşünüyor musunuz? Neden?
Prompt Q: Bu yeni rolü ne kadar benimsiyorsunuz?
- C.3. Yöneticilik pozisyonunun gerekliliklerini yerine getirirken ne kadar özgür olduğunuzu düşünüyorsunuz?
Prompt Q: Bu konuda yeni programlarla birlikte herhangi bir değişiklik olduğunu düşünüyor musunuz?
- C.4. Programın beklentilerini yerine getiremediğinizi hissettiğinizde ne yapıyorsunuz?
- C.5. Diğer öğretmenlerle yeni programlar hakkında paylaşımlarınız neler?
- C.6. Mesleki profesyonellik size ne ifade ediyor?
- C.7. Sizce öğretmenlik mesleği mesleki profesyonellelikle ilgili hangi kavramları taşıyor?
- C.8. Yeni programlarla ilgili hangi hizmet içi eğitim programlarına katıldınız? Yeterli miydi?
- C.9. Yeni programlarla ilgili başka nerelerden bilgi aldınız?

D. OKUL KÜLTÜRÜ

- D.1. Sizce çalışma ortamınız yeni programları uygulamak için ne kadar uygun?
- D.2. Öğretmenleriniz, yeni programları uygularken yaşadıkları zorlukları sizinle rahatlıkla paylaşabiliyorlar mı? Sizden nasıl bir tepki alırlar?
- D.3. Yönetici olarak yeni programları uygularken yaşanan sıkıntıları, yönetim zincirinde bağlı olduğunuz kişiyle rahatlıkla paylaşabiliyor musunuz? Paylaştığınızda nasıl bir tepki alırsınız?
- D.4. Yeni programın beklentilerini yerine getirmeyen öğretmenlere yaklaşımınız nasıldır?
Prompt Q: Ne tür yaptırımlar uyguluyorsunuz?
- D.5. Ekibinizde yeni programları uygulamayı benimsemeyenlere karşı

- meslekdaşların birbirine yaklaşımını nasıl gözlemliyorsunuz?
- D.6. Hayalinizdeki okulu anlatır mısınız? (a. Öğretmenler, b. Öğrenciler, c. İdareciler, d. Fiziki koşullar)
Prompt Q: Hayalinizdeki okulu işleyişe geçirmekte size destek ve engel olan faktörler nelerdir?
- D.7. Okulunuzdaki çalışma ortamı ile ilgili hangi sıfatları kullanırdınız? Nasıl tanımlardınız?
- D.8. Yöneticilik yaptığınız bu okulu bir şeye (bir hayvan, bir nesne, bir olay, masal kahramanı, v.b.) benzetmenizi istesem neye benzetirdiniz?
Prompt Q: Neden?
- D.9. Bu okulda tüm idareci ve öğretmenlerin paylaştığı, önemli olan kurumsal değerler nelerdir?
- D.10. Bu değerleri siz ne kadar benimsiyorsunuz? Hem fikir değilseniz, hangi değerlerin olmasını isterdiniz? Kurum kültürünü benimsetmek için yönetici olarak neler yapıyorsunuz?

E. YÖNETİMSEL YAPI VE LİDERLİK

- E.1. Yeni programın etkili bir şekilde uygulanması konusunda hangi liderlik davranışlarını gösterdiğinizi düşünüyorsunuz?
- E.2. Çalıştığınız okuldaki yönetim yapısını nasıl tarif edersiniz?
- E.3. Yeni programın uygulanmasında, okul yönetim yapısının size getirdiği kolaylıklar ve zorluklar nelerdir?

APPENDIX C

ÖĞRETMEN GÖRÜŞME SORULARI SON VERSİYON

Sayın Katılımcı,

Bu görüşmeye katılmayı kabul ettiğiniz için teşekkür ederim. Görüşmemizden elde ettiğimiz veriler, doktora tezi için yapılan bir araştırmada kullanılacaktır. Araştırmada, okul isimleri, görüşme yapılan öğretmen ve yönetici isimleri hiç bir şekilde kullanılmayacak, her okula ve görüşme yapılan her kişiye bir numara verilecektir.

Size yönelteceğim sorulara, içtenlikle ve mümkün olduğunca detaylı yanıt vermenizi istiyorum. Onayınız olduğu takdirde, görüşmemizi teybe kaydedeceğim. Araştırma çalışması bittikten sonra, siz de isterseniz, sonuçları sizinle paylaşmaktan memnuniyet duyarım.

A. GENEL

- A1. Kaç yıldır öğretmenlik yapıyorsunuz?
- A.2. Kaç yıldır bu okulda çalışıyorsunuz?
- A.3. Kaçınıcı sınıflara ders veriyorsunuz?
- A.4. Haftada kaç saat derse giriyorsunuz?

B. PROGRAM HAKKINDA DÜŞÜNCELER (Programın felsefesi ile ilgili inanç ve değerler – Araştırma Sorusu 3)

- B.1. Yeni öğretim programlarıyla ilgili genel düşünceleriniz neler?
- B.2. Sizce yeni programların getirdiği en büyük değişiklik nedir?
- B.3. Programın uygulanmasını destekleyen ve engel olan şeyler nelerdir?
- B.4. Yeni programların etkili bir şekilde uygulanabilmesi için okulunuzda ne tür idari (yönetmelik, yönetici ve öğretmenlerin görevleri, yetki ve sorumlulukları anlamında) ve mali değişikliklerin olmasını isterdiniz?

C. MESLEKİ PROFESYONELLİK (Profesyonellik ile ilgili değerler –

Araştırma sorusu 4)

- C.1. Öğretmen olarak yeni programın sizden beklentileri sizce neler? Yani yeni programlarla birlikte öğretmen olarak rolünüzde ne tür değişiklikler olduğunu düşünüyorsunuz?
Bu yeni rolü ne kadar benimsiyorsunuz?
- C.2. Mesleğinizin gerekliliklerini yerine getirirken ne kadar bağımsız, eğitim-öğretim etkinliklerinin planlanması ve yürütülmesinde bir öğretmen olarak ne kadar özgür olduğunuzu düşünüyorsunuz?
Bu konuda yeni programlarla birlikte herhangi bir değişiklik olduğunu düşünüyor musunuz?
- C.3. Programın beklentilerini yerine getiremediğinizi hissettiğinizde ne yapıyorsunuz?
- C.4. Diğer öğretmenlerle yeni programlar hakkında paylaşımlarınız neler?
- C.5. Genel anlamda “mesleki profesyonellik” deyimini size ne çağrıştırıyor?
Öğretmenlik sizce profesyonel bir meslek alanı mıdır? Mesela bir öğretmeni tanımlarken “çok profesyonel bir öğretmendir” desem, bu öğretmenin vasıfları ile ilgili neler söylediniz?
- C.6. Yeni programlarla ilgili hangi hizmet içi eğitim programlarına katıldınız? Yeterli miydi?
- C.7. Yeni programlarla ilgili başka nerelerden bilgi aldınız?

D. OKUL KÜLTÜRÜ (Okul Kültürü ile ilgili Algılar - Araştırma Sorusu 1)

- D.1. Sizce okulunuzdaki fiziki çalışma koşullarınız, öğretmenler arası iletişim ve etkileşim, yöneticilerle ilişkiler, okulunuzda yerleşik gelenek ve alışkanlıklar gibi şeyler yeni programları uygulamak için ne kadar uygun?
- D.2. Bu zorlukları rahatlıkla idarecilerinizle paylaşabiliyor musunuz?
Paylaştığımızda nasıl bir tepki alırsınız?
- D.3. Yeni programın beklentilerini yerine getirmeyen öğretmenlere idarecilerin yaklaşımı nasıl?
- D.4. Ekibinizde yeni programları uygulamayı benimsemeyenlere karşı meslekdaşların yaklaşımı nasıl?

- D.5. Hayalinizdeki okulu anlatır mısınız? (a. Öğretmenler, b. Öğrenciler, c. İdareciler, d. Fiziki koşullar)
Hayalinizdeki okula ne kadar yakın bir ortam var? Şu anki durumu hangi sıfatları kullanarak tanımladınız?
- D.6. Bu çalıştığımız okulu bir şeye (bir hayvan, bir nesne, bir olay, masal kahramanı, v.b.) benzetmenizi istesem neye benzetirdiniz?
Neden? Detaylı açıklar mısınız?
- D.7. Bu okulda tüm idareci ve öğretmenlerin paylaştığı, önemli olan kurumsal değerler nelerdir?
Bu değerleri siz ne kadar benimsiyorsunuz? Hem fikir değilseniz, hangi değerlerin olmasını isterdiniz?

E. YÖNETİMSEL YAPI VE LİDERLİK (Yönetimsel Yapı– Araştırma Sorusu 2)

- E.1. Yeni programın etkili bir şekilde uygulanması konusunda yöneticilerinizin etkili bir liderlik davranışı gösterdiğine inanıyor musunuz? Bunlar nelerdir?
Bu davranışlar size ne hissettiriyor?
- E.2. Çalıştığımız okuldaki idari yapı ve işleyiş konusunda yaşadığımız sorunlar hakkında neler söylersiniz?
Yeni programın uygulanmasında sözünü ettiğiniz bu sorunlar veya konular ne yönde engelleyici veya teşvik edici oluyor?

INTERVIEW GUIDE WITH TEACHERS LAST VERSION (ENGLISH)

Dear Participant,

Thank you very much for accepting to have this interview with me. The data from this interview will be used in a doctorate research study. The names of the schools, teachers, and administrators will be kept totally confidential in the study; each school and interviewee will be represented by a number throughout the study.

I would appreciate if you answer the questions sincerely and as deeply as possible. Upon your consent, the interview will be tape recorded. If you want, I will be delighted to share the results of the whole study with you, too.

A. GENERAL

- A1. How long have you been teaching?
- A.2. How long have you been working in this school?
- A.3. Which grades do you teach?
- A.4. How many hours a week do you teach?

B. OPINIONS ON THE PROGRAMS (Beliefs and values about the philosophy of the programs – Research Question 3)

- B.1. What do you think about the new education programs in general?
- B.2. What is the biggest change do you think that the new programs have brought?
- B.3. What are the factors that inhibit or facilitate the implementation of the programs?
- B.4. In order to implement the new programs efficiently, what kind of administrative (in terms of managerial, duties of the administrators and teachers, responsibilities and authority) and financial changes would you like to have?

C. VALUES ON PROFESSIONALISM (Values on professionalism –

Research Question 4)

- C.1. What do you think the new programs expect the teachers to do? What kind of changes do you think you have had as a teacher with the start of the new programs?
How much do you embrace this new role?
- C.2. How autonomous do you think you are when teaching in terms of planning and implementing the educational activities as a teacher?
Do you think there have been any change in this respect with the start of the new programs?
- C.3. What do you do when you feel you cannot realize the expectations of the programs?
- C.4. What do you share with the other teachers about the new programs?
- C.5. In general, what does “professionalism” mean to you?
Do you think teaching is a profession? If I define a teacher as a “very professional teacher”, what would you say about the characteristics of this teacher?
- C.6. Which in service training programs about the new programs have you attended? Were they adequate and sufficient?
- C.7. What other sources did you use to learn more about the new programs?

D. SCHOOL CULTURE (Perceptions on School Culture – Research

Question 1)

- D.1. How appropriate do you think the physical conditions, relationships between the teachers, relationships with the administration, the traditions and mores are to implement the new programs in your school?
- D.2. Can you share the difficulties with your administrators easily? What would their reaction be when you share those?
- D.3. What is the attitude of the administrators to those teachers who do not embrace and cannot do the requirements of the new programs?
- D.4. What is the attitude of the colleagues to those teachers who do not embrace and cannot do the requirements of the new programs?
- D.5. Can you describe your dream school? (a. Teachers, b. Students,

c. Administrators, d. Physical conditions)

How close is your current school to your dream school? What kind of adjectives would you use to describe the current situation?

- D.6. If I want you to resemble this school that you are working at to something (an animal, an object, an event, a hero in a story), what would you say?

Why? Can you explain in detail?

- D.7. What are the values that are shared by all administrators and teachers and are important to everyone?

How much do you embrace these values? If you do not, what other values would you like to have in your school?

E. ORGANIZATIONAL STRUCTURE AND LEADERSHIP

(Organizational Structure – Research Question 2)

- E.1. Do you believe your administrators show effective leadership behaviors to implement the new programs efficiently? What are these behaviors?

What do these behaviors make you feel?

- E.2. What would you say about the flaws of the organizational structure and process in your school?

To what extent these problems or issues are inhibitors or facilitators in implementing the new programs?

APPENDIX D

YÖNETİCİ GÖRÜŞME SORULARI SON VERSİYON

Sayın Katılımcı,

Bu görüşmeye katılmayı kabul ettiğiniz için teşekkür ederim. Görüşmemizden elde ettiğimiz veriler, doktora tezi için yapılan bir araştırmada kullanılacaktır. Araştırmada, okul isimleri, görüşme yapılan öğretmen ve yönetici isimleri hiç bir şekilde kullanılmayacak, her okula ve görüşme yapılan her kişiye bir numara verilecektir.

Size yönelteceğim sorulara, içtenlikle ve mümkün olduğunca detaylı yanıt vermenizi istiyorum. Onayınız olduğu takdirde, görüşmemizi teybe kaydedeceğim. Araştırma çalışması bittikten sonra, siz de isterseniz, sonuçları sizinle paylaşmaktan memnuniyet duyarım.

A. GENEL

- A1. Kaç yıldır yöneticilik yapıyorsunuz?
A.2. Kaç yıldır bu okulda yönetici olarak çalışıyorsunuz?

B. PROGRAM HAKKINDA DÜŞÜNCELER (programın felsefesi ile ilgili inanç ve değerler – Araştırma Sorusu 3)

- B.1. Yeni öğretim programlarıyla ilgili genel düşünceleriniz neler?
B.2. Sizce yeni programların getirdiği en büyük değişiklik nedir?
B.3. Yeni programın etkili ve başarılı bir şekilde uygulanmasını destekleyen ve engel olan şeyler sizce nelerdir?
B.4. Programların daha iyi uygulanabilmesi için ne tür idari değişiklikler (yönetisel, yönetici ve öğretmenlerin görevleri, yetki ve sorumlulukları anlamında) ve mali değişiklikler olmasını isterdiniz?

C. MESLEKİ PROFESYONELLİK (Profesyonellik ile ilgili değerler –

Araştırma sorusu 4)

- C.1. Yönetici olarak yeni programın sizden beklentileri sizce neler?
- C.2. Yeni programların yöneticilerin rollerinde değişiklikler getirdiğini düşünüyor musunuz? Bunlar nelerdir?
Bu yeni rolü veya beklentileri ne kadar benimsiyorsunuz?
- C.3. Yöneticilik görevlerinizi yerine getirirken ne kadar bağımsız (eğitim öğretim etkinliklerinin planlanması ve yürütülmesinde) olduğunuzu düşünüyorsunuz?
Bu konuda yeni programlarla birlikte herhangi bir değişiklik olduğunu düşünüyor musunuz?
- C.4. Yönetici olarak programın beklentilerini yerine getiremediğinizi hissettiğinizde ne yapıyorsunuz?
- C.5. Diğer öğretmenlerle yeni programlar hakkında paylaşımlarınız neler?
- C.6. Genel anlamda “mesleki profesyonellik” deyimini size ne çağrıştırıyor?
Öğretmenlik sizce profesyonel bir meslek alanı mıdır? Mesela bir öğretmeni tanımlarken “çok profesyonel bir öğretmendir” desem, bu öğretmenin vasıfları ile ilgili neler söylersiniz?
- C.7. Yeni programlarla ilgili hangi hizmet içi eğitim programlarına katıldınız?
Yeterli miydi?
Yeni programlarla ilgili başka nerelerden bilgi aldınız?

D. OKUL KÜLTÜRÜ (Okul Kültürü ile ilgili Algılar - Araştırma Sorusu 1)

- D.1. Sizce okulunuzdaki fiziki çalışma koşullarınız, öğretmenler arası iletişim ve etkileşim, yönetici ve öğretmen ilişkileri, okulunuzda yerleşik gelenek ve alışkanlıklar gibi şeyler
yeni programları uygulamak için ne kadar uygun?
- D.2. Öğretmenleriniz, yeni programları uygularken yaşadıkları zorlukları sizinle rahatlıkla paylaşabiliyorlar mı? Onlara karşı yaklaşımınız ne olur?
- D.3. Yönetici olarak yeni programları uygularken yaşadığınız olumlu veya olumsuz durumları (ilçe ve il) milli eğitim müdürlükleri ve milli eğitim merkez örgütü ile rahatlıkla paylaşabiliyor musunuz? Paylaştığınızda nasıl bir tepki alırsınız?

- D.4. Yeni programın beklentilerini yerine getirmeyen öğretmenlere yaklaşımınız nasıldır?
Programın öğretmenler tarafından gerektirdiği gibi uygulanabilmesi için öğretmenlere ne tür yaptırımlar uyguluyorsunuz?
- D.5. Ekibinizde yeni programları uygulamayı benimsemeyenlere veya gelişi güzel uygulayanlara karşı diğer öğretmenlerin yaklaşımı hakkında neler söylersiniz?
- D.6. Hayalinizdeki okulu anlatır mısınız? (a. Öğretmenler, b. Öğrenciler, c. İdareciler, d. Fiziki koşullar)
Hayalinizdeki okulu hayata geçirmekte size destek ve engel olabilecek faktörler nelerdir?
- D.7. Yöneticilik yaptığınız bu okulu bir şeye (bir hayvan, bir nesne, bir olay, masal kahramanı, v.b.) benzetmenizi istesem neye benzetirdiniz?
Neden? Detaylı açıklar mısınız?
- D.8. Bu okulda tüm idareci ve öğretmenlerin paylaştığını düşündüğünüz, önemli kurumsal değerler nelerdir?
Bu değerleri siz ne kadar benimsiyorsunuz? Benimsemediğiniz değerlerin yerinde hangi değerlerin olmasını isterdiniz?
- D. 9. Okulunuzdaki öğretmenlere kurum kültürünü benimsetmek için yönetici olarak neler yapıyorsunuz?

E. YÖNETİMSEL YAPI VE LİDERLİK

- E.1. Yeni programın etkili bir şekilde uygulanması konusunda öğretmenlerinize liderlik ettiğinizi düşünüyor musunuz? Nasıl?
- E.2. Çalıştığınız okuldaki idari yapı ve işleyişi nasıl tarif edersiniz? Bu yapının yeni programların uygulanmasında getirdiği kolaylıklar ve zorluklar nelerdir?

INTERVIEW GUIDE FOR ADMINISTRATORS LAST VERSION (ENGLISH)

Dear Participant,

Thank you very much for accepting to have this interview with me. The data from this interview will be used in a doctorate research study. The names of the schools, teachers, and administrators will be kept totally confidential in the study; each school and interviewee will be represented by a number throughout the study.

I would appreciate if you answer the questions sincerely and as deeply as possible. Upon your consent, the interview will be tape recorded. If you want, I will be delighted to share the results of the whole study with you, too.

A. GENERAL

- A1. How long have you been an administrator?
- A.2. How long have you been working as an administrator in this school?

B. OPINIONS ON THE PROGRAMS (Beliefs and values about the philosophy of the programs – Research Question 3)

- B.1. What do you think about the new education programs in general?
- B.2. What is the biggest change do you think that the new programs have brought?
- B.3. What are the factors that inhibit or facilitate the implementation of the programs?
- B.4. In order to implement the new programs efficiently, what kind of administrative (in terms of managerial, duties of the administrators and teachers, responsibilities and authority) and financial changes would you like to have?

C. VALUES ON PROFESSIONALISM (Values on professionalism – Research Question 4)

- C.1. What are the expectations of the new programs on you as an administrator?
- C.2. Do you think the new programs have brought changes to the roles of the

administrators? What are these changes?

How much do you embrace this new role or expectations?

C.3. How autonomous do you think you are when administering in terms of planning and implementing the educational activities as an administrators?
Do you think there have been any change in this respect with the start of the new programs?

C.4. What do you do when you feel you cannot realize the expectations of the programs?

C.5. What do you share with the other teachers about the new programs?

C.6. In general, what does “professionalism” mean to you?

Do you think teaching is a profession? If I define a teacher as a “very professional teacher”; what would you say about the characteristics of this teacher?

C.7. Which in service training programs about the new programs have you attended? Were they adequate and sufficient?

What other sources did you use to learn more about the new programs?

D. SCHOOL CULTURE (Perceptions on School Culture – Research

Question 1)

D.1. How appropriate do you think the physical conditions, relationships between the teachers, relationships with the administration, the traditions and mores are to implement the new programs in your school?

D.2. Can your teachers share with you easily the difficulties they face when administering the new programs? What would your reaction be when they share those?

D.3. Can you share with your superiors (district and city wide, authorities of the Ministry of Education) easily the difficulties you face as an administrators when implementing the new programs? When you share, what kind of attitude is shown to you?

D.4. What is your attitude to those teachers who do not embrace and cannot do the requirements of the new programs?

What kind of sanctions do you put in order for the programs to be implemented by the teachers efficiently?

- D.5. What is the attitude of the colleagues to those teachers who do not embrace and cannot do the requirements of the new programs?
- D.6. Can you describe your dream school? (a. Teachers, b. Students, c. Administrators, d. Physical conditions)
How close is your current school to your dream school? What are the factors that would prevent you from or support you to realize your dream school?
- D.7. If I want you to resemble this school that you are managing to something (an animal, an object, an event, a hero in a story), what would you say?
Why? Can you explain in detail?
- D.8. What are the values that are shared by all administrators and teachers and are important to everyone?
How much do you embrace these values? If you do not, what other values would you like to have in your school?
- D.9. What do you do in your school to make your teachers hold the school culture?

E. ORGANIZATIONAL STRUCTURE AND LEADERSHIP

(Organizational Structure – Research Question 2)

- E.1. Do you believe that you show effective leadership behaviors to your teachers to implement the new programs efficiently? *How?*
- E.2. How would you describe the organizational structure and process in your school?
To what extent these problems or issues are inhibitors or facilitators in implementing the new programs?

APPENDIX E

İstanbul İl Milli Eğitim Müdürlüğüne,

Orta Doğu Teknik Üniversitesi'nde Eğitim Yönetimi programında doktoramı yapmaktayım. Doktora tezimin konusu, **“Yapılandırmacı Eğitim Yaklaşımına Göre Hazırlanan Yeni İlköğretim Müfredatlarının Uygulanmasında, Okul Kültürü, Yönetimsel Yapı, Öğretmenlik Mesleğiyle İlgili Algular Gibi Müfredat Dışı Etkenlerin Etkisi”**dir. Tez çalışmamda, 4 okul üzerinde bir vaka araştırması yapılacaktır ve bu okullarda çalışan 6 ilköğretim öğretmeni, 1 müdür ve 1 müdür yardımcısı ile karşılıklı mülakat yapılacaktır. Farklı sosyo ekonomik bölgelerden 4 okul seçilmiştir. Bu okullardaki öğretmen ve yöneticilere ekte bulunan mülakat soruları sorulacaktır.

Çalışmam, Milli Eğitim Bakanlığı'nın uygulamaya başlattığı ve eğitimde bir reform niteliği taşıyan müfredat programlarının başarıyla uygulanabilmesi için farklı bir bakış açısı sunacak ve elde edilen veriler Bakanlığımızla da paylaşılacaktır.

Doktora tezinde ve Bakanlığa sunulacak raporda, okul isimleri ve mülakat yapılan kişilerin isimleri geçmeyecektir. Çalışma sadece vaka incelemesidir.

Çalışmamı sürdürebilmem için, adı geçen okullarda yönetici ve öğretmenlerle gerekli mülakatların yapılabilmesi için izin verilmesini arz ederim.

Saygılarımla,

Sinem Vatanartıran

Orta Doğu Teknik Üniversitesi

Doktora Programı Öğrencisi

**MİLLİ EĞİTİM BAKANLIĞINA BAĞLI HER TÜR OKUL VE
KURUMLARDA YAPILMASINA İZİN VERİLEN ARAŞTIRMA
UYGULAMASINDA VERİ ARAÇLARI VE ARAŞTIRMA SONUCU
TAAHHÜTNAMESİ**

ARAŞTIRMA SAHİBİNİN	
Adı Soyadı	Sinem Vatanartıran
Bağlı Bulunduğu Üniversite – Kurum	Orta Doğu Teknik Üniversitesi
Araştırma Konusu	Yapılandırmacı Eğitim Yaklaşımına Göre Hazırlanan Yeni İlköğretim Müfredatlarının Uygulanmasında, Okul Kültürü, Yönetimsel Yapı, Öğretmenlik Mesleğiyle İlgili Algılar Gibi Müfredat Dışı Etkenlerin Etkisi

Yukarıda yazılı araştırma ile ilgili;

- 1.) Öğretmen Mülakat Formu ve Yönetici Mülakat Formu'nu kendimin geliştirdiğini ve başka kurum ya da kuruluş tarafından geliştirilmediğini;
- 2.) Kurumunuz tarafından izin verildiği takdirde çalışmalarımın sonuçlarını çalışmaların bittikten 2(iki) hafta içinde iki suret CD'ye kayıtlı olarak İl Milli Eğitim Müdürlüğü'ne vermeyi;

taahhüt ederim.

Sinem Vatanartıran

Araştırma Yapacak Kişilerin Tamamlaması Gereken Bilgiler
ARAŞTIRMA ÖNERİSİ

Araştırma Konusu ve Önemi: Yapılandırmacı Eğitim Yaklaşımına Göre Hazırlanan Yeni İlköğretim Müfredatlarının Uygulanmasında, Okul Kültürü, Yönetimsel Yapı, Öğretmenlik Mesleğiyle İlgili Algılar Gibi Müfredat Dışı Etkenlerin Etkisi. Milli Eğitim Bakanlığı'nın uygulamaya başlattığı ve eğitimde bir reform niteliği taşıyan müfredat programlarının başarıyla uygulanabilmesi için farklı bir bakış açısı sunmak.

Problem ve Alt Problemler: Yapılandırmacı eğitim yaklaşımına göre hazırlanan yeni ilköğretim müfredatlarının uygulanmasında, okul kültürü, yönetimsel yapı, öğretmenlik mesleğiyle ilgili algılar gibi müfredat dışı etkenlerin etkisi nedir?

Araştırma Evreni : İlköğretim Okulları'nda çalışan öğretmen ve yöneticilerdir. Örneklem ise, bir vaka araştırması olduğu için, İstanbul ilinde, farklı sosyo ekonomik bölgelerden seçilen 3 devlet ve 1 özel ilköğretim okuludur.

Araştırma Yöntemleri : Niteliksel araştırma yöntemi ve vaka araştırması kullanılacaktır.

Veri Toplama Araçları : 6 ilköğretim öğretmeni, 1 müdür ve 1 müdür yardımcısı ile karşılıklı mülakat yapılacaktır. Farklı sosyo ekonomik bölgelerden seçilen 4 okuldaki çalışan öğretmen ve yöneticilere ekte bulunan ve kendim tarafında geliştirilmiş mülakat soruları sorulacaktır.

Çalışma Takvimi : Mayıs ayında kişilerle mülakat yapmak

Araştırmaya katılacak birey sayısı ve yeri: Okul binalarında 6 öğretmen ve 2 yönetici, toplam 32 kişi

Araştırmanın yapılacağı kurumlar listesi:

Araştırmacı, araştırmanın tamamlanmasından sonra araştırma sonucunu en geç 2 hafta içinde iki örneğini cd'ye kayıtlı olarak vermeyi taahhüt eder.

Sinem Vatanartıran

APPENDIX F

İSTANBUL İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ ARAŞTIRMA YAPMAYA YÖNELİK İZİN

T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü


Sayı : B.08.4.MEM.4.34.00.18.580/ 1906/48337 5../05/2008
Konu : Anket.
(Sinem VATANARTIRAN)

ORTA DOĞU TEKNİK ÜNİVERSİTESİ Eğitim Fakültesi Dekanlığına

- İlgi: a) Valilik Makamının 05/05/2008 tarih ve 1887/48027 sayılı Oluru.
b) Millî Eğitim Bakanlığı Eğitim Araştırma ve Geliştirme Dairesi Başkanlığı'nın Okul ve Kurumlarda Yapılacak Araştırma ve Araştırma Desteğine Yönelik izin ve Uygulama Yönergesi.
c) Bila tarih ve bila sayılı yazınız.

Orta Doğu Teknik Üniversitesi Eğitim Fakültesi Eğitim Yönetimi Doktora Programı öğrencisi Sinem VATANARTIRAN'ın, İlimizde ekte isimleri belirtilen okullarda uygulanmak üzere "Yapılandırmacı Eğitim Yaklaşımına Göre Hazırlanan Yeni İlköğretim Müfredatlarının Uygulanmasında, Okul Kültürü, Yönetimsel Yapı, Öğretmenlik Mesleğiyle İlgili Algular Gibi Müfredat Dışı Etkenlerin Etkisi" konulu anket uygulaması yapma isteği ilgi (a) Valilik Oluru ile uygun görülmüştür.

Bilgilerinizi, gereğinin ilgi (a) Valilik Oluru doğrultusunda, gerekli duyurunun anketçi tarafından yapılmasını, işlem bittikten sonra 2(iki) hafta içinde sonuçtan Müdürlüğümüz Kültür Bölümüne rapor halinde bilgi verilmesini arz ederim.


Erdem DEMİRCİ
Müdür a.
Müdür Yardımcısı

EKLER :
Ek-1. İLĞİ (a) Valilik Oluru.
2. Anket soruları.

EĞİTİM **NOT :** Verilecek cevapta tarih, kayıt numarası, dosya numarası yazılması rica olunur.
%100 **Adres :** İstanbul Millî Eğitim Müdürlüğü A.Blok Ankara cad. No:2 Cağaloğlu 2125261382
DESTEK **E-Mail :** kultur34@meb.gov.tr **Web :** <http://istanbul.meb.gov.tr/bolumler/kultur>
4440632

T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : B.08.4.MEM.4.34.00.18.580/ 1887/48027
Konu: Anket.
(Sinem VATANARTIRAN)

5. Mayıs 2008

VALİLİK MAKAMINA

- İlgi : a-)Orta Doğu Teknik Üniversitesi Eğitim Fakültesi'nin bila tarih ve bila sayılı yazısı.
b-)Millî Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma ve Araştırma Desteğine Yönelik İzin ve Uygulama Yönergesi.
c-)Millî Eğitim Bakanlığı Eğitim Araştırma Geliştirme Dairesi Başkanlığı'nın 11/04/2007 tarih ve 1950 sayılı emri.
d-)Millî Eğitim Müdürlüğü Anket Komisyonu'nun 01/05/2008 tarihli tutanağı.

Orta Doğu Teknik Üniversitesi Eğitim Fakültesi Eğitim Yönetimi Doktora Programı öğrencisi Sinem VATANARTIRAN'ın, İlimizde ekte isimleri belirtilen okullarda uygulanmak üzere "Yapılandırmacı Eğitim Yaklaşımına Göre Hazırlanan Yeni İlköğretim Müfredatlarının Uygulanmasında, Okul Kültürü, Yönetimsel Yapı, Öğretmenlik Mesleğiyle İlgili Algılar Gibi Müfredat Dışı Etkenlerin Etkisi" konulu anket çalışmalarını yapma istekleri hakkındaki İlgi (a) yazı ve ekleri Müdürlüğümüzce incelenmiştir.

Orta Doğu Teknik Üniversitesi Eğitim Fakültesi Eğitim Yönetimi Doktora Programı öğrencisi Sinem VATANARTIRAN'ın, İlimizde ekte isimleri belirtilen okullarda uygulanmak üzere "Yapılandırmacı Eğitim Yaklaşımına Göre Hazırlanan Yeni İlköğretim Müfredatlarının Uygulanmasında, Okul Kültürü, Yönetimsel Yapı, Öğretmenlik Mesleğiyle İlgili Algılar Gibi Müfredat Dışı Etkenlerin Etkisi" konulu anket çalışmalarını yapması, bilimsel amaç dışında kullanılmaması koşuluyla, okul idarelerinin denetim, gözetim ve sorumluluğunda, İlgi (c) Bakanlık Emri esasları dahilinde uygulanması, sonuçtan Müdürlüğümüze rapor halinde (CD formatında)bilgi verilmesi kaydıyla Müdürlüğümüzce uygun görülmektedir.

Makamınızca da uygun görüldüğü takdirde Olurlarınıza arz ederim.


M. Ata ÖZER
Millî Eğitim Müdürü

EKLER :
Ek-1. İLGI (a)yazı ve ekleri

OLUR
01/05/2008
Hikmet DİNÇ
Vali
Vali Yardımcısı

NOT : Verilecek cevapta tarih, kayıt numarası, dosya numarası yazılması rica olunur.
Adres :İstanbul Millî Eğitim Müdürlüğü A.Blok Ankara cad. No:2 Cağaloğlu 526 13 82

APPENDIX G

Table 4.1.20
Overview of Results Related to School Culture

General Categories	Parent Categories	Sub-Parent Categories	PubM			PubH			PrM			PubL			Totals		
			Ts	Adms		Ts	Adms		Ts	Adms		Ts	Adms		Ts	Adms	
		Positive Perceptions	1	3		2	5		0	2		3	9		6	19	
		Negative Perceptions	2		1				0			1			4		
		Peer Sanctions	No reaction: 3	Positive: 2		No reaction: 2	Positive: 3		No reaction: 2	Positive: 1		No reaction: 1	Positive: 3		8	9	
		Administ. Sanctions	No Intf: 1	Warnings: 2		No Intf: 1	Warnings: 2		Warnings: 2	0		No Intf: 1	Warnings: 2		No Intf: 4	Warnings: 2, Strong Pers: 4	
Collaborative Work Environment		Appropriate	6	3	4	2	2	6	0	0	1	0	0	17	5		
		Inapp.	0	0	1	0	1	1	2	2	0	3		2	5		
School Culture		Reasons for inapprop.	Insufficient time: 1		No administ. support: 1, class size and physical conditions: 5, insufficient time: 1		No administ. support: 2, class size and physical conditions: 1		No administrative support: 1, class size and physical conditions: 6		No administrative support: 4, class size and physical conditions: 12, insufficient time: 2		No administ. support: 4, class size and physical conditions: 12, insufficient time: 2				
		Positive	4	1	3	2	3	3	1	1	4	2		14	6		
Effective School		Negative	1	0	3	0	3	3	1	1	3	2		10	3		
		Inhibitors		Bureaucracy, having no authority, lack of efficiency of staff		Having no authority		Bureaucracy, having no authority		0							

Table 4.1.20 (Continued)

General Categories	Parent Categories	Sub-Parent Categories	PubM		PubH		PrIM		PubL		Totals	
			Ts	Adms	Ts	Adms	Ts	Adms	Ts	Adms	Ts	Adms
Shared Values	Existence	Discipline: 1, love, tolerance, respect and collaboration n: 1, sharing: 1, fulfilling responsibilities: 1, adhering to hierarchical demands: 2	Discipline: 1, respect and appreciation: 1, hard work: 2, honesty: 1	love, tolerance, respect and collaboration: 2, student centered: 1, celebrating events: 2, team work: 1, openness to development: 2	respect and appreciation n: 1, bonding as one family: 1, open communication: 1, understanding and support: 1	love, tolerance, respect and collaboration: 1, sharing: 1, team work: 1, openness to development: 2	respect and appreciation: 1, open communication: 1, flexibility: 1	love, tolerance, respect and collaboration: 1, sharing: 2, fulfilling responsibilities: 1, adhering to hierarchical demands: 2, student centered: 1, celebrating events: 2, team work: 2, openness to development: 4	respect and appreciation: 3, understanding and support: 2	love, tolerance, respect and collaboration: 8, sharing: 2, fulfilling responsibilities: 1, adhering to hierarchical demands: 2, student centered: 1, celebrating events: 2, team work: 2, openness to development: 4	Discipline: 1, respect and appreciation: 6, patience: 1, hard work: 2, bonding as one family: 1, open communication: 2, flexibility: 1, understanding and support: 3, honesty: 1	
			Existence	5		5		7		6		
Open Administrator	Non-Existence		3		1		2		0			
		Guiding: 2										
Building Up School Culture	Existence											
		Guiding: 2, Rewards: 2, Love and Respect: 2										
Building Up School Culture	Non-Existence											
		Rewards: 3, Sharing and help: 2										
Building Up School Culture	Existence											
		Guiding: 2, Rewards: 5, Sharing and help: 5, Love and respect: 2										

APPENDIX H

Table 4.2.5
Overview of the Results Related to Organizational Structure and Leadership

General Categories	Parent Categories	Sub-Parent Categories	PubM			PubH			PriM			PubL		
			Ts	Adms		Ts	Adms		Ts	Adms		Ts	Adms	
Organizational Structure and Leadership	Organizational Structure	Efficient Leadership Behaviors	3	Guiding: 1		6	Guiding: 1, Following the changes: 3		4	Following the changes: 1		1		Guiding: 3, Following the changes: 2, Finding solutions: 1
			3		0		2		4		4			
Organizational Structure and Leadership	Organizational Structure	Inefficient	3			0			2					Sharing Knowledge: 1, Controlling the system: 1, Flexibility, tolerance and transparency: 3
			3			0		2		4				Sharing Knowledge: 1, Controlling the system: 1, Flexibility, tolerance and transparency: 3, Different leadership styles amongst administrators: 1

APPENDIX I

Table 4.3.13
Overview of the Results Related to the Impact of Teacher and Administrator Perceptions About the New Programs on the Implementation of Them

General Categories	Parent Categories	Sub-Parent Categories	PubM		PubH		PriM		PubL		Totals		
			Ts	Adms	Ts	Adms	Ts	Adms	Ts	Adms	Ts	Adms	
Perceptions on the New Programs	Positive	Sound learning principles of the programs	11	6	8	11	7	4	4	14	4	41	26
		Variety of materials and resources used	3	2	4	2	4	1	1	4	1	15	6
		Better time allocation	1		2	2	1		1	1		3	
		Focus on basic common skills developed	2		4	2	2		5	2		13	4
		Variety of assessment and evaluation			1							1	
		Parents' involvement	1		1							2	
		Encouraging professional development of the teachers	1	1	2	2	1	1	1	3	2	7	6
		Conducive physical conditions of the schools		2	4	2	3	1	2	2	2	9	7
		time allocation	5		3		2		2	9	3	25	3
		physical conditions of the schools		1		3	3	3		2	2	5	4
		lack of parents' involvement				3	3			2	4	5	4
		financial limitations					1			1		4	
		load of the program			2		2			2		8	
		materials and resources needed for the programs		1		2		3		2		2	
		existence of end-of-grade exams				2				1		2	
Negative	unnecessary assessment and evaluation			1					1		2		
	bureaucratic barriers	2				1			1		2		
	inefficient leadership										1		
	limiting teachers			1					3		7		
	insufficient knowledge and adoption of teachers			3		1		1	6		12	1	
Suggestions	Physical changes	2		3		1		1	3	4	6	8	
	Organisational structure (administrative and financial reforms)	1		1	4	1		2	3		6		
	Efficiency of leaders	1				1	3		1	1	1	4	
		Professional development											

APPENDIX J

Table 4.4.17
 Overview of the Results Related to the Impact of Teacher and Administrator Values on Professionalism on the Implementation of the new Programs

General Categories	Parent Categories	Sub-Parent Categories	PubM			PubH			PrIM			PubL			Totals			
			Ts	Adms	Adms	Ts	Adms	Ts	Adms	Ts	Adms	Ts	Adms	Ts	Adms	Ts	Adms	
General		Knowledge of subject and pedagogy	3	1	2	2	2	4	1	1	1	3	10	7				
			1	1	2	1	1	2	1	1	2	1	6					
			1	1	2	1	1	1	1	1	1	1	3	4				
			1	1	1	1	1	1	1	1	1	1	2	4				
Perceptions		Being well prepared	1	1	1	1	1	4	4	2	2	8	5	3				
			1	1	1	1	1	1	1	1	1	2	5	3				
			1	1	1	1	1	1	1	1	1	1	3	3				
			1	1	1	1	1	1	1	1	1	1	2	5				
Professionalism		Democratic and participatory attitude	1	1	1	2	2	1	1	1	2	5	3	5				
			1	1	1	1	1	1	1	1	1	1	3	3				
			1	1	1	1	1	1	1	1	1	1	2	5				
			1	1	1	1	1	1	1	1	1	1	2	5				
Autonomy		Being a Motivator, Guide, Support	1	1	1	1	1	1	1	1	1	1	1	1				
			4	4	4	4	4	4	4	4	4	4	4	4				
			2	2	2	2	2	2	2	2	2	2	2	2				
			2	2	2	2	2	2	2	2	2	2	2	2				
Collaboration		Proved by Students' Test Results	1	1	1	1	1	1	1	1	1	1	1	1				
			4	4	4	4	4	4	4	4	4	4	4	4				
			2	2	2	2	2	2	2	2	2	2	2	2				
			2	2	2	2	2	2	2	2	2	2	2	2				
Collaboration		Changes in Autonomy	1	1	1	1	1	1	1	1	1	1	1	1				
			4	4	4	4	4	4	4	4	4	4	4	4				
			2	2	2	2	2	2	2	2	2	2	2	2				
			2	2	2	2	2	2	2	2	2	2	2	2				
Collaboration		No Changes in Autonomy	1	1	1	1	1	1	1	1	1	1	1	1				
			4	4	4	4	4	4	4	4	4	4	4	4				
			2	2	2	2	2	2	2	2	2	2	2	2				
			2	2	2	2	2	2	2	2	2	2	2	2				
Collaboration		More Freedom and Independence	4	4	4	4	4	4	4	4	4	4	4	4				
			4	4	4	4	4	4	4	4	4	4	4	4				
			1	1	1	1	1	1	1	1	1	1	1	1				
			1	1	1	1	1	1	1	1	1	1	1	1				
Collaboration		No freedom / More Restricted	5	5	5	5	5	5	5	5	5	5	5	5				
			2	2	2	2	2	2	2	2	2	2	2	2				
			4	4	4	4	4	4	4	4	4	4	4	4				
			1	1	1	1	1	1	1	1	1	1	1	1				
Collaboration		Individual Efforts Only	5	5	5	5	5	5	5	5	5	5	5	5				
			2	2	2	2	2	2	2	2	2	2	2	2				
			4	4	4	4	4	4	4	4	4	4	4	4				
			1	1	1	1	1	1	1	1	1	1	1	1				
Collaboration		Peer Collaboration	5	5	5	5	5	5	5	5	5	5	5	5				
			2	2	2	2	2	2	2	2	2	2	2	2				
			4	4	4	4	4	4	4	4	4	4	4	4				
			1	1	1	1	1	1	1	1	1	1	1	1				

Table 4.4.17. (Continued)

General Categories	Parent Categories	Sub-Parent Categories	PubM		PubH		PriM		PubL		Totals	
			Ts	Adms	Ts	Adms	Ts	Adms	Ts	Adms	Ts	Adms
		Expectations of Teachers										
		Doing more testing, paper work	2		1							3
		Doing research and planning	1		2		3		4			10
		Being student-centered: facilitator	1		2		4		3			10
		"Doing the coursebook"			1							1
		Having developed IT Skills			1			1	1			2
		Knowing students well			1			1	1			1
		Using a variety of skills			1			1	1			1
		Expectations of Administrators										
		Being a guide and facilitator		1						1		2
		Being constructive		1							1	1
		Using organizational skills to plan and organize resources		1								3
		Professionalism										
		Working actively and taking responsibility		2		4			2			8
		Promoting the programs				1			1			2
		Being well planned				1				2		3
		Pursuit of self development				2						3
		Providing resources								4		4
		Embracing new roles	6		5		6		5		1	22
		Not embracing new roles	2	2	1	1	1	1	1	1	1	4
		Training Adequate	1		2		1		1			5
		Training Inadequate	5		3		4		5			17
		Other Sources										4

TURKISH SUMMARY

Milli Eğitim Bakanlığı, ilk ve orta öğretim kapsayan eğitim reformu çalışmaları çerçevesinde, 2005-2006 eğitim öğretim yılında, ulusal temel eğitim programlarını daha güncel eğitim yaklaşımlarına dayanarak değiştirdi. Önceki geleneksel, davranışçı ve öğretmen merkezli eğitim programlarını güncel, yapılandırmacı ve öğrenci merkezli programlarla değiştirmeyi hedefleyen bu yeni eğitim reformunun hiç şüphesiz milyonlarca öğrenci, eğitimci ve aileler üzerine etkisi olacaktır. Uzun vadede toplumun büyük kesiminin bu değişimden etkilenmesi beklenmektedir.

Literatür araştırmasının önerdiği gibi, eğitim reformlarının başarıyla uygulanabilmesi için müfredat dışı bazı faktörlerin etkilerine de önem verilmeli. Bu faktörlerden bazıları şu şekilde sıralanabilir: reform sürecine öğretmen ve okul yöneticilerinin katılımı, reformun uygulayıcıları olarak öğretmenlerin mesleki uygulamalarla ilgili inançları ve bu inançların davranışları üzerine etkileri, okul liderlerinin kurumsal kültürü oluşturmadaki rolleri, öğrenci ve çalışanların öğrenme sürecine olumlu katılımlarını sağlayacak ortam oluşturmaları, kurumsal yapının hiyerarşik olup olmaması, katılımcı ve dönüşümcü liderlik davranışları gösterebilme, öğrenen bir kurum yaratabilme, öğretmenlerin mesleki gelişimi, insan kaynakları yönetimi ve sosyal etkileşimler gibi.

Literatür araştırmasına göre, okul kültürü, liderlik tarzları, kurumsal yapı, ve mesleki algıların, yapılandırmacı yaklaşıma göre hazırlanmış yeni temel eğitim programlarının uygulanması üzerine etkileri olabilir. Bu faktörler bu değişim sürecini kolaylaştırabilir ya da zorlaştırabilirler.

Bu çalışmanın amacı, okul kültürü, mesleki profesyonellik algıları, yeni programlarla ilgili algılar ve kurumsal yapı ve liderliğin yeni temel eğitim programlarının uygulanması üzerinde etkisi olup olmadığını araştırmaktır.

Araştırma Soruları

Araştırma Sorusu 1 : Okul kültürünün yapılandırmacı yaklaşımla hazırlanmış yeni eğitim programlarının uygulanması üzerine etkisi var mıdır?

Araştırma Sorusu 2 : Öğretmen ve yöneticilerin yeni eğitim programları ile algılarının, yapılandırmacı yaklaşımla hazırlanmış yeni eğitim programlarının uygulanması üzerine etkisi var mıdır?

Araştırma Sorusu 3 : Öğretmen ve yöneticilerin mesleki profesyonellikle ilgili değerlerinin yapılandırmacı yaklaşımla hazırlanmış yeni eğitim programlarının uygulanması üzerine etkisi var mıdır?

Araştırma Sorusu 4 : Kurumsal yapı ve liderliğin, yapılandırmacı yaklaşımla hazırlanmış yeni eğitim programlarının uygulanması üzerine etkisi var mıdır?

Araştırma Modeli

Bu çalışmada nitel araştırma modeli kullanılmıştır çünkü araştırmanın amacı, okul kültürü, mesleki profesyonellikle ilgili algılar, yeni eğitim programları ile algılar ve kurumsal yapı ve liderlik gibi müfredat dışı faktörlerin yeni eğitim programlarının başarıyla uygulanabilmesi üzerine ilişkisini tanımlamaktır. Bu çalışma Kasım 2007 ve Mayıs 2008 arasında sürdürülmüştür. Çoklu durum çalışması, yarı yapılandırılmış, yüz yüze yapılan görüşmeler veri toplama yöntemi olarak kullanılmıştır. Araştırma örneklemini, İstanbul'da bir özel, farklı sosyo ekonomik bölgelerden seçilmiş üç devlet okulu oluşturmuştur. Milli Eğitim Bakanlığı'na ait bazı resmi belgeler de, görüşmelerle toplanan veriye destek olması amacı ile kullanılmıştır. Bu belgeler, Talim ve Terbiye

Kurulu'nun internet sayfalarında yeni eğitim programlarının felsefesi ve beklentileri ile ilgili açıklamalar ve eğitim programları ile ilgili Milli Eğitim Bakanlığı tarafından yürütülen bir araştırmanın sonuçlarıdır.

Örneklem olarak kullanılan dört ilköğretim okulu, İstanbul İl Milli Eğitim Müdürlüğü'nün önerileri ile belirlenen alt, orta ve üst düzey sosyo ekonomik statüdeki bölgelerden, maksimum çeşitlilik örnekleme yolu ile seçilmiştir. Üç okuldan bir müdür ve bir müdür yardımcısı, alt sosyo ekonomik düzeyi temsil eden okuldan bir müdür ve 2 müdür yardımcısı, ve her okuldan 6 öğretmenle görüşmeler yapılmıştır. Toplamda, 24 öğretmen ve 9 yönetici ile görüşmeler yürütülmüştür. Bu çalışmada bu okullar kısaca şu şekilde adlandırılacaktır: Özel, Orta Düzey Sosyo Ekonomik Statü (PriM); Devlet, Alt Düzey Sosyo Ekonomik Statü (PubL); Devlet, Orta Düzey Sosyo Ekonomik Statü (PubM); ve Devlet, Üst Düzey Sosyo Ekonomik Statü (PubH).

Yarı Yapılandırılmış Görüşme Protokolünün Geliştirilmesi

Görüşme yapılacak öğretmen ve okul yöneticileri için iki ayrı görüşme protokolü geliştirilmiştir. Literatür araştırması, teorik çerçeve ve araştırma sorularından yola çıkarak beş alanda sorular hazırlanmıştır: genel demografik soruları, yeni eğitim programları hakkında düşünceler, mesleki profesyonellik, okul kültürü, ve kurumsal yapı ve liderlik. Bölüm A'da, genel demografikler, mesleki deneyim yılı, çalıştıkları okuldaki deneyim yılları ve haftalık ders saatleri, Bölüm B'de Araştırma Sorusu 2'ye yönelik olarak yeni eğitim programlarının felsefesi ile ilgili düşünce, inanç ve değerleri 4 soru, Bölüm C'de Araştırma Sorusu 3'e yönelik olarak mesleki profesyonellik algısına yönelik, öğretmenin rolü, bağımsız çalışabilme, mesleki işbirliği, mesleki gelişim ile ilgili 7 soru, Bölüm D'de Araştırma Sorusu 1'e yönelik olarak okul kültürüne yönelik, çalışma ortamı, işbirliği ortamı, ekip çalışması, etkin okul algısı, ortak değerlerle ilgili 7 soru, ve Bölüm E'de Araştırma Sorusu 4'e yönelik olarak, kurumsal yapı ve liderlikle ilgili 4 soru sorulmuştur.

Geçerlilik ve Güvenirlik

Görüşme protokolü öncelikle farklı bir okulda çalışan 5 öğretmen ve 3 yönetici üzerinde pilot olarak uygulanmış, bu pilot uygulama sonucunda bazı soruların benzer cevapları ortaya çıkardığı, alanla ilgili bazı ifade ve terimlerin ne olarak anlaşılmadığı, bazı soruların ifade ediliş tarzının tam olarak anlaşılmadığı ve çok sayıda soru olduğu ortaya çıkmıştır. Protokolün daha geçerli ve güvenilir olabilmesi için, araştırmacı bu sonuçlardan yola çıkarak ve çalışmanın danışmanının da uzmanlık bilgisinden faydalanarak şu değişiklikleri yapmıştır: Görüşme protokollerinin son hali Appendix C ve Appendix D'de sırasıyla öğretmenler için ve okul yöneticileri için olmak üzere görülmektedir.

1. Soruların daha net ve direct olabilmesi için soruların ifade ediliş biçimi değiştirilmiştir.
2. Kendini tekrar eden sorular çıkartılarak, soru sayısı azaltılmıştır.
3. Bazı sorulara ek açıklayıcı alt sorular eklenmiştir.
4. Bazı sorular tamamiyle çıkarılmıştır.

Veri Toplama Süreci

Öncelikle araştırmacı, İstanbul İl Milli Eğitim Müdürlüğü'nde bu araştırmayı yapabilmek için gerekli resmi izinlere başvurmuştur. Ancak resmi izinlerin çıkması yazışmalar sebebiyle uzun süreceğinde, araştırmacı izinlerin çıkmasını beklemeden, yetkililerden aldığı sözel onaylarla görüşmeleri yapmaya başlamıştır. Görüşmeler devam ederken resmi onaylar da çıkmıştır (Bkz. Appendix E ve Appendix F).

Araştırmacı görüşme yapılacak öğretmen ve yöneticilerle her okulda görüşmelere rasgele başladı. Okul yöneticisinden, görüşme yapılacak kişi ve araştırmacının baş başa kalacağı ayrı bir oda ayarlanmasını istedi. Görüşmeler öğretmenlerin ders saatinin uygunluğuna göre yapıldı. Her okulun görüşmeleri yaklaşık bir hafta ve toplam olarak yaklaşık 4 haftada görüşmeler tamamlandı.

Her görüşmenin başında görüşme yapılan kişiler araştırmanın konusu ve görüşme süreci hakkında bilgilendirildi. Görüşmenin yaklaşık süresi ve görüşmeden elde edilen bilgilerin isimsiz olarak tutulacağı açıklandı. Ses kaydı yapabilmek için izin istendi; sadece 7 öğretmen ve 3 yönetici ses kaydına izin verdi.

Araştırmacı görüşmeler sırasında onların cümlelerini bitirmelerini bekledi, kendi hızlarında konuşmalarına olanak sağladı, söylediklerini itina ile ve aktif bir biçimde dinledi. Söylenenleri sadece ne söylendiğine değil nasıl söylendiğine bakarak tam olarak anlamaya çalıştı. Görüşmenin amacından uzaklaşıldığını hissettiğinde kibar bir biçimde soruya ve amaca geri dönebilmesini sağladı. Güvenirlilik açısından ise, görüşme süresince detaylı notlar tutarken, görüşmenin ilerleyen safhalarında önceki cevaplardan farklı cevaplar verildiğinde görüşmecilere önceden verdiği cevapları hatırlattı. Görüşmelerin sonunda araştırmacı katılımlarından dolayı görüşmecilere teşekkür etti ve araştırmanın bir kopyasını isteyip istemediklerini sordu.

Özet olarak, görüşme yapılanların çoğunluğu araştırmacıya mümkün olduğunca detaylı ve derin bilgi sağlamak için istekli göründüler. Ancak, sağlanan tüm koşullara rağmen çok fazla konuşmayan görüşmeciler de oldu. PubM’de 3 öğretmen ve her iki yönetici de uzun ve daha açıklayıcı bilgiler vermekte istekli olmadılar. Araştırmacı sürekli rahatlatıcı ve görüşmelerin gizliliği ile ilgili noktaları açıklasa da görüşmeciler kendilerini çok fazla açmadılar. PubL’de 2 öğretmen, PubH’te 1 öğretmen ve 1 yönetici, ve PriM’de 2 öğretmen benzeri şekilde davrandılar.

Veri Analiz Süreci

Toplanan verileri analiz etmek amacıyla, NVivo 7 bilgisayar yazılım program kullanılmıştır. Tüm veriler paket programa girilmiş ve bir kodlama listesi oluşturulmuştur. NVivo’da çalışırken, araştırmacı önce nodları tanımlar; bir nodla ilgili olarak birkaç veli kategori oluşturulabilir. Eğer bu veli kategorilerle ilgili daha fazla fikir çıkarsa, çocuk kategoriler eklenir. Ancak her bir çocuk kategorisiyle ilgili olarak

daha fazla fikir çıkmaya devam ederse, önceki çocuk kategoriler tekrar veli kategorisi olarak adlandırılır ve yeni çocuk kategorileri oluşturulmaya devam edilir.

Araştırmacı, içerik analiz yöntemini kullanmıştır. Verileri analiz ederken, bu sürekli değişen veli ve çocuk kategorileri, paket program henüz çok etkin kullanamayan araştırmacı tarafından zor bulunmuş ve Örucü (2006) tarafından önerilen model kullanılmıştır. Nodları, veli ve çocuk kategorilerini farklı bir biçimde adlandıran bu model, verilerin analizi noktasında NVivo ile benzerdir. Adlandırmalar farklıdır. Bu modelde önce genel kategoriler oluşturulur, sonra genel kategorilerle ilgili veli kategorileri ve alt-veli kategorileri oluşturulur. Figür 3.6.1.'de bu prosedür gösterilmektedir.

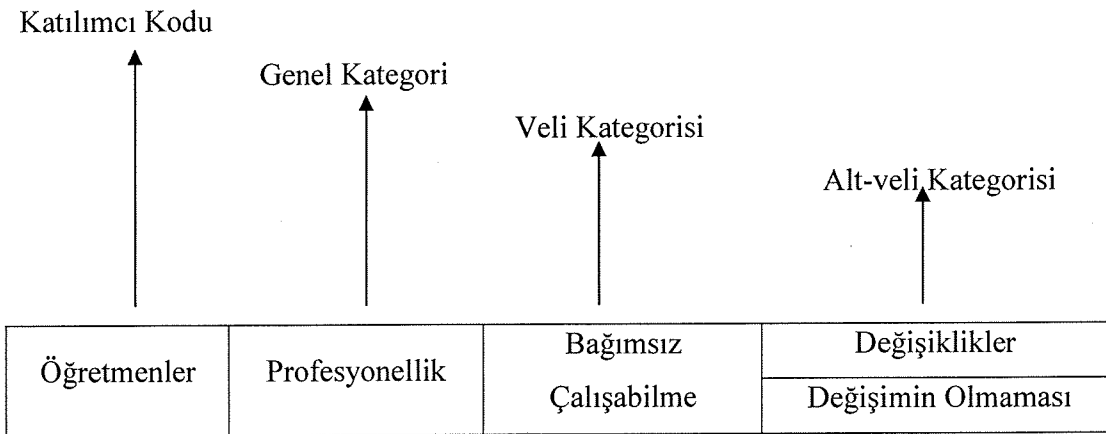


Figure 3.6.1. Veri Analiz Modeli

(Source: Örucü, 2006)

Nodların, veli ve çocuk kategorilerinin frekansları NVivo'da oluşturulmuş ve araştırmacı tarafından frekanslar Word tablolarına konularak görüşme yapılanların her bir veli ve alt-veli kategorisi için söyledikleri frekansları ile birlikte gösterilebilmiştir.

Araştırmanın Sınırlılıkları

Bu çalışma okul kültürü, mesleki profesyonellik ile ilgili algılar, yeni eğitim programları ile ilgili algılar ve kurumsal yapı ve liderlik gibi müfredat dışı faktörlerin yeni eğitim programlarının başarı ile uygulanması ile ilişkilerini tanımlamayı amaçlamaktadır. Araştırmacı bu araştırmayı sınırlayan bazı faktörleri tespit etmiştir. Bu araştırmanın sonuçlarını kullanmak isteyen diğer araştırmacıları bu sınırlılıkları dikkate almalıdır.

Öncelikle, bu çalışmada elde edilen veriler tek bir yöntemle toplanmıştır. Gözlemler ve odak grup gibi diğer nitel araştırma yöntemleri de kullanılabilirdi. Bu çalışmanın hem geçerliliğini artırır hem de daha derin analiz ve karşılaştırmalar yapılmasını sağlayabilirdi. Ancak bu araştırma tek bir araştırmacı tarafından yürütüldüğü için ve zaman yetersizliğinden diğer araştırma yöntemleri kullanılamamıştır.

İkinci sınırlılık olarak, görüşmeler sırasında, görüşme yapılan kişilerin bazıları kendilerini bazı sorularda kapatmış ve yeterince derin ve detaylı cevap vermemişlerdir. Araştırmacı görüşmeler sırasında bilgilerin gizliliği ve isimsiz kullanımını hatırlatmasına rağmen, bazı görüşmeciler kendilerini istenilen oranda açamamıştır. Dolayısı ile, görüşmelerin ardından yapılacak odak gruplar, araştırmacının belli başlı bazı noktalarda daha derine inebilmesine olanak verebilirdi; bazı cevapların daha netleşmesini sağlayabilirdi.

Üçüncü olarak, güvenilirlikle ilgili olarak, farklı kodlayıcılar arasında uyumun sağlanabilmesi için bir tedbir uygulanmamıştır. Bu da bir başka araştırmacının bu araştırma süresince uygun vaktinin olmamasından kaynaklanmıştır.

Son olarak, bu araştırma, belli bir durumu tanımlayabilmek amacıyla yapıldığı için, sonuçların genelleştirilmesi gibi bir amacı yoktur. Araştırmanın sonuçları tüm evrene genelleştirilemez; ancak, daha kapsamlı başka araştırmaların yapılmasına öncülük edebilir.

Okul Kültürü ile İlgili Genel Sonuçlar

Okul kültürü ve okul kültürüne ait veli ve alt-veli kategorileri ile ilgili sonuçları gösteren genel bir tablo Appendix G'de verilmiştir. Görüşme sonuçlarına göre, yapılandırmacı yaklaşıma göre hazırlanmış yeni eğitim programlarının uygulanmasında engel teşkil eden okul kültürü ile ilgili bazı faktörler ortaya çıkmıştır:

- i. Yeni eğitim programlarını uygun bir biçimde uygulamayan öğretmenlere yönelik olarak okul yönetimi tarafından herhangi bir yaptırımın ve akran yaptırımının uygulanmaması
- ii. İşbirliği ve ekip çalışması eksikliği
- iii. Kaynaklar, laboratuvar, kütüphane, bilgisayar altyapısı gibi fiziksel koşullar ve sınıfların öğrenci mevcutları açısından uygun olmayan çalışma ortamı
- iv. Hem öğretmenler hem de yöneticiler için mesleki gelişim fırsatlarının yetersizliği
- v. Bürokrasi
- vi. Yöneticilerin yetkilerinin olmaması
- vii. Olumsuz okul iklimi
- viii. Öğretmen ve yöneticilerin etkin olmaması
- ix. Örtüşmeyen ortak değerler
- x. Aynı faktörler üzerinde öğretmenlerin ve yöneticilerin farklı algıları

Tam tersine, yukarıdaki faktörlerin olumlu varlığı, yeni yapılandırmacı eğitim programlarının uygulanmasını kolaylaştıran faktörler olarak görülmektedir.

Kurumsal Yapı ve Liderlik ile İlgili Genel Sonuçlar

Kurumsal yapı ve liderlik genel kategorisine ait veli ve alt-veli kategorileri ile ilgili sonuçlar, Appendix H'teki tabloda gösterilmiştir. Genel olarak ortaya çıkan sonuç, yeni eğitim programlarının başarıyla uygulanmasında, bilgi paylaşımı, esneklik, şeffaflık

ve ulaşılabilir olma özelliklerini içeren katılımcı yönetim tarzının, bürokratik yönetim tarzından daha çok kolaylaştırıcı olduğudur.

Ancak, sonuçlar şunu da göstermektedir ki katılımcı yönetim tarzına sadece okul seviyesinde değil, Milli Eğitim Bakanlığı'nın kurumsal yapısında makro seviyede de ihtiyaç duyulmaktadır. Milli Eğitim Bakanlığı'nın mevcut merkezi yapılanması okul müdürlerine okul aktivitelerini düzenlemek, bazı sorumlulukları öğretmenlere delege etmek, okul bütçesini yönetmek gibi kararları almasında neredeyse hiç yetkilendirmemektedir. Bu da okul müdürlerini kendi okulları ile ilgili sorunlara çözüm bulmada ve farklı liderlik tarzları uygulamakta yalnız bırakmaktadır. Öğretmenlerin müdürlerinden en fazla bekledikleri yönetici davranışlarından birisi, okullarının fiziki altyapısını iyileştirmek olarak çıkmıştır. Ancak merkezi yönetim tarafından okul müdürlerinin böyle bir yetkisi yoktur ve kendilerinden sadece gönderilen yönetmelikleri uygulamaları beklenmektedir. İlginç olan husus, bu sınırlılık yöneticiler tarafından bir mazeret olarak kullanılmaktadır. Her ne koşullar altında olursa olsun ellerinden gelenin en iyisini yapmak ve beklentilere çözüm üretmek yerine, bu yetkisizliği bir mazeret olarak kullanmaktadırlar. Nihayetinde, olumlu bir okul kültürü oluşturmak ve katılımcı yönetim tarzını uygulamak, merkezi kurumsal yapıdan kaynaklanan faktörlerden dolayı zorlaşmaktadır. Ancak yöneticiler yine de yeni programların daha etkin uygulanabilmesi için kendi okul ortamlarında bazı değişiklikler yapabilirler. Yarış başlamadan vazgeçmiş göründükleri durumu değiştirebilirler.

Öğretmenler ve yöneticiler arasında okuldaki kurumsal yapı ve liderlikle ilgili örtüşmeyen algıların olduğu PriM gibi okullarda da, öğretmenler ya karşılaştıkları sorunları güvendikleri biri ile paylaşarak çözmeye çalışıyorlar, ya kendi kendilerine çözümler bulmaya çalışıyorlar, ya da problemleri bir öğretmen görüntüsü çizmemek için hiç bir problem yokmuş gibi davranıyorlar: Öğretmenler ve yöneticiler arasındaki kurumsal yapı ve liderlikle ilgili farklı algıların varlığı, güçlü, ve işbirlikçi bir okul kültürünün oluşmasını da zayıflatan bir factor olarak görülmektedir.

Yeni Eğitim Programlarının Algılanması ile İlgili Genel Sonuçlar

Yeni eğitim programları ile ilgili öğretmen ve yöneticilerin algıları, özet olarak Appendix I'da gösterilmiştir. Genel sonuç olarak her iki grubun da yeni programlarla ilgili olumlu düşüncelere sahip oldukları ancak programların öğrenme ilkeleri, ölçme ve değerlendirme yaklaşımı, öğretilmesi beklenen temel beceriler gibi konularda düşündürücü boyutta bilgi eksikliğine sahip oldukları ortaya çıkmıştır.

Öğretmen ve yöneticilerin görüşlerinin toplamına bakıldığında, programlarla ilgili en fazla olumlu düşünce belirten okul PubH (f:45), daha sonra sırasıyla PubL (f:42) ve PubM'dir (f:30). En az olumlu görüş ise PriM (f:25)'de dile getirilmiştir. Bu sonucun ortaya çıkmasının sebebini anlamak için, ilk 3 okul ve PriM öğretmen ve yöneticileri tarafından sunulan önerileri dikkate almak gerekir. Bu okulda toplam 4 defa daha fazla mesleki gelişim ve eğitim ihtiyacına değinilirken, PubL'den sadece 1, PubM ve PubH'ten ise hiç bu konuda görüş ortaya çıkmamıştır. Bu sonuçlar, yeni programların temelini oluşturan ilk eve yaklaşımlarının PriM öğretmen ve yöneticileri tarafından yeterince anlaşılmadığını göstermektedir.

Yeni eğitim programlarını daha etkin uygulayabilmek için okulları için sundukları değişiklik önerilerine bakıldığında, çoğunlukla okulların fiziki altyapısı, idari ve finansal açılardan kurumsal yapı, liderlik tarzı ve mesleki gelişim ile ilgili öneriler oldukları görülmektedir.

Önemli görüşlerden birisi, "*Öğretmenlerin işlerini kaybetme korkuları yok*" olmuştur ki, bu da bazı öğretmenlerin devlet memurluğu statülerini ve iş güvenliklerini yeni programları etkin bir biçimde uygulamak için yeterince çaba ortaya koymamak için kullandıklarını gösteriyor. Bu yaklaşım, okul müdürlerinin merkezi kurumsal yapı ile ilgili savunmacı mazeretlerine benzer bir yaklaşımdır.

Öğretmen ve yöneticilerin yeni programlarla ilgili olumsuz görüşlerine bakıldığında ise, olumsuz görüşlerin çoğunluğunun yetersiz fiziki altyapı ile ilgili olduğu

görülmektedir. PubL'den 12 görüş, PubH'ten 9 görüş, PubM'den 5 görüş ve PriM'den 2 görüş yetersiz altyapı ile ilgilidir. PriM özel bir okul olduğu için, fiziki altyapıda en az iyileşmeye ihtiyaç duyulan okulun bu okul olması anlaşılır bir durumdur. İkinci olumsuz görüş ise programları daha etkin uygulayabilmek için ihtiyaç duyulan kaynak ve materyallerin yetersizliğidir. Üçüncü olumsuz görüş ise, öğretmenlerin programlara yeterince sahip çıkabilmeleri için yeterli bilgiye sahip olmamalarıdır.

Yeni programların başarı ile uygulanabilmesi için engel teşkil eden bu olumsuz görüşler, toplam görüş sayıları ile birlikte aşağıdaki şekilde sıralanabilir:

- Okulların fiziki altyapısı (f:25)
- Gerekli material ve kaynakların eksikliği (f:8)
- Yeni programlar hakkında yetersiz bilgiye sahip olma ve yeterince sahiplenmeme (f:7)
- Üniteler için ayrılan sürenin yetersizliği (f:6)
- Velilerin katılımının olmaması (f:5)
- Maddi yetersizlikler (f:5)
- Programların yüklü olması (f:4)
- Gereksiz ölçme ve değerlendirme yöntemleri (f:2)
- Bürokratik engeller (f:2)
- Etkin olmayan liderlik (f:2)
- Öğretmenlerin yaratıcılıklarının sınırlandırılması (f:1)

Önceki iki bölümdekine benzer olarak, PriM ve PubL okullarındaki öğretmenler etkin liderlere duydukları ihtiyacı dile getirmişler ve programların daha etkin uygulanabilmesi için etkin liderlerin bir gereklilik olduğunu söylemişlerdir. Fiziksel altyapı dışındaki diğer öneriler ise idari ve finansal reformları içeren kurumsal yapı değişiklikleri ve öğretmenlerin yeni programlar ile ilgili daha fazla kendilerini geliştirmeleri yönündedir. Bu bölümde önerilen tüm öneriler, önceki iki bölümde de yeni programların başarı ile uygulanmasıyla ilişkili olan faktörler olarak bulunmuştur.

Mesleki Profesyonellik Algısı ile İlgili Genel Sonuçlar

Öğretmen ve yöneticilerin mesleki profesyonellik ile ilgili algılarına yönelik genel ve alt kategoriler, Appendix J'deki tabloda özet olarak gösterilmiştir. Sonuçlara göre, profesyonellik kelimesi öğretmenlere farklı anlamlar çağrıştırmaktadır. Profesyonel bir öğretmen tanımında ise, tamamen farklı tanımlar ortaya çıkmaktadır. Bunun sebebi, Türkçe'de "profesyonel" kelimesine yüklenen anlamla açıklanabilir. Türkçe'de "profesyonel" kelimesi çoğunlukla "amatör" kelimesinin zıt anlamlısı olarak kullanılmaktadır. Amatör, bir işi istekle, hevesle ve maddi bir karşılık beklemeden yapan kişidir. Türkçe'deki bir ifade, "amatör ruhla çalışmak", bu anlamı yeterince ortaya çıkarmaktadır; amatör gibi çalışan birisi, yaptığı işe kalbini ve ruhunu koyan ve karşılığında bir para beklemeyen kişidir. Amatör ve profesyonel kelimeleri ile ilgili bu kültürel yaklaşım, öğretmenlerin profesyonel kelimesini tanımlamalarında ortaya çıkmaktadır. Öğretmenler arasında açıkça profesyonel kelimesinin anlamı ile ilgili görüş birliği bulunmamaktadır. Yöneticilerin de profesyonellikle ilgili algıları kısıtlıdır. Profesyonellik ile ilgili yapılan literature araştırması ise, öğretmenlik ile ilgili profesyonelliğin diğer mesleklerde olduğu gibi öğretmenlik mesleğini güçlendiren özelliklerin olduğunu göstermektedir. Bu özellikler ortak bilgi temeli, standartlar, mesleki hazırlık, mesleğe başlama, sürekli öğrenme, terfi etme, çalışma koşulları, bağımsız çalışabilme, takdir yetkisini kullanabilme, hesap verebilme gibi özelliklerdir.

Mesleki profesyonelliğin özelliklerinden birisi olan bağımsız çalışabilme faktöründe, okul tipinin ayırt edici bir özelliği olmadığı ortaya çıkmıştır. Her okulda öğretmenlerin çoğunluğu yeni programlarla birlikte daha az bağımsız ve otonom hissettiklerini söylemişlerdir. Bu sonuç öğretmenlerin yeni programlarla ilgili bilgi yetersizliğinden kaynaklı güven eksikliğinden olabilir. Önceki bölümlerdeki sonuçlarla birlikte değerlendirildiğinde, öğretmenlerin öğretme ve öğrenme ile ilgili paradigmalarını tamamen değiştirmedikleri görülmektedir; öğretmen kitaplarının ve örnek ders planlarını adım adım takip etmeleri gerektiğini düşünerek bağımsızlıklarını kısıtlıyorlar. Sadece yeni programların öğretme ve öğrenme ilkeleri hakkında yeterli bilgi ve becerilere sahip öğretmenler sınıfta neyi ne zaman ve nasıl yapacaklarına karar

verebilirler; takdir becerilerini kullanabilirler. Programlarla birlikte önerilen örnek ders planları Milli Eğitim Bakanlığı'nın dediği gibi sadece birer örnektir; kesin gerçeklik olarak alınmamalı ve her sınıfın kendi özelliğine göre adapte edilmelidir. Çünkü programlar aynı zamanda her öğrencinin farklı öğrenme stillerine ve farklı ihtiyaçlarına odaklanmakta, bu farklılıklara dikkat ederek öğretmenlerin ders planları hazırlamalarını teşvik etmektedir. Öğretmenlerin öğretmen kitaplarını sadece bir rehber olarak kullanmaları, daha bağımsız hareket etmeleri gerekmektedir. Bu anlamda öğretmenlerin zorluk çekmelerinin sebebi, öğretmenlerin kendilerini yeni programların felsefesi ile ilgili yeterince donanımlı hissetmemeleridir.

Öğretmenlerin işbirlikçi çalışma ortamına ilişkin görüşleri değerlendirildiğinde, işbirliğinin teneffüslerde ya da bölüm toplantılarında problemlerin paylaşımı olarak algılandığı görülmektedir. Mesleki anlamda işbirliği kavramı bulunmamaktadır. İşbirliği sadece okuldaki meslekdaşlarıyla paylaşım değil, mesleki bir internet sitesine üye olmak, e-posta gruplarına üye olmak, konferanslara katılmak gibi okul dışındaki meslek üyeleri ile bir araya gelmek ve paylaşımlarda bulunmaktır. Mesleki anlamda okul dışı mesleki gelişim ve büyüme çabalarını içermektedir. Öğretmenler arasındaki işbirliğinin daha da artması gerekmektedir. İşbirliğine yönelik çabalar, ekip öğretmenliği, koçluk gibi kavramların öğretmenlerin profesyonel repertuvarlarına girmesi gerekmektedir.

Öğretmenlerden farklı olarak, yöneticilerin mesleki işbirliği ile ilgili daha çok yöntem kullandıkları görülmektedir. Diğer okulların müdürleri ve yöneticileri ile iletişime geçmek, bölüm toplantılarına katılmak, öğretmenlerle birlikte çalışmak, hizmet içi eğitimlere katılmak gibi. Bunun bir sebebi yeni programların okullarında etkin uygulanabilmesi için, okul yöneticisi olarak kendilerini sorumlu hissetmeleri olabilir. Öğretmenler sonuçta sınıflarına girdiklerinde kapılarını kapatınca yeni programlara göre ders işleyip işlemek kendilerine kalmaktadır. Ama, okul yöneticisi olarak kendilerini daha fazla sorumlu hisseden liderler, kendilerini geliştirmek ve diğerleri ile mesleki paylaşımlarda bulunmak için daha fazla yol ve fırsat arayabilirler.

Yeni programlarla birlikte yöneticilerden beklenen yeni rollere baktığımızda, Milli Eğitim Bakanlığı'nın açıkça okul müdürlerinden girişimci ve dönüşümcü lider olmalarını beklediğini görüyoruz. Ancak, daha önceki sonuçların da gösterdiği gibi, okul müdürleri dönüşümcü lider olarak hareket edememektedirler. Bunun bir kaç sebebi vardır. Bir sebep, yöneticilerin liderlik ile ilgili yeterli eğitimleri almamış olmalarıdır. İkinci sebep, okul müdürlerinin Milli Eğitim Bakanlığı'nın merkezi yapılanmasında sadece yönetmelik ve mevzuatlara göre hareket etmelerinin beklenmesidir. Milli Eğitim Bakanlığı okul müdürlerinden öğretmenler için gerekli kaynakları sağlamasını beklemekte, ancak bu kaynakları yaratabilmesi için herhangi bir finansal yetki vermemektedir. Milli Eğitim Bakanlığı, okul müdürlerinin okul dışı aktivitelerin düzenlenmesini kolaylaştırmalarını beklemekte, ancak hem öğretmenlerin hem de yöneticilerin belirttiği gibi, okulların bu tarz aktiviteleri düzenleyebilmeleri için belli bir bürokrasiyi takip etmeleri gerekmektedir. Bürokrasi ve yetkinin olmaması, hem öğretmenler hem de yöneticiler tarafından önceki bölümlerde de engelleyici faktörler olarak açıklanmıştır. Milli Eğitim Bakanlığı, kendi kurumsal yapısını değiştirmeden, öğretmen ve yöneticilerden bu beklentilere sahip olarak kendisi ile çelişmektedir.

Öğretmenlerden beklenen yeni rollere bakıldığında, heö öğretmenlerin hem de yöneticilerin tanımlarının, Milli Eğitim Bakanlığı tarafından açıklanan tanımlardan çok dar kapsamlı olduğu görülmektedir. Bunun sebebi, yeni rol beklentileri ile ilgili gerekli bilgi ve becerilerle ilgili yeterli hizmet içi eğitimin verilmemesinden kaynaklanıyor olabilir.

Hem öğretmenler hem de yöneticiler, Milli Eğitim Bakanlığı tarafından verilen hizmet içi eğitimlerin, sayı, içerik ve kullanılan metot açısından yetersiz kaldığını söylemişlerdir. Öğretmenlere göre hizmet içi eğitimlerin yetersiz olmasının sebebi, eğitimi veren kişilerin kendilerinin programlar hakkında yeterli bilgiye sahip olmamaları, eğitimcilerin sadece bilgi aktarımında bulunması, ve pratik uygulamalardan örnekler verilmemesidir. Bir anlamda eğitimcilerin kendileri, öğretmenlere yapılandırıcı yaklaşım metotları ile öğretmenlik yapmalarını söylerken, kendileri bu yaklaşımla öğretmen eğitimlerini hazırlamamışlardır.

Okul tiplerinin mesleki profesyonellik algısı üzerine ayırt edici bir özellik olmadığı görülmektedir. Mesleki profesyonellik ile ilgili net olmayan algılar, bağımsız olamama, yeni programlarla birlikte değişen rol beklentilerinin yeterince algılanamaması ve yeni programlarla ilgili yetersiz bilgi ve eğitimler, programların başarı ile uygulanmasını zorlaştıran faktörler olarak belirlenmiştir.

Uygulamaya Yönelik Çıkarımlar

Bu çalışmanın sonuçlarına göre, yeni programların başarı ile uygulanabilmesini etkileyen faktörlerden birisi, Milli Eğitim Bakanlığı'nın okul yöneticilerine herhangi bir yetki bırakmayan merkezi yapılanmasıdır. Literatür araştırmasının da desteklediği gibi, 1990'lardaki eğitim reformları öğretmen yetkilendirmesine vurgu yapmaktadır. Karar alım sürecinde öğretmen profesyonelliğinin ve katılımının sağlanması, öğretmenleri reform girişimlerinin pasif alıcıları olmaktan çıkarmaktadır. Eğitim reformlarının önemli bir parçası olan yetkilendirmeyi azaltan merkezileşmenin ve bürokrasinin çokluğu, kurumsal iklimi olumsuz etkilemektedir. Eğitimcilerin deneyimlerini göz ardı eden tepeden getirilen reformlar, öğretmenleri, hizmet ettikleri öğrencilere faydalı olacak kararları alabilme yetisine sahip profesyoneller olarak görebilmeyi ihmal ederler. Merkezi emirlerle alınan reform kararları, öğretmenlerin, farklı öğrenci ihtiyaçları ve becerilerini ve toplumun ihtiyaçlarını karşılayabilecek özgürlüklerini kısıtlamaktadırlar. Bireysel öğretmen bağımsızlığı, eğitim reformu hareketi için en önemli faktörlerden birisidir.

Yönetimsel yetkiye sahip olmamak, yeni programlarla birlikte zorunlu olan okul dışı aktiviteleri organize etmek için resmi izinlerin alınması gibi bürokratik engeller ve finansal kısıtlılıklar, her okul tipindeki öğretmenler ve yöneticiler tarafından yeni eğitim programlarının başarı ile uygulanmasını zorlaştıran faktörler olarak sıralanmıştır.

Yapılandırmacı yaklaşımlar nasıl kendi içinde öğretmenlerin rollerinde yol gösterici bir rol değişimini öneriyorsa, benzeri bir yapılandırmacı yaklaşımı, Milli

Eđitim Bakanlıđı kendi kurumsal yapılanmasında da ortaya koymalıdır. Benzeri bir şekilde, yapılandırmacı yaklaşım nasıl öđretmenlere yetkilendirme ve öđretmen bađımsızlıđını öneriyorsa, benzeri bir yetkilendirme ve bađımsızlık ta okul yöneticilerine verilmelidir. Milli Eđitim Bakanlıđı kendi rolünü yeniden tanımlamalıdır. Milli Eđitim Bakanlıđı yeni programlarla birlikte okul yöneticilerinden dönüřümcü liderler olarak hareket etmelerini beklediđini açıkça ifade etmektedir. Bu, literature arařtırmasının da desteklediđi gibi, yapılandırmacı eđitim programlarında beklenen bir liderlik rolüdür. Ancak, yöneticiler bazı günlük uygulamalarda, öđretmen iře alımlarında, öđretmenlerle çalıřmaya son vermede, öđretmenlerin atanmasında, yaptırım uygulamada, kaynak sađlamada, okulun finansını ve bütçesini control etmede, okulun fiziksel bakımında, ve benzeri hususlarda, kısıtlı ya da hiç yetkiye sahip olmadıkları için, kendilerini okullarının gerçek liderleri olarak hissedememekte ve buna göre davranıřlar gösterememektedirler. Eđer yöneticilerin öđretmenlerinin yeni eđitim programlarını uygulayıp uygulamadıklarını kontrol etmek için yetkiden ziyade sadece sorumlulukları var ise, o zaman öđretmenlerini kendilerini deđiřtirmeleri için cesaretlendiremezler; sadece Bakanlık tarafından gönderilen mevzuat ve yönetmelikleri uygularlar. İngiltere ve Kanada'da yapılmıř diđer ulusal çaplı eđitim reformlarında olduđu gibi, Milli Eđitim Bakanlıđı yapılandırmacı eđitim programlarının uygulanmasını kolaylařtıracak yapısal bir takım deđiřiklikleri de yapmalıdır. Fakat, merkezi yapılařmanın azaltılması önerisi, finansal deđiřimler açasından Maliye Bakanlıđı'nın da katılımını gerektirmektedir. Bir okulun bütçesinin oluřturulması ve kontrolü yetkisini okul bölgesi yönetimine ya da okulun müdürüne vermek, tüm ülkedeki bütçe sisteminde ciddi deđiřimlerin yapılmasını gerektirmektedir. řu anda, Maliye Bakanlıđı tarafından pilot olarak uygulanan ve Performans Esaslı Bütçeleme'ye dayalı, yerel yönetimlere kendi bütçelerini kontrol yetkisi veren bir program pilot olarak uygulanmaktadır. Bu Bütçeleme program 8 farklı kurumda pilot olarak uygulanmaktadır. Benzeri bir pilot uygulama, Milli Eđitim Bakanlıđı ve Maliye Bakanlıđı tarafından belli řehir ve okul bölgelerinde bařlatılabilir. Pilot program deđerlendirildikten sonra, alanı daha genişletilerek, gerekli iyileřtirmelerin ıřığında yavař yavař tüm ülkeye yayılabilir.

Okul mdrlerinin rollerinde yapılandırmacı yaklaşımla birlikte grlen deęişimler, literature arařtırmasında da irdelenmiřtir. Eęitim programlarındaki reform çalıřmalarının etkili olabilmesi iin, kurumsal yapılanmalarda da deęişimin gerekli olduęu bulunmuřtur. Mfredat deęişikliklerinin ve gretmen yeterliklerinin geliřiminin 3 seviyeli bir okul yapılanmasıyla gerekleřeceęi ifade edilmiřtir: “Bireysel seviye”, “Grup/Program seviyesi”, ve “Tm okul seviyesi”. Tm okul seviyesinde gnerilen faktrler, gretmen geliřimi, insan kaynakları ynetimi, katılımcı ynetim, dnřmc liderlik, sosyal etkileřimler/iklim, ve kurumsal grenme olarak sıralanmıřtır. Bu oklu durum arařtırmasında, tm okul mdrlerinin genel olarak liderlik, kurumsal kltr, eęitici liderlik, stratejik liderlik, katılımcı liderlik ve kurumsal grenme gibi alanlarda eęitim almaları gnerilmektedir.

Her okul tipinde, hem gretmenler hem de yneticiler, yeni programlarla ilgili olumlu bakıř aıları dile getirmiřlerdir; etkin olmayan liderlik, yetersiz fiziksel altyapı, mesleki yetkiye sahip olamama, mesleki iřbirlięi eksiklięi, material ve kaynak yetersizlięi, ve gretmen ve yneticilerin mesleki geliřim olanaklarının eksiklięi gibi yeni programların uygulanmasında engelleyici olabilecek faktrlere raęmen, en azından yeni programların uygulanmasına karřı ve deęiřime karřı aıka dile getirilmiř bir direnme olmamıřtır. Ancak, aıka grlmektedir ki, her okuldaki her iki grup ta yeni programların uygulanabilmesi iin gerek duyulan bilgi ve becerilerle yeterince donatılmamıřlardır. Gncelikle, yeni programın paradigması farklıdır. Sonra, gretmen ve yneticilerden beklenen roller farklıdır. nc olarak, yeni programlar yetkilendirme, baęımsız alıřabilme, takdir kullanabilme, iřbirlięi ve paylařım gibi profesyonellekle ilgili deęerlere gnem veren profesyonel gretmen ve yneticilere ihtiya duymaktadır. Literatr arařtırmasına gre de, reform odaklı yapılandırmacı pedagojilerin etkin uygulanabilmesi, paylařılmıř liderlięe dayalı sınıf dinamiklerine, yeni fikirlere aık olabilmeye, belirsizlikleri kabullenebilmeye, grup abalarına deęer vermeye baęlıdır. Bu gzellikler, gretmenlere yeni ve farklı dřnme ve davranıř modelleri ile karřılařma, yeni fikirleri tartıřma ve irdeme, farklı durumlarda yeni stratejileri uygulama, yeni fikir ve becerileri uygulamaları ile ilgili geri dntler alma, yaklařımlarını gzden geirme ve deęiřtirme fırsatları yaratacak mesleki geliřim aktiviteleri ile

modellenmelidirler. Mesleki gelişim sürecinde, derinlemesine eleştirel düşünme, yeni stratejilerin değerlendirilmesine ve okulun kültürü ve ihtiyaçlarına yönelik değişiklik önerilerinin entegre edilmesine fırsat tanır. Bu çalışmadan çıkan sonuçlardan birisi de, yeni programlarla ilgili sunulan hizmet içi eğitim programlarının hem öğretmenler hem de yöneticiler tarafından yetersiz ve etkisiz bulunmalarıdır. Bu eğitimler sadece bilgi aktarımı olarak verilmiş, pratik uygulamalar paylaşılmamıştır. Bir bakıma, Milli Eğitim Bakanlığı, geleneksel eğitim metotları ile hizmet içi eğitimlerini yürütmüş, yapılmasını istediğini yapmamıştır. Hizmet içi eğitim programları da yapılandırmacı yaklaşımla hazırlanmalıdır. Programların vizyonu ve öğrenme ilkeleri, öğretmen ve yöneticilerden beklenen roller, mesleki paylaşım ve işbirliği ve benzeri konularda daha kapsamlı ve uzun hizmet içi eğitim programları düzenlenmelidir. Bununla ilgili olarak, British Columbia'daki okul reformlarında, mesleki gelişim aktiviteleri ve işbirliğini desteklemek amaçlı bir takım yollar önerilmiştir. Bunlar aşağıdaki gibi özetlenebilir:

1. *Öğretmen ağları*, yol gösterici liderlik ve işbirliğine dayalı öğrenme yaklaşımlarını içermektedir.
2. *Öğretmen araştırmaları*, gönüllü katılımı yapılı, öğretmenlerde metotlara yönelik sahiplik ve farklı bakış açlarına saygı duyma ve bu bakış açılarını uygulama noktasında cesaret verme duygusu geliştirir.
3. *Öğretmen çalışma grupları*, öğretim stratejileri, müfredatların içeriği, ve yapılan araştırmaları tartışma.
4. *Okul-üniversite işbirlikleri*, üniversite programları ve öğretmen araştırma projelerinin işbirliği içinde olmaları; teori ile uygulamayı birleştirmek
5. *Mentor öğretmenler*, çok başarılı öğretmenlerin yeni öğretmenler, müfredat uzmanları, eğitim fakültelerindeki öğretim görevlileri için mentor rolünü üstlenmeleri; hatta bir okulun eğitim programlarından sorumlu baş öğretmenleri olarak görev almaları

İleriye Yönelik Araştırmalar İçin Çıkarımlar

Bu araştırma, dört okulla sınırlıdır: bir özel, alt, orta ve üst düzey sosyo ekonomik statüden üç devlet okulu. Dolayısı ile, daha geniş bir örnekleme nitel araştırma yöntemi kullanarak benzer sonuçların çıkıp çıkmayacağı araştırılabilir.

Bu çalışma, öğretmen ve öğretmenlerin kurumsal kültür, kurumsal yapı ve liderlik, mesleki profesyonellikle ilgili değerler, ve yeni programlarla ilgili algılarını tanımlamakla sınırlandırıldığı için, bu çalışmadan çıkan sonuçların gerçek uygulamaları görmek amacıyla sınıf ve okul gözlemleri ve müfettişlerin gözlem ve algılarını ortaya çıkaracak görüşmeler yaparak sonuçlar doğrulanabilir.

Son olarak, bu çalışmada araştırılan her alanla ilgili daha detaylı ayrı araştırma çalışmalarının yapılması önerilmektedir: Yeni programlarla ilgili algılar, okul kültürü, kurumsal yapı ve liderlik, ve mesleki profesyonellik algısı. Bu araştırmalar, her bir alanı detaylı araştırmak amacıyla hem nitel hem de nicel olabilir.

CURRICULUM VITAE

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BS	METU, Foreign Language Teaching	1995
High School	Bahçelievler Deneme Lisesi	1990

WORK EXPERIENCE

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2005-present	Bahçesehir High School for Science and Technology & Bahçesehir College (High School)	Principal
2003-2005	Bahçesehir University	Principal Director of International Office Director of Career Services Center
2001 – 2003	Uğur Career Services Center	Director
2000 – 2001	Bahçesehir University	Director of Professional Development Office (Teacher Trainer)
1995 – 2000	Başkent University	Instructor, Head of Testing Unit for Engineering and Law English, Assistant Teacher Trainer

FOREIGN LANGUAGES

Advanced English