

A COMPARATIVE CASE STUDY ON SCHOOL MANAGEMENT PRACTICES
OF TWO SCHOOLS IN THE UNITED STATES AND TURKEY

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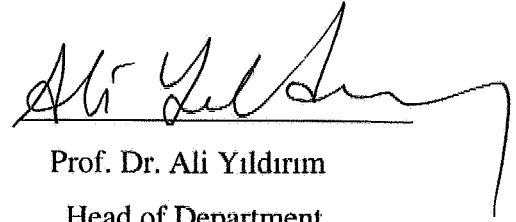
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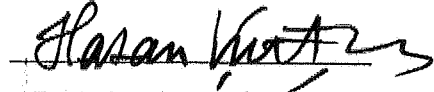
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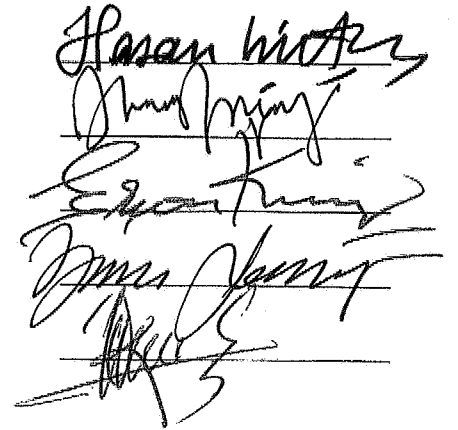
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ABSTRACT

A COMPARATIVE CASE STUDY ON SCHOOL MANAGEMENT PRACTICES OF TWO SCHOOLS IN THE UNITED STATES AND TURKEY

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This study aimed to comparatively examine school management practices in the US and Turkey in light of the two distinct administrative paradigms: Anglo-Saxon and Napoleonic traditions.

In this study, a comparative case study method was used. The study was conducted in a basic education school (grades 1-8) in Ankara, Turkey, and in an elementary school (K-5) in Madison, the capital city of the state of Wisconsin, US. The sample contained 13 teachers and 4 administrators in the Turkish case, and 10 teachers and 1 school principal in the US case.

Data were collected through interviews, observations, and written document analysis. Findings revealed that in the Turkish school, school management practices were not carried out effectively mainly due to the centralized system, poor physical conditions of the school, lack of participatory and collaborative understanding of the staff members, lack of communication among the staff, limited in-service options for the school staff and limited school budgeting. On the other hand, the management practices in the American school were implemented successfully owing mainly to the school's embedded decentralized structure, participatory understanding among the

school staff, effective communication strategies of the principal, and various options of in-service training offered for the school staff.

Keywords: Motivation, Leadership, Decision-Making, Communication, Organizational Change, Organizational Structure, Napoleonic, Anglo-Saxon, Comparative Case Study

ÖZ

AMERİKA VE TÜRKİYE'DE İKİ OKULDAKİ OKUL YÖNETİMİ UYGULAMALARI ÜZERİNE KARŞILAŞTIRMALI BİR DURUM ÇALIŞMASI

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Bu çalışmanın amacı, Amerika ve Türkiye'deki okul yönetimi uygulamalarının Anglo-Saxon ve Napolyonik (Bonapartist) yönetim gelenekleri ışığında karşılaştırmalı bir analizini yapmaktır.

Bu çalışmada karşılaştırmalı durum araştırma yöntemi kullanılmıştır. Çalışma Ankara'daki bir ilköğretim okulunda ve Amerika'da Wisconsin eyaletinin başkenti olan Madison'da bir ilkokulda uygulanmıştır. Türkiye'deki çalışmanın örneklemini 13 öğretmen ve 4 yönetici, Amerika'daki çalışmanın örneklemini ise 10 öğretmen ve 1 müdür oluşturmaktadır.

Veriler görüşme, gözlem ve doküman yoluyla toplanmıştır. Bulgular merkeziyetçi Türk eğitim sistemi, okul çalışanları arasında zayıf iletişim, okul personeli için sınırlı hizmet içi eğitim olanakları ve sınırlı okul bütçesi gibi sebeplerden dolayı Türk okulunda okul yönetim uygulamalarının etkili bir şekilde yerine getirilmediğini göstermiştir. Buna karşın bulgular Amerikan eğitim sisteminde son zamanlarda merkeziyetçiliğe doğru bir yönelim olmasına rağmen, okuldaki yerleşik adem-i merkeziyetçi anlayış, okul çalışanlarının katılımcı ve işbirlikçi yaklaşımı, yöneticinin etkili iletişim yöntemleri ve okul çalışanları için çeşitli

hizmet-içi eğitim olanaklarının sunulması gibi faktörlerden dolayı Amerikan okulundaki yönetim uygulamalarının başarıyla gerçekleştirildiğini ortaya koymuştur.

Anahtar Kelimeler: Motivasyon, Liderlik, Karar Verme, İletişim, Örgütsel Değişim, Örgütsel Yapı, Napolyonik (Bonapartist), Anglo-Saxon, Karşılaştırmalı Durum Çalışması

To my parents and my brother

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TABLE OF CONTENTS

PLAGIARISM.....	iii
ABSTRACT.....	iv
ÖZ.....	vi
DEDICATION.....	viii
ACKNOWLEDGEMENTS.....	ix
TABLE OF CONTENTS.....	x
LIST OF TABLES.....	xvi
LIST OF FIGURES.....	xvii
LIST OF ABBREVIATIONS.....	xviii-

CHAPTER

I. INTRODUCTION.....	1
1.1. Background to the Study.....	1
1.1.1. Theory of New Institutionalism in School Management.....	1
1.1.2. Revolution and Education in France.....	2
1.1.3. Napoleonic Tradition and Administration in Turkey.....	4
1.1.4. School System in Turkey.....	4
1.1.5. Anglo-Saxon Tradition and the United States.....	6
1.1.6. Education in the United States.....	7
1.2. Purpose of the Study.....	9
1.3. Significance of the Study.....	10
1.4. Definition of Terms.....	12

II. REVIEW OF THE LITERATURE.....	15
2.1. Theory of New Institutionalism in School Management.....	15
2.2. Napoleonic Administrative Tradition and the French Education.....	17
2.3. French Influence on the Turkish Education System.....	20
2.4. Structure of the Turkish Educational System Under the Republic.....	22
2.5. Recent Education System in Turkey and France.....	26
2.6. Anglo-Saxon Administrative Tradition and Education in the United States	29
2.6.1. Recent Reforms in the US Education System.....	37
2.7. Research on New Institutionalism in the Study of Educational Organizations.....	39
2.8. Research on School Reforms in the World.....	41
2.9. Research on School Management Practices.....	44
2.10. Summary of the Literature.....	48
 III. METHOD.....	 50
3.1. Why Comparative Education?.....	50
3.2. Methodology for Comparative Education.....	53
3.4. Overall Research Design.....	55
3.4.1 Why Comparative Case-Oriented Approach?.....	56
3.5. Research Questions.....	57
3.6. Context	58
3.7. Data Sources.....	66
3.7.1. Human Sources.....	67
3.7.2. Observations.....	68
3.7.3. Written Sources.....	69
3.7.3.1 Memorandums and Other Documents.....	70
3.8. Data Collection Instruments.....	70
3.8.1. Interview Schedules.....	70
3.8.2. Observations.....	74

3.8.3. Written Documents.....	74
3.9. Data Collection Procedures.....	74
3.9.1. Validity and Reliability Issues	75
3.10. Data Analysis Procedures.....	75
3.10.1. Preparing the Data in Transcript Form.....	76
3.10.2. Generating Coding Categories.....	76
3.10.3. Revision of the Coding.....	77
3.11. Limitations of the Study.....	75
3.12. Delimitations of the Study.....	79
 IV. RESULTS.....	 80
4.1. Results Related to Administrative Processes in the Turkish A and American B School.....	 80
4.1.1 Motivation as Perceived by Teachers and Administrators.....	 81
4.1.1.1 School A in Turkey.....	81
4.1.1.2 School B in the US.....	83
4.1.2 Decision Making as Perceived by Teachers and Administrators.....	 86
4.1.2.1 School A in Turkey.....	87
4.1.2.2 School B in the US.....	89
4.1.3. Leadership as Perceived by Teachers and Administrators.....	 91
4.1.3.1 School A in Turkey.....	92
4.1.3.2 School B in the US.....	94
4.1.4. Communication as Perceived by Teachers and Administrators.....	 97
4.1.4.1 School A in Turkey.....	97
4.1.4.2 School B in the US.....	102
4.1.5. Organizational Change as Perceived by Teachers and Administrators.....	 109

4.1.5.1 School A in Turkey.....	109
4.1.5.2 School B in the US.....	111
4.2. Results Related to Organizational Structure Perceived by Teachers and Administrators.....	114
4.2.1 School A in Turkey.....	114
4.2.2 School B in the US.....	117
4.3. Results Related to Educational Policies.....	120
4.3.1 School Finance as Perceived by Administrators.....	120
4.3.1.1 School A in Turkey.....	120
4.3.1.2 School B in the US.....	121
4.3.2 Performance Evaluation Perceived by Administrators.....	122
4.3.2.1 School A in Turkey.....	122
4.3.2.2 School B in the US.....	124
4.3.3 Supervision as Perceived by Administrators.....	124
4.3.3.1 School A in Turkey.....	124
4.3.3.2 School B in the US.....	125
4.3.4 Administrator Recruitment Procedures Perceived by Administrators.....	126
4.3.4.1 School A in Turkey.....	126
4.3.4.2 School B in the US.....	127
4.3.5. Parent Involvement in School Policy-Making Perceived by Administrators.....	129
4.3.5.1 School A in Turkey.....	129
4.3.5.2 School B in the US.....	130
4.3.6. In-service Training Perceived by Administrators.....	131
4.3.6.1 School A in Turkey.....	131
4.3.6.2 School B in the US.....	133
4.4. Results Related to Organizational Culture as Observed.....	134
4.4.1 School A in Turkey.....	134

4.4.2 School B in the US.....	135
4.4.3 Organizational Climate as Observed.....	138
4.4.3.1 School A in Turkey.....	138
4.4.3.2 School B in the US.....	141
V. CONCLUSIONS AND IMPLICATIONS.....	145
5.1. Conclusions.....	145
5.1.1. Motivation as Perceived by Turkish and American Teachers and Administrators.....	145
5.1.2. Decision-Making as Perceived by Turkish and American Teachers and Administrators.....	147
5.1.3. Leadership as Perceived by Turkish and American Teachers and Administrators.....	149
5.1.4. Communication as Perceived by Turkish and American Teachers and Administrators.....	151
5.1.5. Organizational Change as Perceived by Turkish and American Teachers and Administrators.....	156
5.1.6. Organizational Structure as Perceived by Turkish and American Teachers and Administrators.....	157
5.1.7. School Finance as Perceived by Turkish Administrators and the American Principal.....	159
5.1.8. Performance Evaluation as Perceived by Turkish Administrators and the American Principal.....	161
5.1.9. Supervision as Perceived by Turkish Administrators and the American Principal.....	162
5.1.10. Recruitment of Administrators as Perceived by Turkish Administrators and the American Principal.....	163
5.1.11 Parent Involvement in School Policy-Making as Perceived by Turkish Administrators and the American Principal.....	164
5.1.12. In-service Training as Perceived by Turkish Administrators and the American Principal.....	165

5.1.13. Organizational Culture as Observed in Both Schools.....	166
5.1.14. Major Implications.....	172
5.1.15. Some Analytical Generalizations.....	174
5.2. Implications.....	176
5.2.1 Implications for Practice.....	177
5.2.2 Implications for Further Research.....	182
REFERENCES.....	184

APPENDICES

A. Interview Schedule for the American School (for teachers).....	193
B. Interview Schedule for the American School (for administrators).....	195
C. Interview Schedule for the Turkish School (for teachers).....	198
D. Interview Schedule for the Turkish School (for administrators).....	200
E. Observation Form (for the Turkish school).....	203
F. Observation Form (for the American school).....	204
G. An Example of Coded Interview Script.....	205
H. An Example of Coded Observation Schedule.....	210
I. University of Wisconsin-Madison Informed Consent for Teachers and Administrators.....	213
F. Turkish Summary.....	215
VITA.....	223

LIST OF TABLES

TABLE

2.1.	Traditional and Emerging State Powers.....	38
3.1.	Data Collection Instruments and Data Sources.....	67
4.1.	Comparison of Two Schools in Terms of Participant Perception on Motivation.....	88
4.2.	Comparison of Two Schools in Terms of Participant Perception on Decision-Making.....	91
4.3.	Comparison of Two Schools in Terms of Participant Perception on Leadership.....	96
4.4.	Comparison of Two Schools in Terms of Participant Perception on Communication.....	108
4.5.	Comparison of Two Schools in Terms of Participant Perception on Organizational Change.....	113
4.6.	Comparison of Two Schools in Terms of Participant Perception on Organizational Structure.....	119
4.7.	Comparison of Two Schools in Terms of Participant Perception on School Finance.....	122
4.8.	Comparison of Two Schools in Terms of Participant Perception on Performance Evaluation.....	124
4.9.	Comparison of Two Schools in Terms of Participant Perception on Supervision.....	126
4.10.	Comparison of Two Schools in Terms of Participant Perception on Administrator Recruitment.....	128
4.11.	Comparison of Two Schools in Terms of Participant Perception on Parent Involvement in the Formation of School Policies.....	130
4.12.	Comparison of Two Schools in Terms of Organizational Climate as Observed.....	134

LIST OF FIGURES

FIGURE

3.1.	Typology for Comparative Study.....	51
3.2.	Data Collection Methods and Instruments in Line with Research Questions.....	73
4.1.	Physical Appearance of the Principal's Office at the Turkish A School.....	102
4.2.	Physical Appearance of the Principal's Office at the American B School	106
4.3.	In-service Training as Perceived by Administrators at the Turkish A School.....	132
4.4.	In-service Training as Perceived by Administrators at the American B School.....	133
4.5.	Cultural Elements Reflected into the Turkish A School.....	137
4.6.	Cultural Elements Reflected into the American B School.....	138
4.7.	Physical Appearance of a Classroom at the Turkish School.....	140
4.8.	Physical Appearance of a Classroom at the American School.....	143

LIST OF ABBREVIATIONS

MONE = The Ministry of National Education

SBM = School Based Management

NCLB = No Child Left Behind Act

ERDD= Education Research and Development Directorate

MMSD = Metropolitan Madison School District

PTO = Parent Teacher Organization

CHAPTER I

INTRODUCTION

This study aimed to compare the school management practices carried out in an American and a Turkish school in the light of two administrative paradigms: Anglo-Saxon and Napoleonic. The school management practices were examined qualitatively through interviews, observations and written document analysis. The first chapter starts with a short introduction to the theory of new institutionalism in school management and a brief historical background of the Anglo-Saxon administrative tradition adopted by the US and the Napoleonic administrative tradition adopted by Turkey. This chapter ends with the research questions and the significance of this study.

1.1 Background to the Study

This section includes a background information on New Institutionalism, Napoleonic and Anglo-Saxon traditions and the reflection of these traditions on the education systems of Turkey and the US.

1.1.1 Theory of New Institutionalism in School Management

Schools are open systems which means that schools have a linkage to the external environment from where they receive inputs. These inputs go through a transformation process, and produce outputs (products and services). Therefore the effectiveness of schools as organizations is based on the schools' adaptation to both internal and external forces (Lunenburg & Ornstein, 2004). Rowan and Miskel (1999) describe the theory of institutionalism to show how organizations as open

systems develop governance structures under the external forces such as historical, economic, and political conditions. Institutionalism also provides analysis of schools in their relationship to their external environment. DiMaggio and Powell (1991) discuss how the “old institutionalism” diverged to the “new institutionalism,” and show the differences between the two approaches. They argue that both approaches emphasize the role of culture in shaping organizational reality. According to them one of the fundamental differences between them is in their conceptualization of the environment. The old institutionalism “describes organizations that are embedded in local communities, to which they are tied by the multiple loyalties of personnel and by interorganizational treaties hammered out in face-to-face interaction” (p. 13) while the new institutionalism focuses instead on nonlocal environments, that are not coterminous with the boundaries of industries, professions, or national societies (Scott & Meyer, 1991, cited in DiMaggio & Powell, 1991).

Based on the results of some research studies conducted by the leading educational researchers on the application of institutionalism in the managerial processes, Rowan and Miskel (1999) discuss how school managerial processes are shaped by the national political traditions. They give examples of the US, Germany, France and Latin American countries. Having different political backgrounds these countries developed different management patterns within their institutional sectors.

This study attempted to comparatively examine Turkish and American school management processes and practices shaped by the national political traditions: Napoleonic and Anglo-Saxon administrative traditions.

1.1.2 Revolution, Education in France and Napoleonic Tradition

The French Revolution replaced the ‘old rulers’ by emphasizing centralization in which the institutions were subjected to the tutelage of the state. The new French administrative model attempted to bring social equality and progressive values. Napoleon promoted a rational system of public administration based on the unit of the department governed at the superior level by a class of bureaucrats with

international experience. The state tutelage in France took control over the local governmental institutions and gave these institutions a limited financial initiative that could be exercised only within the framework defined by national legislation and had to be subordinated to the initiative of the central power (Roberts, 1995).

The centralized administrative structure is reflected into the French educational system. In the early years of the revolution, the government paid a great deal of attention to educational reform. The educational policy in France was centralized. Napoleon started his reform by replacing “*écoles centrales*” (central schools) with lycees. These central schools actually had autonomy and decentralized structure. However with the Civil Code initiated by Napoleon in 1800 a new educational system was constructed. Bonaparte aimed at designing a secondary educational system that would guarantee the national unification. The lycees were created in order to imbue their students the values of hard work, respect for property, obedience to the social rules, loyalty to the state as a guarantee of social and political stability (Lyons, 1994). This uniform system of state secondary education which had an integrating, nation-forming function was supervised centrally by a Ministry of Education.

In 1808 Napoleon established the Imperial University which became a body in charge of permitting the establishment of other educational institutions in France. To open a school in France one had to be a member of the Imperial University and a graduate of one of its faculties. The teachers working in the schools under the inspection of the University were also under strict control in the matters concerning dress, discipline and wages. All schools of the Imperial University were responsible for teaching Catholic religion, obedience to the Emperor, to the imperial monarchy and the unity of France. The new French Constitution required obedience to the regulation of the teaching body in order to secure uniformity of instruction and to train for the citizens who are attached to their religion, their prince, their country and their family (Bernard, 1969). Even the content of the library resources was determined by the government. The policy of the library resources required all government schools to use identical texts.

1.1.3 Napoleonic Tradition and Administration in Turkey

Turkish administrative system adopted the Napoleonic tradition. The Republic of Turkey has a unitary state structure, which comes from the National Pact of 1920 during the War of Independence. Like in France, the organization of the administration is based on the principle of centralized and local administration. Rational-Weberian bureaucracy was established in the Turkish administrative system to guarantee national security that arose from the need to protect the territorial integrity and independence. The unitary state structure is also reflected to the legislative, executive, judicial, legal and code of laws in the state. Central administration with its authority aims at providing this unity. In Turkey there are local administration organizations such as provincial special administration, municipalities and villages, which have their own public juristic character, duties and authorities distinct from the state (Kazamias & Epstein, 1968).

1.1.4 School System in Turkey

The education in Turkey is firmly centralized and adopts the values and the principles of the Turkish nation proposed by Kemal Atatürk, the founder of the Modern Turkey. The objective of the National Education system is to prepare citizens who could protect the unity of the Turkish state. All decision-making concerning education is centralized in the Ministry of National Education (MONE) which is a body responsible for determining the curricula, teaching methods, pupil assessment, personnel recruitment, budgeting, supply of equipment, and the like. There are provincial level education offices but are limited to acting under the arms of the central bureaucracy and have no independent capacity. Educational affairs in the provinces are organized by the Directors of National Education appointed by the Minister of Education. These directors however work under the direction of the provincial governor. Schools, which are governed by the MONE have no initiative on decision-making process and are administered by former teachers appointed by the Ministry (Şimşek & Yıldırım, 2004).

In educational organizations in Turkey there is a top-down structure. In the MONE the Minister has all the authority. Delegation of authority is not clearly defined in practice since Minister decides how much authority shall be delegated to lower levels. The policy-making function is in the hands of the Minister of Education who has the power on all educational matters. The Ministry also determines the personnel policy. Training, certifying, appointment, and salary schedule of teachers are arranged by the central authority. In both schools and military organizations the personnel recruitment policies and criterion are determined by centralized laws and regulations.

OECD (2001) reported that Turkey has the most centralized educational system of any OECD member state. This degree of centralization blocks the way of educational institutions in a context of rapid economic and technological growth and change. With this regard, effective change becomes very difficult to achieve unless restructuring (flexible management system) is introduced into the public service. Currently, in the process of becoming an EU member, Turkish education system is initiating some reform movements in order to elevate the level of Turkish education to the European standards. Total Quality Management and strategic planning activities are two of the education legislation efforts to conform to the European Union norms.

In many Turkish schools, specifically in the schools called Curriculum Laboratory Schools (CLS), there are strategic planning and Total Quality Management practices. CLS are selected among other schools by the MONE in order to try out new educational approaches. With these initiatives the MONE targets at ensuring participation of everyone in the educational processes, producing new educational concepts, tools, methods and techniques, providing knowledgeable and experienced people in the educational services, using people and the tools more effectively, and providing the necessary training to the educational staff in order to help them acquire the necessary skills for the process of change (MONE, 2002).

It is widely known that, both strategic planning and TQM programs value teamwork, cross-functional practices and coaching/enabling that reduces the reliance on bureaucratic controls and structures, and increase the autonomy exerted by employees. Yet there is a common argument among Turkish educationists today that due to bureaucratic structure of the Turkish educational system, unless there is a move from total reliance on the central authority, the MONE, these initiatives may be susceptible to a considerable waste of financial and human resources (Şimşek, 2003; Şimşek, 2004).

1.1.5 Anglo-Saxon Tradition and the United States

In the Anglo-Saxon tradition the state itself is not a legal entity but rather one speaks of government or government departments. This tradition is in many ways conceptualized as the antithesis of the Napoleonic tradition and emphasised decentralization, democracy, autonomy, sovereignty, and has been adopted by the United Kingdom, the United States and Anglo-American derivative systems. In Anglo-Saxon tradition the state exists out of a contract among members of society. Unlike Napoleonic tradition the boundaries between state and society is obscure and perhaps more flexible and negotiable (Loughlin, 1994).

Compatible with many reform efforts such as decentralization, empowerment, privatization, Anglo-Saxon state tradition allows for the transfer of the decision-making power from the central government to lower levels of government. Empowerment comes as a reaction to the public management structured on a hierarchical, Weberian model wherein lower level employees are expected to act under the direction of their superordinates.

Roberts (1995) argues that by the end of the nineteenth century an Anglo-Saxon world that diverged from the historical destiny of the European continent was created. The best examples are the United Kingdom and the United States, which share many common characteristics, were able to combine liberal and democratic politics that helped these two countries advance in wealth and power. Great Britain

in the early 19th century managed to become the most industrialized and urbanized society of the time and also maintained an astonishing constitutional and political continuity. By 1870 United States also showed the capacity for self-sustained economic growth (Roberts, 1995). During this time some fiscal policies towards Free Trade was also constructed. All these reforms led to unprecedented growth in wealth. 19th century in the United States is the era in which the concept of liberal republican citizenship and liberal policies prevailed. Smith (1985) argues that Thomas Jefferson feared that the liberal policies would encourage the immigration of the unrepublican off-spring of Europe and create a heterogeneous and incoherent, distracted American public:

He (Jefferson) later decided that the young republic needed new population to fill the Western agrarian lands that would preserve rustic republican virtues, he always urged the prompt "amalgamation" of newcomers into the pre-existing society. In the early nineteenth century nativists proclaimed the Anglo-Saxon race peculiarly suited for liberty and self-government. But so long as the nation clearly needed more inhabitants, citizens of English stock were confident that they could bestow their innate virtues on other European peoples by assimilating them into the mold of that purified new Anglo-Saxon creation, the American (Smith, 1985).

Although it was an English colony, the United States was more antistate and hostile to the sovereign power than England. Farmers and artisans acquired their freedom in buying substantial amounts of property and they carried the phenomenon of the fear of despotic rule and oligarcy. These people created an American political culture that had the fear of the state and hostility to the institutions controlled by the rich such as the banks, the stock market, etc. Eventually an antistatist society has emerged because of the fear of political persecution, powerful, centralized, and the bureaucratic hierarchy of the Catholic church (Glassman, 1987).

1.1.6 Education in the United States

After the defeat of England by the colonists, the new nation strived to establish an independent government within a society with cultural and religious diversity. The

writers of the U.S constitution however did not provide any views of how the public education institutions would be dealt with in the new nation. Yet, the founders had some views on education one of which was the issue of the separation of church and state in other positions. The writers of the constitution suggested a solution of free exercise of religious faith and banning the state sponsorship of any particular religious view. Moreover, with the ratification of the 10th Amendment to the Constitution in 1791 public education became as a state function as opposed to a federal way. This change in the constitution allowed for today's localized and decentralized system of American schooling (Hlebowski & Tellez, 1997).

The 19th century liberal economic philosophy and the political decentralization, deconcentration, democratization, citizen rights and citizen participation are reflected to education. The education system in the US is also decentralized. The decentralized system of American education can be traced back to the early 17th century when the US began as a thirteen separate colonies that sought to avoid national control as a reaction to the monarchy under which they had been founded. During the colonial period, the township (local community) was the primary foundation of government and group identity. It was customary for each township to establish and support its own schools. Local communities were able to educate their children according to the democratically agreed upon priorities, values, and needs of the populace. For this reason, a significant amount of state authority over education policy and administration continues to be delegated to local governments (school districts) (Hlebowski & Tellez, 1997).

Today educational policy in the United States is the reflection of a complex democratic process involving all levels of government, the private sector, and citizens' groups. Within this context, the federal government plays a significant leadership and supporting role. The US Department of Education is the agency responsible for federal education policy, although numerous federal agencies contribute resources to education-related programs and activities. The Department alone contributes about 7% of total education spending. The Department originated in 1867 to provide information to states to help them establish efficient school

systems. Today, unlike the Ministry of National Education in Turkey which is responsible for almost all educational matters, the mission of the Department in the US is only to ensure equal access to education and promote educational excellence throughout the Nation. It also aims at establishing policies on federal financial aid for education, collecting data on America's schools and disseminating research, focusing national attention on key educational issues and preventing discrimination and ensuring equal access to education (US Department of Education, 2003).

Decentralization is a “transfer of control of education from national to local bodies within a public, governmental system” (Lauglo & Mclean, 1985, p. 3). Likewise the education system in the USA is decentralized in the sense that responsibilities regarding personnel recruitment, professional development, program design and the like were given to local school districts. Yet recently there are some reform movements in the USA school system towards nationalization and standardization alongside with the new legislations. These legislations seek to improve schools through additional course and testing requirements, mandating new curriculum guidelines and new management processes for school districts (Hammond, 1993).

1.2 Purpose of the Study

The purpose of the two school case studies is to compare school management practices in the US and Turkey, the former representing the Anglo-Saxon tradition and the latter representing the Napoleonic tradition. The study was conducted both in the US and Turkey in order to analyse their systems of school administration, administrative processes, roles in policy formulation concerning the issues of budgetary allocation, personnel recruitment, development, planning and instruction. The topic of the school management practices and the research questions underlying the study is appropriate for a case study. Case studies are “ideal designs for understanding and interpreting observations of educational phenomena” (Merriam, 1988, p. 2) and invaluable means for uncovering policy processes (Yin, 1989).

The specific research questions of the study are as follows:

R.Q. 1: What are the general characteristics of administrative processes in the selected case schools in the United States and Turkey?

- a. How is the work motivation of the staff employed in these schools?
- b. How is the decision-making process carried out in both schools?
- c. What are the leadership patterns in these schools?
- d. What are the communication patterns in these schools?
- e. How responsive are these schools to the change process?

R.Q.2: What is the organizational structure of the selected case schools in the United States and Turkey?

R.Q.3: What are the roles of these schools in setting educational policies concerning school finance, performance evaluation, supervision, administrator recruitment, parent involvement and in-service training?

R.Q.4: What is the nature of organizational culture in the schools of both countries?

1.2 Significance of the Study

Rowan and Miskel (1999) argue that the new institutionalism sees organizations in socially-organized environments that generate rules, regulations and norms that constrain and shape actions. This theory looks at organizations in relation to a variety of disciplines such as economics, political science, sociology and history in order to see how organizations are structured and shaped by the economical, political, sociological and historical processes. According to the authors institutions in all over the world “show a variety of patterns depending on the characteristics of the institutional environments in which they are embedded” (p. 369).

Numerous studies have been conducted within schools to examine the effectiveness of the school administrative processes. Some research studies have examined the

school administrative processes in a macro-level to see how these processes were influenced by historical, economical and political factors. For example Baker (2003) studied how state policy influenced internal allocation of school district resources. Chan and Mok's (2001) comparative study investigated the influence of the process of marketization in the 1980s on the school reforms in Hongkong and China. Endo (2003) conducted a study to investigate the consequences of the diversification policy in education and culture after the collapse of Soviet regime.

Slater et al. (2000) state that the field of educational administration should not look inward but develop a broad vision. The internationalization of educational administration offers an opportunity to go beyond geographical borders. The authors add that there should be educational borrowings of policy and practice, in-depth understanding of other education systems and having an international mindset. Cross cultural research helps one see other values and other ways of seeing things (Slater et al., 2000). Based on these arguments this comparative case study is believed to make significant contributions to the literature by providing comparative insights into educational policy and practice. This study is also believed to offer the Turkish reader the opportunity to go beyond the geographical border of Turkey and examine the similarities and differences between educational policies and practices within an international context.

In Turkey there are research studies that investigated the management practices in schools within the national context. It is hoped that this comparative study might provide us to look at the school managerial processes within a broader context, to see how political traditions gave rise to the school management patterns in the two schools of the US and Turkey, the former represented by the Anglo-Saxon tradition and the latter by the Napoleonic tradition.

Ragin (1987) argues that analysis of education within the context of closed national systems fail to grasp the position of a country within the international system. He also discusses the importance of looking at education within a larger context saying that "social phenomena occur in a larger social, economic, political, cultural and

historical context. Hence educational reform is very much contextual, and without understanding the depth and background of this particularity, we as educational practitioners may be shortsighted in our actions” (p. 17)

Currently, in the process of becoming an EU member, Turkish education system is initiating some reform movements in order to elevate the level of Turkish education to the European standards. TQM and strategic planning activities are some of the education legislation efforts to conform to the European Union norms. The researcher investigated these applications in a Turkish basic education school. The researcher hoped that an analysis of administrative processes at an American school would provide insights into examining how effectively these new applications were carried out at the Turkish school and what could be done to improve the school’s administrative processes.

1.4 Definition of Terms

Motivation: Lunenburg and Ornstein (2004) define motivation as the process within an individual that stimulates behaviour and channels it in ways that organization as a whole can benefit.

Leadership: According to Block (1993) leadership is the ability to influence other people to sublimate their own self interests and adopt the goals of a group as their own.

Decision-Making: Lunenburg and Ornstein (2004) define decision-making as the process of choosing from among alternatives which also play a significant role in motivation, communication, leadership and organizational change.

Communication: According to Lunenburg and Ornstein (2004) communication is the lifeblood of school organization and is a process that links the individual, the

group and the organization. It is also the process that mediates inputs to the organization from the environment and outputs from the organization to the environment.

Organizational Change: Organizational change is the process that views school organizations as open systems. These organizations have linkage to the inputs (materials, information, or people) and transform these inputs to outputs as products and services. Therefore the effectiveness of organization is based on adaptation to both internal and external forces (Lunenburg & Ornstein, 2004).

Organizational Structure: Organizational structure involves concepts which provide a framework for analyzing the bureaucratic, participatory management, and other dimensions such as job specialization, departmentalization, chain of command, authority and responsibility, centralization/decentralization, line and staff authority, and span of management within organizations (Lunenburg & Ornstein, 2004).

Anglo-Saxon: Webster's Encyclopedic Unabridged Dictionary of the English Language (1996) offers the US definition of "Anglo-Saxon" as a characteristic or a person of colonial decent or of British origin.

Napoleonic: Webster's Encyclopedic Unabridged Dictionary of the English Language (1996) defines Napoleonic as something pertaining to, resembling or suggestive of Napoleon 1 or Napoleonic era.

Comparative Case Study: Comparative case-study is a method which is used by researchers to study two or more subjects, settings or depositories of data (Bogdan & Biglen, 1998).

New Institutionalism: New Institutionalism is a theory that focuses on the relationship between the structure of environments and organizations in a macro-

level. It looks at environment “at the level of industries, professions, and nation-states rather than in the local communities that the old institutionalists studied” (p. 27).

CHAPTER II

REVIEW OF THE LITERATURE

This chapter includes the historical evolution of Napoleonic and Anglo-Saxon administrative traditions. Next, research studies on school reforms and school management practices carried out in the world are presented. The chapter concludes with a brief summary of the literature review.

2.1 Theory of New Institutionalism in School Management

The theory of institutionalism sees organizations as part of socially organized environments that influence social action. Actions and interactions are institutionalized which means that patterns of social actions are reflected as set of rules in institutions (Rowan & Miskel, 1999). The authors present institutionalism in its relation to variety of disciplines such as economics, political science, sociology and organizational theory. They cite from Meyer and Rowan to show the application of institutionalism to the study of schools. Meyer and Rowan present the case in American education, which they say is part of strong technical and institutional environments that trigger constant changes and reforms in the education system. Institutionalism in relation to education tries to understand how economical, historical and political factors affect the “institutionalization and dissemination of new instructional practices and/or pattern of regulation” (Rowan & Miskel, 1999, p. 369).

The most significant contribution of institutionalism is the study of organizations in their relation to their environments. With the help of open systems model of organizations in the 1960s the environmental factors in shaping and supporting

organizational forms become the center of attention (Scott, 1991). According to Jepperson and Meyer (1991) various political traditions shape managerial processes in institutions and these policies take on some forms in modern-nation states, such as the liberal form in the US, the corporatist form in Germany, the strong statist form in France and weak statist forms in Latin American countries. These forms are also reflected in the education systems of these countries.

Rowan and Miskel (1999) give the example of the US saying that the liberal form shows itself in the pluralistic approach to decision-making that limits the powers of centralized, political agencies. "As a result institutional sectors in liberal polities are often organized as complex, multi-layered governance systems characterized by fragmented-decision making" (Rowan & Miskel, 1999, p. 370). Education in the US is not only in the power of the state, for there are a large variety of bodies responsible for education. For example local school districts exercise control over for funding and programs. On the other hand

in France there is a state-centered polity that has control over programs, operations, and funding. In French education system civil servants have strong powers over curriculum, and other educational decisions. This situation makes France far more centralized than the U.S education system (Rowan & Miskel, 1999). Influenced by the state-controlled polity of France, Turkish education is tightly controlled by the state that has power over the fundamental educational decisions.

DiMaggio and Powell (1991) explicate the differences between the old and new institutionalisms. They argue that although both institutionalisms focus on the structure of environments to understand organizations, the new institutionalism looks at this relationship in a macro-level. It looks at environment "at the level of industries, professions, and nation-states rather than in the local communities that the old institutionalists studied" (p. 27).

2.2 Napoleonic Administrative Tradition and the French Education

Turkish education system is highly influenced by the Napoleonic administrative tradition, which emerged with the French Revolution. Blanning (2001) argues that Napoleon as a leading revolutionist managed to achieve a high degree of military power which gave all the other revolutionist political control of the whole continent. Napoleon's main interest was to make France a military superiority in order to protect the unity and integrity of the nation. According to Ehrmann and Schain (1992) Napoleonic regime "was decidedly anti-libertarian. Napoleonic codes and legislation strengthened authority: that of the head of the family, of the employer, of the administrative official" (Ehrmann & Schain, 1992, p. 12). Although Napoleon seemed to appear as a figure that aimed at restoring the 'old regime', he in fact reinstated monarchy in France. Roberts (1995) stresses the measurements taken by Napoleon saying that each department was administered by the prefects in the control of Napoleon's power who acted as his emergency emissaries of the Terror. Besides, he controlled the press through censorship, and imprisoned people without trial. Roberts also adds that another change that had been in the French institution was that "no person or corporation could now claim to stand outside the sphere of the national government in France" (Roberts, 1995, p. 720).

The authoritarian and centralized administrative structure is also reflected into the French education system that aimed at the process by which the French community preserves and also transmits the national values to the next generation. Napoleon saw the central importance of education for the continuation of his values and purposes. Therefore he integrated education at all levels from primary school to postgraduate level of education, both public and private, into highly centralized and strictly structured corporation. In order to control the political and moral opinion and also teach the "national doctrine" he founded the Imperial University where the instructors had to be secular Jesuits devoted to defending the public interest (Ehrmann & Schain, 1992). According to the authors, in this centralized Imperial University, the curriculum, teaching methods and examinations were centrally imposed by the ministry in Paris.

Since 1798 the bureaucratic administrative system in France brought about inequality among people concerning the recruitment to the top administrative positions. In 1871 when the Ecole Libre des Sciences Politiques in Paris was founded, it served as an institution, which prepared students for entrance examinations to the highest level of the civil service. Unfortunately the students of this school came from the aristocratic Parisian bourgeoisie. Ehrmann and Schain (1992) compare France with the United States saying that even today the people in the American bureaucracy, both federal and state, come from cross-section of society and are therefore likely to represent its values. However in France the bureaucracy became a hereditary class.

France was at the peak of centralization from 1832 to 1836 under Minister Guizot. During this time, the primary schooling was a state affair. The only difference between Napoleon and Guizot's schools was that Napoleonic lycees were established to train an administrative and military executive, while Guizot aimed to institute compulsory primary education for boys (Lelievre, 2000). According to Fraser (1963), in 1957 the Ministry of National Education reported that the centralized school administration, the hierarchy of the primary, secondary and higher education branches built by Napoleon constituted a great administrative barrier to reform. Ministry's task was to put some order to educational organizations, to bring "progressive stages of instruction" and to follow a rational way in improving the orientation of children and avoiding meaningless competition. In 1957's French educational system still represented "a compromise between the historical structure which still imposes its mould and its vocabulary, and the new ordinance which social and economic evolution calls for, but which the law has not yet consecrated" (Fraser, 1963, p. 21).

Green (1990) argues that many institutions in the 19th century of France owed their character to the legacy of the centralized royal bureaucracy despite the fact that the elementary and secondary education of the Ancient Regime was dominated by the religious orders but subject to any effective state control. The state showed its interest in education through constant interventions in technical and vocational training.

Kazamias and Massialas (1965) argue that although French Revolution aimed at the liberal principals of equality of opportunity and of the full development of the individual's potentialities, French democracy was grounded on the "rule of the best" theory which means that society will be guided wisely if a carefully selected and trained "aristocracy of brains" is placed the highest level of the state administration. Lycee played a great deal of importance in the process of selection and training of such elite individuals:

Through a stringent system of examinations the lycee has sought to recruit the intellectually most competent people and to impart to them a body of knowledge and values best expressed by the French concept of culture generale (Kazamias & Massialas, 1965, p. 45).

The authors go on to say that with the establishment of the ecole unique it was aimed to recruit any student with the requisite intellectual ability to lycee and the college. Yet, eventually these institutions continued to accept most of their students from the middle and upper levels of society.

Duru-Bellat (2000) states that until recently strong social inequalities between the upper and lower class children have been observed. Additionally she says that until the reform movements of the 1980s the centralization in France has shifted attention from looking at the contextual influences in the generation of schooling careers. Social inequalities in the French educational system show that democratization in school is yet not achieved.

According to Lynn (1998) the 1980s represents a turning point in administrative reform around the world. The new paradigm "managerialism" that implies devolution of authority, decentralization, enhanced flexibility, strengthened accountability, democratization also influenced the French educational system. Zanten and Robert (2000) argue that although centralization still remains in the areas such as the national curriculum, national degrees and the national certification of teachers, some critical educational decisions have been delegated to local educational authorities:

Although the state maintains a significant amount of control by fixing objectives and evaluating results, the progressive decline in national consensus concerning the aims of the educator state has brought about a significant transfer of responsibility to local levels and especially schools (Zanten & Robert, 2000, p. 2)

The authors explain the democratization attempts in French educational system with the slogan 'putting the student at the center of the system' that implies liberal education, the objective of providing education to all students from different segments of the society.

2.3 French Influence on the Turkish Education System

Lewis (2002) says that "the dissemination of French revolutionary ideas in the Islam world was not left to chance, but was actively promoted by successive French regimes, both by force of arms, and much more effectively by translation and publication" (p. 112). In Turkey we also see a great deal of French influence. The Turkish educational system is highly influenced by the French administrative tradition that emerged after the French Revolution. Selim III started his reforms by establishing his New Order (Nizam-i Cedid) in order to restore Yeniçeris and military orders through the application of modern methods. For this purpose he invited more European military officers as trainers mainly Prussians, French and English officers (Berkes, 1998). In Mahmud II's reign (1808-39) there were attempts to establish education in the responsibility of the state different from the traditional mektebs and medreses. By 1847 new schools called rushdiye was established to provide a link between the "the religious education" of the primary schools and the schools of higher learning (Berkes, 1998).

In the Westernization or modernization movement France and the French language had a great deal of importance for the Ottoman Empire. The Ottoman leaders adopted the liberal thought of the French Revolution, and also borrowed the French administrative models in developing new patterns of educational system. In the era of

Tanzimat, with the script of 1839, there were attempts to reorganize the government, the administrative sectors, the military, the judiciary and the rights of the members of the society. The script of 1839 brought about new currents of thought: Western liberal and secular thought, and new laws for the reorganization of the central and local administration (Kazamias, 1966). With the new reform movements in education it was aimed to place education under the supervision of the state not the ulema group. In the *Rushdiye* schools established in 1847 “instruction was free, and the state provided books and instruments, paid the salaries of the teachers, and was responsible for the general maintenance of the schools” (p. 59). During this time two other higher education institutions, the Darülmualim and the Darülmaarif, were set up for the purpose of training men for various departments of the government.

With the political impact of the European powers such as Russia, France and Great Britain the leaders of Turkey framed reform policies. The Tanzimat Period witnesses the greatest reform attempts in reorganizing the public agencies and raising them to the Western standards. During the Tanzimat the promulgation of the Gulhane decree advanced liberal thought in Turkey. Besides, the provisions of the new penal code and commercial code were influenced by French Law. During this period the French language became very popular among the elite people. With the Gulhane script major attention was paid to the military and the reorganization of the administrative system based on the French models. In educational administration a Maarif Umumiye Nezareti (Ministry of Education) was established and controlled the books used in the medreses and sibyans, and other civil and military schools. During Tanzimat , Ottoman leaders were highly inspired by the French culture and the politics (Kazamias, 1966)..

Abdülhamid’s reign (1876-1908) can be considered as a period of absolutist or despotic rule since he destroyed any opposition to his rule through an oppressive network of intelligence services. At the same time he continued the reforms of Tanzimat to modernize and centralize the administration in order to have a central

control over the provinces. In other words, the reforms by Abdülhamid served the continuation of the administrative power of the state (Jung & Piccoli, 2001).

Galatasaray Lycee was founded in 1868 and administered in the French style. The language of instruction was in French. The teachers of this school were recruited from France, and the curriculum mainly adopted the curriculum of the French military schools (Akyüz, 2001; Berkes, 1998). With Galatasaray Lycee, France had the opportunity to have a cultural and political influence on the Ottoman education. The influence of this lycee had been on the dissemination of secular spirit (Berkes, 1998).

With the overthrow of Abdülhamid and the revolution of the Young Turks a new period was opened. This period named as pre-Kemalist period had a significant role in the rise of the Modern Turkey. Young Turks aimed at creating politics to bring equal rights to the people from diverse ethnic and religious background. During this time a secular figure Ziya Gökalp had a great contribution to the political and educational modernization of the Empire. According to him the source of the crisis of the empire was moral, and the weakening of the hold of religion, yet the remedy did not lie in the religious education. Gökalp supported new secular moral values. With his liberal theories he tried to systematize education. He studied French and adopted the ideas of the French sociologist Emile Durkheim (Berkes, 1998).

2.4 Structure of the Turkish Educational System under the Republic

19th century is the era that witnessed the philosophical movement of positivism started in France. In the chaotic atmosphere of the French Revolution, August Comte, the father of the positivist thought gave a paramount importance to moral unity that he said would only be found in the “External order”:

The conception of the order of nature evidently supplies the basis for a synthesis of human action; for the efficacy of our action depends entirely upon their conformity to this order. . . . As soon as the synthesis of mental conceptions enables us to form a synthesis of feelings, it is clear that there will be no very serious difficulties in constructing a synthesis of actions.

Unity of action depends upon unity of impulse, and unity of design; and thus we find that the co-ordination of human nature, as a whole, depends ultimately upon the coordination of mental conceptions, a subject, which seemed at first of comparatively slight importance (Comte, 1856, p. 3).

Comte emphasised the concepts of unity and order, and formed a synthesis between order and progress. Atatürk had a great faith in Comte's positivism. Together with preserving the traditions Atatürk also made progressive movements in the development of the Modern Turkey. He saw the salvation of Turks in the cultural unity that could be transmitted by education. According to him this new state can survive if it can decide on its own fate and map its own future, can establish unity and is based on the sovereignty of the nation. After the World War I Kemal Atatürk focused on the independence and the prosperity of the country. Studied Western history and philosophy, Atatürk tried to elevate the state to the Western standards. He gave importance to education and saw it necessary for training individuals with liberal thoughts who would sustain a free modern national state. During the period of 1919-1922, the education in the state was very chaotic. There were state and religious schools, which were not under any administrative coordination. Furthermore the occupying forces followed the policy of intimidation to assimilate Turks and destroy Turkish education (Akyüz, 2001).

Atatürk in his address to the youth said that he placed the future of the Republic in the hands of the young generation whom he expected to preserve and defend the National Independence of the Turkish Republic. In his attempts of nation-formation along Western European lines, he centralized and bureaucratized the schooling system in order to preserve the secular structure of the system of education. In 1924, with *Tevhid-i Tedrisat Kanunu* (Unification of Education) all educational institutions were placed under the control of the Ministry of Education (Kazamias, 2003). Güven (2000) argues that with this law all educational organizations were organized around the principle of secularism. All religious schools were closed and secular education was underway. Besides, the minority schools (Greek and Armenian) were forbidden to give religious and political instruction since it was feared that such instructions would threaten the unity of the state.

When John Dewey came to Turkey to analyze the Turkish educational system in 1924, he saw the danger of 'uniformity' in the system and said that this uniformity can be harmful to the 'real unity'. He warned the Ministry of Education about the dangers of centralization and lack of local control in education. Dewey suggested that the role of the ministry should be intellectual, moral leadership and inspiration, not an administrative control and executive management. Today we see that Turkish education did not much follow Dewey's suggestions and since 1997 education authorities and politicians began to reemphasize the enforcement of the Law of Unification of Instruction that was highly criticized by Dewey (Turan, 2000).

One of the most important reform attempts in Turkish education was the foundation of the Village Institutes in 1940. The aim of these institutes were to improve the level of the village communities and to foster the economic development in Turkey by urging the prospective teachers of the village to receive training and work there for a period of time after they graduated (Boybeyi, 1998). Gedikoğlu (1971) explained that the village institutes were closed by the leading party of the time which was DP (Democratic Party) in order to stop the dissemination of Atatürk's ideology to villages and to prevent the awakening of the villagers against the powerful village landowners. With the collaboration of these landowners, the politicians destroyed these institutes with their so called reform efforts *islahat* and *takviye*. One of their reforms was the appointment of a new Minister of Education who had the same political background. The DP in the 1950s came as a reaction to what the DP partisans called "the Kemalist dogmatic top-down policies of secularization" and did not approve Atatürk's strict separation of religion from the state. They wanted to liberalize religion by leaving it to the individual conscience and increasing the religious instructions in the schools and the universities. As a result the secondary schools for the training of religious leaders-the Imam Hatip schools were reestablished and in 1959 the Higher Islamic Institute was inaugurated (Kazamias, 2003).

“The revival interest in religion and the concomitant politicization of Islam” (Kazamias 2003, p. 11) by the DP gave rise to the involvement of the military coup in the early hours of 27 May 1960. The military took control of all the radio stations as well as the administration of the country. Right after the coup, the officers started some reforms in the Turkey’s polity. On 27 May 1961 a new constitution was approved. The military-guided top-down democratization efforts in the Turkey’s polity did not bring any political stability and political crisis led to other military interventions in 1971 and 1980 (Jung & Piccoli, 2001).

During the 1970s and 1980s Islamic religious foundations (vakıfs) were established to organize religious, educational and philanthropic activities. Besides, the İmam-Hatip schools continued to give education for the students who wanted to become religious leaders for the mosques (Kazamias, 2003).

The president Turgut Ozal (1989-1993) managed to merge his internal policies of economic liberalization with Islamisation through an effective export strategy with the Middle East. In addition to the economic cooperation with the Middle East, Ozal also improved relations with the USA during Iraqi occupation of Kuwait. Ozal’s policy resembled Democratic Party era of Menderes when Ozal combined Islamisation with the support of Western policies with the aim of preserving Turkey’s political integrity and empowering its relations with the Western countries (Jung & Piccoli, 2001). According to Kazamias (2003) Ozal had some changes in the economic policy, one of which was his attempt to shrink the state through privatization. This policy of “Neo-conservatism” resembled American Reaganism and British Thatcherism. Özal emphasized privatization as an important principal to decrease the role of public sector by cutting back on the public expenditures. He also considered privatization as a policy in education and aimed to reduce the national budget allotted to education. The policy of privatization in education eventually led to an increase in the number of private schools in Turkey.

2.5 Recent Education System in Turkey and France

Today the education system in Turkey is still centralized in the Ministry of National Education, which is governed mainly by the Minister, undersecretary and deputy undersecretary. Minister is the highest authority in the hierarchy of the system. There are also provincial units that consist of directories and district directories of National Education as representatives of the Ministry of National Education. Yet these units are still supervised by the Ministry. Concerning financial issues, the wages of the state school administrators, teachers, and the school expenses are all met by the state. The state does not finance the private schools. The Ministry of National Education is a body responsible for determining the curricula, teaching methods, pupil assessment, personnel recruitment and development, budgeting, supply of equipment, and the like.

Concerning Teacher Education programs in Turkey, school teacher training takes place in the teacher-training faculties of the universities. "Teacher training is mostly theoretical, dispensed in classrooms rather than workshops or laboratories, and not updated to take account of recent pedagogical advances (Fretwell & Wheeler, 2001, p. 7). All decision-making is centralized in the Ministry of Education. The curriculum of the teacher training programs in the universities is designed by the Higher Education Council. However, the content of the in-service teacher training curricula in schools is also determined by the Ministry of Education.

According to the World Bank reports of 2001 (Fretwell & Wheeler, 2001), Turkey has the most centralized education system of any of OECD member state. This degree of centralization forms a barrier to the capacity of adaptation to the rapid changes and involve in the process of cross-cultural exchange of educational practices. Fretwell and Wheeler (2001) argue that in Turkey, provincial level authorities should work with local employers in order to determine the areas of education and training needs. Together with school principals they should handle teacher selection and development including the delivery of in-service training. In this way, with the help of the flexibility provided by the decentralization, Turkish

education system can create globally competent teachers with interactive minds engaged in reflective and creative thinking in the new democratic global world.

In recent years, with the rise of globalization, there are attempts to bring new approaches to schools for the purpose of increasing the quality of education in Turkish school system. Some of these approaches are based on institutional cooperation and participation, applying individual-centered education processes by merging theory and practice, and emphasizing the interdisciplinary aspects of the subjects. The basic aim of these new approaches is to raise the education standards to those of EU countries (MONE, 2002).

Globalization entails “governance without government” and exert pressures on central state bodies to change their modes of governance, also in education. Decentralization becomes an essential mode of governance in which parents and teachers can involve in decision-making and make contributions to student achievement. Brown (1990) argues that decentralization or school-based management provides flexibility of decision-making, allows for a system of accountability in the budgeting process, roles of the staff and staff participation, and increases productivity among teachers, managers and students in the school environment.

Decentralizing the education system might be beneficial in terms of ameliorating the drawbacks of the system. The secularist intelligentsia however argue that the leading political party AKP's (Justice and Development Party) decentralization efforts carry some malicious intentions such as having control of the local governments and disseminating their Islamic ideologies more extensively. Namely Turkish bureaucracy still favors Kemalist official ideology of unified and secular state secured by the centralization. At this point it may be illogical to suggest total detachment from the central government that would undermine the integrity and indivisibility of the state. However better results could be obtained from the reform activities intended for Turkish education system if some educational issues such as

professional development, evaluation, supervision, school restructuring activities, monetary issues, and staff recruitment were dealt at the local level.

France experiences a slow but steady growth of devolution under the Constitutional Monarchy (1814-1848), the Third Republic (1870-1940) and the Fourth and Fifth Republics. In these periods the political regime had been liberal and some reform movements toward decentralization were observed: election of local assemblies, extension of powers granted to decentralized authorities and looser State control of local collectivities (Moreau, 1995).

Since 1982 there are rapid reform movements in French education towards decentralization and school-based management. The French education has a high degree of centralization associated with bureaucratization. Yet, although centralization is still important in the areas such as the national curriculum, national degrees and the national certification of teachers, a great deal of management decisions have been delegated to local educational authorities such as rectorats, inspections academiques. Most of the educational decisions are now taken at the local level. The state still has a significant amount of control on education, yet concerning the aims of the educator, the state transferred much of the responsibility to local level and schools. In recent years, the French education system attempts to involve parents in educational decisions and see the student at the center of the system (Zanten & Robert, 2000).

Turkish educational authorities have recently initiated some reforms in education, started strategic planning and total quality management processes in the Turkish school system. These reform initiatives are designed for schools called curriculum laboratory schools (CLS) and they are at the stage of pilot study. This means that if these strategic planning and total quality management plans are found to be successful at the CLS schools, they will also be applied in other public schools of Turkey.

It is widely known that, both strategic planning and TQM programs value teamwork, cross-functional practices and coaching/enabling that reduces the reliance on bureaucratic controls and structures, and increase the autonomy exerted by employees. Therefore, due to the bureaucratic structure of the Turkish educational system influenced by the Napoleonic paradigm, unless there is a move from total reliance on the central authority, the Ministry of Education, these initiatives may fail along with a considerable waste of financial and human resources (Şimşek, 2003; Şimşek, 2004).

2.6 Anglo-Saxon Administrative Tradition and Education in the United States

The Anglo-Saxon tradition is in many ways conceptualized as the anti-thesis of the Napoleonic tradition, and emphasizes decentralization, democracy, autonomy, and sovereignty. This tradition and has been adopted by the United Kingdom, The United States and Anglo-American derivative systems.

In the colonial period (16th and 17th centuries) the American culture and education were influenced from North European sources and mainly from the British Isles which meant that English institutions and ideas dominated the way of life and thinking in the eastern seaboard of America, from Maine to Georgia (Butts & Cremin, 1963). In England during the 17th and 18th centuries there was a struggle for power between the Crown and the Parliament that led to the ascendance of institutional form of government and civil liberties for English people. This struggle had the intention of reducing the arbitrary royal power in England. These liberation movements were later brought to America where a growing tradition of liberty could also be observed. With the declaration of Independence on July 4, the political authority shifted from royal sovereignty to the sovereignty of the people (Butts & Cremin, 1963). The Declaration of Independence brought about civil liberties: sovereignty in the hands of the people, free elections, fair and reasonable punishment, the right of habeas corpus, freedom of religious conscience, freedom of the press and the like (Butts & Cremin, 1963).

The scholastic thought during the 15th and 16th centuries led to the rise of secular thought in the colonial period. The Scholastic way of thinking that had its roots in the deductive methods of Aristotle gave way to new methods of thinking such as rationalism and empiricism. The growing interest in secular knowledge was reflected in the new conceptions of political, economic and social welfare, and eventually led Americans to demand for a more utilitarian education in respect for practical knowledge (Butts & Cremin, 1963). The struggle for replacing scholastic thinking with the new modes of thought leads to a movement toward separation of church and state for the creation of a new democratic society where all Americans could be equal before the civil law and the state.

According to Spring (1986) the secularisation of public schooling lies in the Protestant groups that settled in New England during the Colonial period. Public schools emphasized on educating citizens in a democratic society. Colonial education first started to teach respect for authority in order to preserve social and religious order. Curtis says that in the colonial period using education as an instrument for maintaining economic and social order was influenced by the European traditions mainly by England where children were also educated to learn religious conformity and the power of existing authority (cited in Spring, 1986). Later this orientation shifted to “educational emphasis on preparing citizens for independent democratic behaviour” (Spring, 1986, p. 2). With the intellectual revolution in the seventeenth and eighteenth centuries freedom of ideas and beliefs began to dominate the American society. This revolution influenced the American education and brought a secular school system. Spring (1986) argues that the struggle for intellectual freedom started in England with the establishment of academies the idea of which was later brought to the New World. The academy helped people deviate from religious and civic obedience, and taught them the importance of intellectual freedom and how to look at the practical sides of life. During this time it was believed that the education must be freed from the religious dogma, and directed towards the path of reason.

The academy movement in England had indeed a significant impact on the dissemination of the freedom of ideas in American schooling. In this context the education was seen as an instrument that provided the intellectual tools and scientific knowledge to create a better society. This revolution strongly objected to the idea of seeing the primary aim of education as to bring people into obedience to the church or government (Spring, 1986).

In the 18th century the state delegated power to private corporations to form educational institutions and conduct educational matters with a limited supervision from the state authorities. The aim was to allow for religious diversity and give the right to these corporations to establish their own religious institutions. According to Butts and Cremin (1963) the decline in the state authority over education gave rise to efforts to make America a new nation with of freedom, equality and democracy.

Slater (1992) implies that in the 18th century America was a scientific liberal-democratic state, which mastered three organizing principles: reason, liberty, and equality. During this time America associated power with evil: "If one had to live with power, it was better to have it dispersed and fragmented, where it could do less damage" (Slater, 1992, p. 176). The author adds that power was seen a good thing, because it was concentrated in the hands of the people. U.S politics had a minimalist notion of central authority due to the fear of a sovereign state, which later led to an emphasis on democracy with a great participation (Glassman, 1987). The United States had no centralist state tradition unlike Germany, France, or the Ottoman Empire. The structural and cultural tradition of the country "did not possess a historical heritage- namely, a feudal tradition" (p. 27). Eventually, the United States created a class of free traders, farmers who had economic freedom that took precedence over the state. The colonists that came from England carried antimonarchical ideology that comprised the total distrust of the state and its sovereignty. The fear of the state and the monarchy generated a capitalist society, laissez-faire economic system and democratic political system (Glassman, 1987). According to the author, American administration also had a minimalist conception, a negative attitude toward central rule, but a faith in laissez-faire economics.

By the end of the 19th century, British communities were spreading in Canada, Australia, New Zealand and South Africa. Roberts (1995) argues that during this time the heritage of English culture and language was very dominant in the United States. Therefore there had a strong relationship between the United States and Great Britain. English capitalists had the chance to make investment in the American railroads, banking and insurance. Due to the strong connection between these two countries, Americans could not come in terms with monarchy and hereditary titles but instead adopted British culture and society (Roberts, 1995). The common similarity between the two cultures was the liberal and democratic politics that helped both countries advance in wealth and power.

Roberts (1995) implies that in the 19th century the United States became political inspiration to Great Britain where people linked democracy with the 'Americanization' of British politics, than in continental Europe. During this time Great Britain became a European power and ruled a great Empire and also democratized her institutions while preserving the individual liberty. Both states had the fear of adopting French centralized administrative system, which Roberts says, had prevented France from achieving liberty.

Kazamias and Massialas (1965) argued that giving importance to citizenship with democratic principles, the USA tried to create an education system for effective citizenship by means of offering independent courses in citizenship and history. Such that the American public school made an effort to introduce young students with democratic principles teaching them how to respect democratic institutions.

Decentralized administrative system is necessary for democracy for it diminishes the influence of the central autocracy and transfers some of the State's powers to the municipalities, to local and regional departments. This system empowers the political influence of local elected officials and gives them opportunity to participate in decision making. The individual citizens could also easily have access to public services.

In the current American education system three sources govern the ladder system: the federal government, the state government and the local school board. The legal governance of the school is in the hands of the state. Each state should make sure that its schools abide by the laws of the nation. Despite the fact that each state is influenced by nationalizing factors that come from the federal government, there is no centralized control of education. The public school system in the USA is governed by an open decentralized system. State legislatures are responsible for the public education. Their task is to authorize funding and give legislative support for the schools. All states have state boards of education, which deal with policy development, personnel recruitment, budgeting, curriculum and the law. State boards of education also appoint the state superintendent of education (Hlebowitsh & Tellez, 1997).

In the system of educational decentralization the education finance is dealt by the regional or local government (school districts) for the purpose of shifting some of the financial burden for education from the central government to the local governments, community organizations and/or parents. Decentralization is based on democratic principles, gives legitimacy to institutions by redistributing power and empowering the local community to have greater voice in decision-making. It promotes legitimacy while centralization promotes power. The other aspect of decentralization is the improved quality in education by moving decision making closer to the needs of each school and giving teachers and school officials some incentives for quality improvement. In this way it is aimed to increase the competitiveness of the system and provide easy adaptation to the changing environment (World Bank Group, 2003).

The American education is aimed at the above-mentioned principles of decentralization. The main disadvantage of the decentralized educational system is the local school districts, which levy property taxes. Since these schools are decentralized and not financed by the central government, these taxes are the main source of financing for the public school systems. Because of the heavy reliance on the local property tax, a disparity occurs in the quality of education received by the

students. Rich families can better afford to pay for their children's education than the poor communities. The disparity in wealth eventually affected the quality of education, and therefore education system needed some reforms to bridge the gap between the rich and the poor:

. . . we must dedicate ourselves to the reform of our educational system for the benefit of all—old and young alike, affluent and poor, majority and minority . . . All regardless of race or class or economic status, are entitled to a fair chance and to the tools for developing their individual powers of mind and the spirit to the utmost (A Nation at Risk, 1983, pp. 1-2).

It is known that the principle of equity necessitates more centralized decision-making. Because when educational expenses are financed by the central government, irrespective of their economic status, there is a better chance for everyone to have equal access to education.

Verstegen (1990) in her article entitled "Invidiousness and Inviolability in Public Education Finance," discusses the struggle between resource allocation policies of local control and equal educational opportunity for all children. She quotes from Cubberley and Updegraph (1926) who both proposed education to be in the State's responsibility in 1920s in order to guarantee each child equal opportunity of education and to protect the State from ignorance and provide intelligent workers. She adds that Updegraph's proposal urged localities to raise education support level:

To obtain equal opportunity, localities would be guaranteed similar levels of aid for similar levels of effort (i.e tax rates), and would contribute to the state-guaranteed support level, in proportion to their wealth. The state would make up the difference (Verstegen, 1990, p. 206).

Yet it was later understood that it was not the degree of resources that determined the student achievement but rather the way how these resources were allocated and used in the classroom (Verstegen, 1990). According to the author, wealth should not be the determining factor for the quality of public education. The key is in the equal district power that is each school district should be provided with an equal level of

funding. Quoting from *Private Wealth for Public Education* released in 1971, she argues that during the last two decades some states such as California is still discriminating against the poor. Its system of school finance is regulated in such a way that makes it possible only for students of rich families to receive a high quality of education.

Miller (1972) lists seven characteristics of the American Public education as follows: faith in education, commitment to universal education, governmental responsibility for secular education, lay control of education, pluralism, role expectations and decentralized control of education. Americans have strong faith in education. They believe that education brings peace and national security, preserves democracy and improves economy. Knowing the significance of democracy for Americans, the quality of education is seen in direct relation with the quality of democracy.

Americans are also committed to universal education, which means committed to equality in the educational opportunities. According to the state laws no individual can be deprived of education due to his/her social status.

Owing to the secular and democratic Anglo-Saxon heritage of America, the government takes a high responsibility for secular education. The units of government in the US are established within the constitutional framework of separation of church and state, which led to the secularization of all educational institutions.

American educational institutions are pluralistic which means that American students are located in settings with other students from all the racial, religious and ethnic background. They are all encouraged to “resolve differences between conflicting value system and ideologies” (Miller, 1972, p. 26). American institutions give a great deal of room for individual discretion, but there are standards for acceptable behavior and role expectation for each individual in the institution. These standards and role expectations are nearly the same in every educational institution. So if a teacher moves from one school to another, he/she would not be too much disoriented in his new setting. “What organizations or individuals operating within the institution of

American education can do is limited by the institutional expectations. Admittedly, this leaves a good deal of room for individual discretion” (Miller, 1972, p. 27).

Despite the recent centralization forces, decentralization is an important characteristic of American schools, and aims at bringing all the schools close to people. In such a system local boards of education and civil government control the schools. Therefore American educational system gives the control of education to layman, not to professional educators. For democracy it is important that layman controls the education, so that the education serves the common good not a special interest (Miller, 1972).

Decentralization and school- based management (SBM) are closely associated with the concepts of increased student learning and administrative efficiency. Quoting from the surveys by Clune and White (1988) Wohlstetter and Odden (1992) argue that although American school system seems to be involved in SBM, still decision making responsibility delegated to the school is limited, and teachers and administrators do not have much discretion in the issues of budget, personnel, and curriculum, “thus many studies conclude that SBM has not been much of a change because nothing real has been decentralized-SBM is everywhere and nowhere” (p. 531). Yet the authors also add that the recent project descriptions, status reports, and evaluations of SBM initiatives reviewed by Malen (1990) showed that in fact SBM was widespread, and was implemented in the seven of the eight largest urban school districts in the United States (Wohlstetter & Odden, 1992). Bowles (2003) also lists the functions of the primary and secondary schools as follows:

- Finance and budget
- Capital expenditures
- Instructional program
- Assessment
- Personnel
 - collective bargaining
 - performance

- staff development
- Food and transportation
- Sports and culture

The above list shows how American schools are delegated a great deal of responsibilities in many areas of education.

2.6.1 Recent Reforms in the US Education System

1980s and 1990s witness school reform efforts and revolution in state responsibilities in education in order to develop the economical condition of the states. These reforms become apparent in the stable educational expenses and increased state-aid, which meant *more state involvement* (emphasis added) in local schools. “State-level systemic reform initiatives involve school report cards, expanded use of student test chores, and outcomes-based accreditation strategies and curriculum frameworks” (Fusarelli & Fusarelli, 2003, p. 169). The state mandated academic courses for schools and made changes in teacher certification and compensation, and increased academic requirements. This reform aimed at producing better-qualified education staff. Many states applied statewide testing of students (Spring, 2002).

During 1990s issues of restructuring of schools were foregrounded in order to meet the parental wishes concerning their children’s education. State testing and tighter control of the curriculum and graduation requirements were promoted. Therefore, the State determined the academic requirements and student testing, and decided what subjects and contents of those subjects would be studied. Restructuring efforts in schools continued with the promotion of parents’ councils, site-based management, and choice and charter school in order to improve student achievement to be measured by a state mandated test (Spring, 2002). Spring says that these reform efforts imply increased centralization of the control of local schools at the state level. Statewide activities are fostered when teachers’ unions developed new methods to influence state legislatures especially in the areas of school finance.

Bowles (2003) gives the areas of traditional state powers and the emerging state powers after the reforms (see Table 2.1)

Table 2.1

Traditional and Emerging State Powers

<u>Traditional State powers</u>	<u>Emerging State powers</u>
<ul style="list-style-type: none"> • Professional Licensure • Minimum length of school year and day • School funding • Consolidation of school districts • Equal opportunity 	<ul style="list-style-type: none"> • Minimum graduation course requirements • Curriculum standards and examinations • Financial controls • Special education and pupil non-discrimination • Special education • Distance learning • Pay for performance

Recently, in the US there is a movement of nationalization of state educational policies to create uniformity and standardization in policies between states. By 1990s President Bush had a significant role in the nationalization of state policies in line with federal goals. The act titled *No Child Left Behind* mandates specific requirements that states must follow regarding student accountability. This act is the extension of the Elementary and Secondary Education act first passed in 1965. *No Child Left Behind (NCLB)* is the federal education bill that was passed in 2001 (Rose & Gallup, 2003) and signed by President Bush in 2002 representing more federal intervention into local education. The aim was to bring the achievement gap between minority and non-minority children by establishing a comprehensive framework of standards, testing and accountability. NCLB also determines the goals and outcomes of education. Based on the “report cards” to be prepared by each school reporting student achievements, school districts would be either given rewards for their demonstrated successes in the forms of dollars, or penalized through withdrawal of

federal funds (Fusarelli, 2004). The plan also shows how “the focus has shifted from accountability for inputs or transformation processes to outputs” (Lunenburg & Ornstein, 2004, p. 238).

The reforms in the creation of the National Education Standards are initiated by the 2000 Education America Act. Spring (2002) argues that idea of creating national standards has received criticism due to the fact that many schools in the US lacked adequate textbooks, qualified teachers, and physical facilities. “The creation of national standards without an improvement in the opportunity to learn will assure that the students in these schools will always fail to attain the level of learning prescribed in the standards” (Spring, 2002, p. 23).

Spring goes on to say that 2000 Education America Act increased financial support of federal government to states, and therefore federal government had the opportunity to mandate state governments to follow a particular course of action in education. This meant that if the state accepted the money from the federal government, it had to follow the reform plan that included content, performance, and opportunity-to-learn standards certified by the National Educational Standards and Improvement Council.

2.7 Research on New Institutionalism in the Study of Educational Organizations

Some researchers used theory of new institutionalism to understand the institutionalization processes happening at schools. Parsons (1960) and Scott and Meyer (1983) argue that institutionalist theory predicted a trend of transformation in American education. The authors suggest that due to the lack of consensus over appropriate institutional arrangements for schooling led to periods of intense reform and new institution building in American education. Eventually demands for institutional conformity and greater accountability and productivity brought about a long period of education reform in the US (cited in Rowan & Miskel, 1999).

Rowan and Miskel (1999) argue that the theory of institutionalism seems to predict this current conflict in American education, yet does not say much about the possible outcomes of such a conflict. The authors suggest future research to study history to better understand “how increased demands for instructional accountability arose in the past and how such demands affected the institutionalization and dissemination of new instructional practices and/or patterns of regulation” (Rowan & Miskel, 1999, p. 365). Tyack’s (1994) work also provides a broad historical description of institution-building at the national, state and local level and focuses on how public schooling was institutionalised as a rational, professional and bureaucratic system through the work of some political, legal and professional actors (cited in Rowan & Miskel, 1999).

Rowan (1982) studied how institutional environments are structured and how these environments structure educational organizations. He looked at the diffusion of three categories of education personnel to city school districts in California between the years 1920-1970. The study revealed that the diffusion of these three categories was influenced by the institution-building activities of state and federal legislatures, the state educational agency, professional agencies, and interest groups (cited in Rowan & Miskel, 1999).

Some researchers dealt with the newer forms of institutionalism and provided explanations on the formation of managerial processes within schools. They look at societal level political traditions that shape management patterns in institutions. Scott (1991) discussed some factors such as market conditions, political traditions, the technologies used in a sector and how these factors affected the configuration in that institutional sector. Jepperson and Meyer (1991) look at how political traditions structure institutional sectors and shape managerial processes of schools. They also provide the examples of political traditions in the US, Germany, France and Latin American countries, and the ways in which these traditions are reflected in the institutional environments of schooling.

2.8 Research on School Reforms in the World

School improvement has received serious attention by researchers who conducted studies to examine the change processes in schools. Bryk and Schneider (2003) conducted an intensive case study research and longitudinal statistical analyses from more than 400 Chicago elementary schools over a six-year period. They observed school meetings and events, made interviews with principals, teachers, parents, and community leaders. The findings showed that the main resource for an effective school reform was trust. The conditions that fostered trust were respect, personal regard, competence in core role responsibilities, personal integrity, benefits of trust, conditions that foster relational trust, centrality of principal leadership, and supporting teachers to reach out to parents.

Borko, Wolf, Simone and Uchiyama (2003) carried out case studies at two elementary schools in Washington in order to analyse the reform activities undertaken in these schools. They found out that in line with the Washington's Education Reform Act passed in 1993, the schools had some reform efforts on school-wide instructional practices and extended learning opportunities for students. For the school-wide instructional practices the aim was to make some changes in the curriculum "to give students multiple opportunities to master the core content" (Borko, Wolf, Simone & Uchiyama, 2003, p. 8). For the extended learning opportunities for students, the schools aimed at offering an extensive summer program, since the school board thought that 180 days of education was insufficient for student learning.

Sanders and Harvey (2002) in their case study conducted in an urban elementary school investigated how the school and the state developed connections with community businesses and organizations to improve school climate, parental involvement, and student achievement as part of the school's reform strategy. The case-study revealed four factors that supported the school and community partnerships. These four factors were: 1) a high commitment to learning 2) principal support for community involvement; 3) a welcoming school climate; and 4) two-way communication about the level and kind of community involvement.

Meyers, Meyers and Gelzheiser (2001) suggested shared decision-making as an approach to school reform. Their investigation was a comparative case-study approach to examine the shared decision making teams from three schools during the performance of the teams in their first year. These teams functioned in a small school district in the greater capital district of New York. The results revealed that two teams which followed positive group process procedures with active involvement of the team members had been more productive than the team which was dominated the building principal with minimal input from most team members. The researchers conclude that schools which involve shared-decision making procedures can be more successful in school reform efforts.

Chan and Mok's (2001) comparative study of Hongkong and China is a good example of how external forces have been influential on the school reforms. The authors argue that since the 1980s the process of marketization has been influential in the decision-making of social policies around the world as well as the Asia-Pacific region. Therefore to be more competitive to meet the demands in the international markets Hongkong and China were trying to improve the quality of their educational services. In China the central government was adopting the policy of decentralization to delegate more power to local governments to use multiple channels of resources to improve their educational services. However Hongkong has adopted the approach of employing the principle of managerialism to provide quality education to meet the increasing market demands.

Carlgren (1999) discussed the current changes in the perspectives of teaching as a profession in Sweden. According to the author around the mid-1980s Sweden's central bureaucrats and politicians began to see teachers as professionals which changed the character of the teaching profession. He argues that "the teaching profession is described as a profession characterized by ruptures as a consequence of school reforms" (Carlgren, 1999, p. 43). The author thinks that previously teachers were attributed with no knowledge, but then they were defined as the sources of knowledge which was important for school development. The idea of "teachers as professionals" was not initiated by teachers themselves, but by the state. The author

suggests that this situation implies the changing relations between the state and teachers.

Mirel (2003) examined the influence of “progressive” educational ideas had on policy and practice in American schools. He argues that these ideas have been discussed by educational historians for about half a century and influenced the designs of a number of school reform programs in the United States. In his essay the author assessed how these programs have been influential in student achievement. He concluded with the speculation that “the oft-used rhetoric of educational revolution, which was employed by early progressive educators and by later whole-school reformers is a serious obstacle to genuine improvement in educational policy and practice” (Mirel, 2003, p. 477).

Endo (2003) based on the results of field research conducted by a team of Japanese researchers in Russia (Irkutsk and Khabarovsk) discusses the consequences of the diversification policy in education and culture after the collapse of Soviet regime. The author indicates that the “political transition and economic decline accompanied by decentralization and enlargement of management autonomy, has required local communities and schools to use their own initiatives to survive” (Endo, 2003, p. 106). The collapse of Soviet regime and the rise of market economy led to decentralization and caused extreme disparities among different local areas. The author concludes that for such changes recentralization may be needed for recovery and effective and balanced development of education in the different parts of the federation.

Aytaç (2000) discusses the recent tendencies for school-based management in the world which he says became the center for school reforms. The aim of his research was to examine the applicability of school-based management for High school education in Turkey. His findings showed that the strategic planning, school development plan, vision and mission which are part of the school-based

management practices were not applicable for common, technical and vocational schools, but applicable for private high schools where management concept was dominant.

Akarsu (2000) in her case-study on the process of educational change in Turkey discusses the educational philosophies, educational policies and other social and educational issues in Turkey. She believes that the uniformity and rigidity in the Turkish education system, and the lack of organizational and administrative skills of local authorities and school principals as a consequence of centralization made it difficult for any significant reform attempts in the education system.

2.9 Research on School Management Practices

There has not been research studies conducted on school management practices dealing with administrative processes, organizational structure and educational policies all together. In the United States, researchers focused on these aspects separately. To start with, Jan Richards (2002), instructor in the education department of Chapman University, conducted qualitative research studies in elementary, middle and high schools in California on the influence of principals on the teacher motivation. From the interviews and observations she found out that teachers were motivated by their principals by the three main factors: 1) the degree of honor and respect received from the principals, 2) the principals' regard for teachers' personal lives 3) the principals' effectiveness and values: principals who were organized and had organizational skills and professionalism.

Şahin (2000) investigated the recent reform practices that the Turkish education system underwent. Using Delphi technique he conducted a quantitative research in Ankara in order to examine the competencies that the basic education principals needed to have in order to meet the requirements of the new changes in the system. He found out that apart from being the people of routine activities, school principals also needed to be a "democratic leader," "instructional leader," "researcher," "social leader," and "human resources leader."

Haviland (2003) argues that “meetings with parents are valuable instruments for building and maintaining parent interest in and support for the work of the school” (p. 1). The researcher conducted a survey study in a high school by inviting members who served the parent-teacher executive committees and asking them three questions on the regularly scheduled home and school meetings. He concluded that participants approved short and precise meetings and thought that successful meetings would serve to keep parents informed of school happenings. Rafferty (2003) carried out a survey research to assess the relationship between the school climate and communication. The findings revealed “a positive relationship between the school climate and upward communication patterns, and suggest that school climate can be improved by increasing upward communication opportunities to influence the day-to-day aspects of school life” (p. 8). The researcher concludes that if trust is built between teacher and principal, risk can be minimised in communicating the professional issues. Secondly active participation involves the principal and teacher in a collaborative action that eventually serves the school improvement. Shared meanings and purposes through open discourse and interactions creates a sense of community. Finally, the commitment and growing interactions between the staff members lead to more trust and open communications in work relationships, and better outcomes.

Financial allocation to schools is an important aspect of educational policy issues. Baker (2003) conducted a quantitative study to investigate how state policy influences internal allocation of school district resources. His research findings are summarised in the conclusions part of his article as follows:

1. The analyses herein provide little opportunity to make sweeping criticisms of state legislators for stimulating inefficient allocation of resources at the local level.
 2. There was some evidence that districts in states providing economies of scale support spend less on core instruction and purchase more administrators, raising questions about efficiencies of such policies.
 3. There was also some evidence that districts in states allocating larger shares of total revenues purchased fewer teachers and instructional staff and spent smaller shares on core instruction.
- (Baker, 2003, p. 9)

Gil (2001) carried out an individual assessment of an Elementary School District with the district's 32 principals to examine the principals' evaluation process in the US. Peer groups consisted of four to seven principals conducted peer meetings throughout the school year and each principal had a conference with the superintendent, followed by group goal-getting sessions. Each peer group used performance indicators in professional growth, school improvement, evaluation of school personnel, management, communication and community relations. Eventually, the principals reported that this process had no relevance to their leadership performance and any impact on student achievement. Some principals believed that the criteria for judging effectiveness included the length and weight of documents provided. A few principals frankly admitted that they played on the observation data for submission to their supervisors. Besides, little attempt was made to connect the recording activities and keeping track of participation in events to outcomes.

The search for quality staff for the education community is another prominent issue. For the professional standards for administrator recruitment, induction and retention, Casey and Donaldsan (2001) indicate that the school districts of California have given a great deal of importance to recruitment, induction and retention of the best teachers and administrators. The Pajaro Valley Unified School District adopted professional standards based on the Continuum of Teacher Abilities. After the monitoring and refining the system for teacher assessment, the district determined professional standards for administrators in order to promote quality and effectiveness for the professional administration in schools. The standards have five domains as follows: providing effective leadership for school, division and community. Creating and maintaining a positive culture. Administering policies, practices and procedures. Providing leadership for the instructional program and finally communicating effectively. The district had a strong emphasis on empowering administrators through professional development and monitoring how particular administrative skills influenced student learning in their schools.

Concerning parent involvement in school operation, Feuerstein (2000) conducted a quantitative study with the data obtained from the National Education Longitudinal Study to investigate the influence of parent involvement on the student achievement. The findings indicated a positive relationship between parent involvement and student achievement. The researcher therefore says that the schools should increase contact with parents and improve parent volunteerism. To facilitate this process, he suggests schools to give teachers additional time and rewards to contact parents. He gives example of California schools which use state money to pay teachers working overtime to visit students' families.

Ramirez (2002) examines the report sent to UNESCO by the International Commission on Education for the Twenty-first century which proposes measures to foster increased parental involvement in schools. The commission deals with the issue of parents within U.S schools and "seeks to implement strategies such as parental education, improving school-home communication, reforming secondary education, inclusion of parents in the decision-making process of their children's schools, and creating family-school partnerships" (Ramirez, 2002, p.33). The author says that this issue should be dealt within a policy framework and recommends that policy analysts would need to assess if schools are ready for parent involvement. He implies that we should ask the question if schools developed a communicative and open school community that the parents, students and teachers would be able to promote a healthy environment. According to the author the policies of UNESCO and the United States concerning the involvement of parents within school have failed due to the diverse nature of society. Finally, he suggests that for the successful implementation of parental involvement there should be policy on teacher education reform and redesigning preservice education.

Desimone, Porter, and Birman (2002) report the results of two analyses of their study on the quality of the professional development school districts provide to teachers. The findings are based on a sample of district professional development coordinators in districts that received federal funding from the Eisenhower Professional Development Program. The results showed that certain management and

implementation strategies such as alignment, coordination, continuous improvement efforts, teacher participation in planning and district-level planning are related to the quality of professional development practices provided for teachers. The findings also suggest that “ policy supports to increase the capacity of all districts to use these management and implementation strategies might help to make professional development more effective for teachers and, ultimately, for their students” (Desimone, Porter & Birman, 2002, p. 1310).

A quantitative study was conducted by Bakioğlu and İnandı (2001) to investigate the roles of basic education school principals in the professional development of teachers. Participants of the research were 12 principals and 91 teachers in Turkey. The findings of the study indicated that the school principals did not show enough effort in teachers’ career development.

2.9 Summary of the Literature

The American education has a decentralized structure with an emphasis on the delegation of a significant amount of state authority over education policy and administration to local governments. It can be argued that the American education system is highly influenced by the Anglo-Saxon tradition that is associated with decentralization, empowerment, privatization, democracy, autonomy and sovereignty. Such a system is thought to improve quality in education by moving decision making closer to the needs of each school and giving teachers, school officials, and even community members some incentives for quality improvement. Currently American education system is undergoing centralization moves. In some areas of education federal and state governments gained more control over the local schools. One of the most important reforms is the NCLB act passed in 2001 and signed by President Bush in 2002. With this act it is aimed to nationalize state provinces to create uniformity and standardization in policies between the states.

On the other hand the Turkish education system is centralized in the Ministry of Education resembling the French system of education. The ministry is governed by

the Minister, undersecretary and deputy undersecretary who are the highest authorities responsible for determining the curricula, teaching methods, student assessment, personnel recruitment and development, budgeting, supply of equipment and the like. The Turkish education system is influenced by the Napoleonic tradition which emerged after the French revolution in 1789. Under the influence of this tradition the French education was in the State's responsibility and aimed at protecting the national unification by implanting their students the values of hard work, obedience to the state in order to guarantee social and political stability. However, since 1982 there has been reform attempts in French education system in which a great deal of management decisions have been delegated to local educational authorities. Turkish educational system is also undergoing some transformations such as the application of strategic planning and TQM programs in school organizations. Yet these attempts are highly controversial in Turkey since there is still heavy reliance on the Ministry of Education, and therefore these initiatives may fail along with a considerable waste of financial and human resources (Şimşek, 2003; Şimşek, 2004).

CHAPTER III

METHOD

This chapter describes the methodology for comparative studies, overall research design, the study context, data sources, development of the data collection instruments, data collection procedures, data analysis procedures. The chapter ends with the limitations of the study.

3.1 Why Comparative Education?

Ragin (1991) argues that “there are distinct and singular entities (major events or period of countries, world regions, cultures, or other macrosocial units) that parallel each other in meaningful ways that motivates comparison” (p. 1). According to Holmes and Robinson (1963) the aims of comparative education are as follows: a) an understanding of the processes of education b) an understanding of particular systems of education and c) the practical reform of school systems. The authors go on to say that in the past, comparative educationists studied foreign education systems for the purpose of improving their own. There are still present attempts to study comparative education along with the requirements of educational reform with an emphasis on the socio-economic determinants of contemporary trends in educational development. Yet they also imply that concerning the approach of the comparative study, either historical, statistical and descriptive, or as an instrument for educational reform, the educationist must be very careful while identifying and organizing into meaningful order as the essential body of data.

Comparative educationists may keep track of the means of change in education in response to emerging social needs. “Comparative educationists may help to

accelerate such change, to avoid wastage, to make the achievement of goals more readily possible, and in the process, help to prevent errors which can no longer be afforded” (Holmes & Robinson, 1963, p. 11). According to Holmes (1981) the aim of comparative educationists should be to critically examine the proposed policies, and eliminate those which are not likely to work in a particular country, and to delineate what consequences will come from the adoption of a policy and what kind of policy would work.

Comparative education deals with how other countries plan for their development, upgrading and democratization of their education systems. By providing analytic categories and modes for examining the realities of education, comparative education also serves to the professional training of educators, to policy and practice and to creation of knowledge. The comparative perspective helps researchers, teachers and decision-makers in analysing education in more complex and comprehensive ways. Comparativists believe that comparative education is the systematic collection of data about educational systems and their contexts that would allow policymakers to make educational decisions about school reform (Arnové, Altbach & Kelley, 1982). Jones (1971) also thinks that comparative studies are useful “because they help to make clear the assumptions, often hidden on which education and the people concerned with it-parents, children, teachers and administrators-operate. The experiences of another country can be salutary” (Jones, 1971, p. 162).

Halls (1990) says that we study the phenomenon of education for the purpose of improving our own education system. From the regional reports of comparative study, he offers the following typology as a working model:

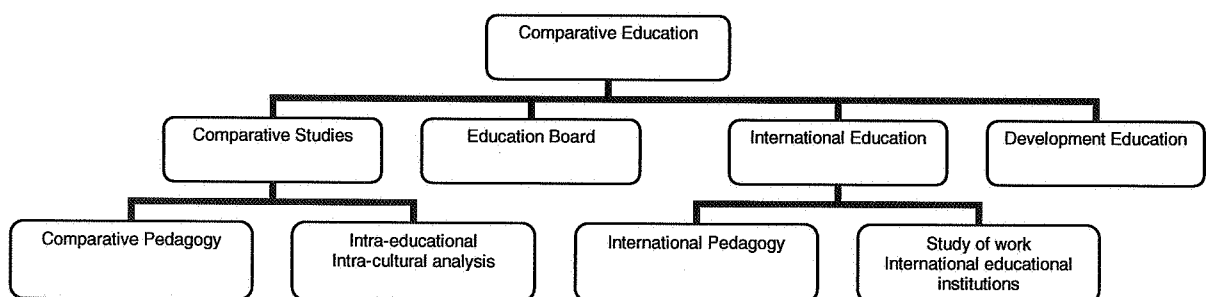


Figure 3.1 Typology for Comparative Study

Halls defines the comparative pedagogy as the study of teaching and the classroom process in different countries. Intra-educational and intra-cultural analysis is the investigation of education within the contexts of social, cultural, political, religious, economic and philosophical forces. Education abroad is the study of features of an educational system or systems other than one's own. International pedagogy is defined as the study of teaching multinational, multicultural and multiracial groups in order to harmonize curricula and establish international teaching norms. Study of work of international educational institutions is more involved with the policy issues such as the promotion of educational exchanges and the initiation of cultural agreements. Development education aims to assist policymakers especially in new nations to develop appropriate educational methods and techniques and the training of personnel for the application of these methods.

Quoting from Marc-Antoine Jullien de Paris in 1817, Hans (1949) defines comparative education as an analytic study of education systems of other countries with a view to perfection of national systems with modifications that the local conditions would necessitate. Hans also quotes from I.L Kandel's book *Studies in Comparative Education* saying that the task undertaken in comparative education is to discuss the meaning of education either elementary or secondary within the political, social, historical and cultural contexts which are the determining factors of national systems of education. Although problems and purposes of education are somewhat similar in most countries, the solutions to be offered would be influenced by differences of traditions and cultures of these countries.

Despite the aforementioned advantages of comparative education some problems may arise in the use of the comparative method. According to Arnove, Altbach, and Kelley (1982) the question of what comprise the units of comparison: the national systems or subunits of national systems? And are they to be compared at different points in time? is a big issue. The authors imply the assumption that all countries follow the same path of development and at different stages of development represent different points on the same continuum which the researchers call it "unilinear evolutionism". Yet the authors also claim that "the relationships of the

various countries and regions in an interconnected world economic system, and other factors make a unilinear explanation of development inadequate” (Arnové, Altbach & Kelley, 1982, p. 5).

Another limitation stated by them is that some researchers dealt with education system without looking at their historical contexts which means that researchers ignored history and favored theory instead. As a result, countries were not grouped properly to make casual prepositions. “In an imperfect and complex world, intelligent and cautious comparison may still be the best analytic tool researchers have to make generalizations about social reality over time and across societal units”(Arnové, Altbach & Kelley, 1982, p. 5).

Holmes (1990) argues that the ancient comparativists such as Plato and Erasmus could not see the risks in cross-national borrowings. However today comparative educationists are aware of the fact that each national system has a unique ‘living spirit’ or ethos that make it difficult to be adopted elsewhere. Nevertheless, the author goes on to say that a precedent was established that made national systems comparable. The outcome of this precedent was the study of policy by comparativists through the study of national education legislation, for it was realized that often policy problems are common to many national governments.

3.2 Methodology for Comparative Education

The main figures that deal with methodologies in comparative education are Harold Noah, Max Eckstein, George Bereday, Brian Holmes, Edmund King and Arnold Anderson. Bereday gave importance to systematic data collection and comparison. In his methodology categorization of data, careful juxtaposition, and generation of hypothesis from the data are the main concerns. The phenomena that he compared consisted of school/society relationships. The methods he applied could be both quantitative and qualitative. The former students Noah and Eckstein however had no tolerance for qualitative research (Kelley, Altbach & Arnove, 1982):

Science for them implied testable hypothesis bolstered by quantitative data. They also departed from Bereday in other ways; they believed hypothesis formation should precede data collection, not be a consequence of it. Bereday's concern for area studies, linguistic proficiency, and knowledge of cultural and historical background were not shared by them; rather, they believed quantification would essentially control their impact (Kelley, Altbach & Arnove, 1982, p. 512).

The authors argue that many comparativists were concerned with the social, economic and political outcomes of schooling and did not focus on the internal workings of the school or the details of educational decision making. Holmes was involved in a broader area of educational concerns such as routine classroom and school activities together with school-society relations. He tried to identify educational problems within both the school system and the national context and avoid positivist approach that would allow predictions.

King, like Holmes, believed that comparative education is a systematic collection of data on educational systems and their contexts. Arnold Anderson saw comparative education as multidisciplinary for no one method was appropriate in analysing school-society relations. Like King and Holmes, Anderson believed in focusing on the complex patterns of interrelations between the instructional outcomes and social outcomes of schooling. He also thought that the aim should be to build theories of school/society relations in order to establish general laws as a basis for policy and reform. For him work in comparative education does not have to be comparative. If educational phenomena of one country is studied thoroughly, this would be useful in identifying school/society relations which later can be tested in other national contexts (Kelley, Altbach & Arnove, 1982).

Jones (1971) argued that the comparative study of educational system has largely been qualitative and descriptive, but some comparativists such as Brian Holmes and Arnold Anderson preferred to use quantitative method. According to him, "because comparative education is concerned with cross-national or cross cultural variability, one of its tasks ought to be the advancing of hypotheses which can be tested in either established or novel ways" (Jones, 1971, p. 153). Yet he also

states the difficulties with this approach that is in quantitative studies much attention was given to inputs and this caused some problems in establishing outputs which could be evaluated in psychometric terms. Besides in order to make comparisons between educational systems, there should be comparable measures for inputs and outputs which have been lacking in the past.

Kazamias says that the comparative study should be a *microcosmic* investigation primarily and later macrocosmic since global approach is very difficult in comparison (cited in Jones, 1971, p. 153). Besides, Jones adds that we do not have the necessary instruments free of bias to gain quantitative similarities and differences among nations. This requires to minimize the main objections to comparison across national boundaries to concentrate on smaller, *microcosmic* items of comparison which could be done both quantitatively and qualitatively.

3.4 Overall Research Design

This study employed a comparative case study design in order to examine the school management practices in Turkey and the US. The case study in Turkey combined a semi-structured interview process of 13 teachers and 4 administrators, observations and written document analysis. Similarly in the US the interviews were conducted with 10 teachers and 1 school principal in addition to the observations and written document analysis. The aim was to examine the systems of school administration, administrative processes and roles in policy formulation concerning the issues of school finance, performance evaluation, supervision, administrator recruitment, parent involvement in the formation of school policies and personnel development. All these investigations were done to make some qualitative assessments for the root paradigms in both systems, namely the Napoleonic and the Anglo-Saxon.

The qualitative case study methods were used to carry out the study. The qualitative research is the preferred methodology when the researcher wants to obtain an in-depth look at a particular individual, situation or set of materials and has the questions “how do these people act?” or “how are things done?” (Fraenkel & Wallen,

2000). It is believed that the qualitative research allows for a more holistic description of activities or situations under investigation. Case studies help us gain insight into the case under investigation.

Ary, Jacobs and Razavieh (2002) mention the greatest advantages of a case-study as follows:

It seeks to understand the whole child or the whole adult in the totality of that individual's environment. Not only the present actions of an individual but his or her past, environment, emotions, and thought can be probed. The researcher tries to determine why an individual behaves as he or she does, and not merely to record behaviour. Case studies often provide an opportunity for an investigator to develop insight into basic aspects of human behaviour (p. 441).

Bogdan and Biklen (1998) call comparative case-studies as a method which is used by researchers to study two or more subjects, settings or depositories of data.

3.4.1 Why Comparative Case-Oriented Approach?

Ragin (1987) argues that both statistical and case-oriented studies have some drawbacks. Quantitative cross-national studies weaken the connection between the research and the theoretical and political concerns of the research. Because countries are organisms with systematic distress, a concrete approach such as a quantitative study may not be able to provide meaningful connection between the data and its actual empirical processes. The author goes on to argue that case-oriented studies have also some limitations. Although qualitative studies help researchers build a more meaningful connection to social and political issues, sometimes it is difficult to maintain attention to complexity across numerous cases:

Case-oriented researchers are always open to charge that their findings are specific to the few cases they examine, and when they do make broad comparisons and attempt to generalize, they often are accused of letting their favorite cases shape or at least color their generalizations (Ragin, 1987, p. ix).

Ragin also says that despite these limitations of case-oriented approach, researchers still prefer the comparative-case method since it is more holistic and treats cases as whole entities and not collections of parts. This helps the relations between the parts of a whole to be understood within the context of the whole. It also provides the investigators to interpret cases historically and make statements about the origins of important qualitative changes in specific settings. "Qualitative comparison allows examination of constellations, configurations, and conjunctures. It is specially well suited for addressing questions about outcomes resulting from multiple and conjunctural causes" (p. 10).

3.5 Research Questions

The purpose of this two school case study was to compare school management practices in one school both in the US and Turkey, the former representing the Anglo-Saxon tradition and the latter representing the Napoleonic tradition.

The specific research questions of the study are presented below:

R.Q. 1: What are the general characteristics of administrative processes in the selected case schools in the United States and in Turkey?

- a. How is the work motivation of the staff employed in these schools?
- b. How is the decision-making process carried out in both schools?
- c. What are the leadership patterns in these schools?
- d. What are the communication patterns in these schools?
- e. How responsive are these schools to the change process?

R.Q.2: What is the organizational structure of the selected case schools in the United States and Turkey?

R.Q.3: What are the roles of these schools in setting educational policies concerning school finance, performance evaluation, supervision, administrator recruitment, parent involvement and personnel development?

R.Q.4: What is the nature of organizational culture in the schools of both countries?

3.6 Context

School A in Turkey

The case study in Turkey was conducted at a state basic education school (grades 1-8) located in a prosperous neighbourhood of Ankara where mostly upper and upper middle class families resided. This school was founded in 1967 and became a Curriculum Laboratory School (CLS) in 1994. Curriculum Laboratory Schools were organized with the collaboration of the World Bank and established in the 23 provinces of Turkey. There are 208 CLS where pilot studies are conducted to improve Turkish Education System and raise citizens for the information age through the understanding of student-centered teaching and school-based management. The CLS model was based on the American model and developed by Education Research and Development Department (ERDD). The CLS model has three main aims as follows:

1. To raise the standards of Basic and Secondary Education to the level of OECD countries
2. To improve the administrative skills and applications in the Ministry of Education and provide better ways of allocating educational sources.
3. To improve the quality of Teacher Education and bring it to the OECD standards (ERDD, 2005).

At the Turkish school there are 62 teachers, 5 administrators, 2 Councilors, 1 secretary, 2 cleaning personnel and 1750 students. The school covers an area of 9361 m² with two basketbool fields which are also used for football playing. In the school there are 52 classrooms with one computer laboratory and a music room which is also used as a library. There is not a separate fotocopy room. Teachers use the fotocopy machine which is located in the room of the assistant principal. The school

has double-shift instruction: the first instruction takes place between the hours 8:00-12:00 and the second instruction between 13:00-17:00. In each classroom there are approximately 40 students. The teachers have a teaching load of 20 to 25 hours a week.

This school is selected to be a CLS among other schools by the Ministry of Education in order to try out new educational approaches. The school exercises 8 year compulsory basic level of education. The school's mission statement emphasises Atatürk's principles about education: educating productive students who could reach knowledge not through memorization but through free inquiry, and also acquire universal and cultural values. The vision statement mentions the importance of the effective use of physical conditions of the school and its technological devices, and emphasises how important is for the school to operate in coordination with other institutions.

This school as a CLS under the guidance of the Ministry of Education is asked to design a working team which is called the School Development Committee (SDC). The members of this committee are expected to be the school principal, one assistant principal, teachers, one member of administrative personnel, parents of students and some students themselves. The committee as well as initiating some strategic planning and total quality management (TQM) activities is also expected to promote collaborative work between teachers, administrators, students and community members.

The new educational initiatives that are expected from CLS schools to undertake are designed by the Education Research and Development Department (ERDD) and stated in a booklet entitled "School Development Model: Planned School Development." This booklet was sent to all CLS schools and comprises the following activities:

- Determination of the priorities and the formation of the development teams.
- Preparation of the development plans
- Preparation of the annual school development plan.

- The implementation of the annual school development plan.
- Revision and Evaluation of the plan
- Implementation of the revised plan
- Final evaluation and Report writing (ERDD, 2002).

In the booklet the importance of TQM and strategic planning for school development are mentioned a great deal. These development plans are expected to be applied by the CLS schools but under the guidance of ERDD which is a branch of the Ministry of National Education.

SDC revised their mission and vision for the new strategic planning that ERDD has required from the CLS schools. The mission and the vision of the school are briefly stated in a report prepared by the SDC as follows:

The School's Mission:

Who are we, what are we doing, and whom are we serving for. We are a contemporaneous school family that follows the ideologies of Atatürk.

- We are working to educate students who will obey Atatürk's principles and reforms, and also the principles of our constitution and democracy, and who will learn how to share knowledge, adopt national values, respect himself and the others and how to question things.
- We are serving for our students who will contribute to the world peace and science. We are trying to serve our students with all possible educational equipments to help them improve their creativity and inquiry skills.
- Our students should be able to follow the changing technology, not to memorize the information but develop what he learns, and show some efforts to have loyalty for national values and acquire global and cultural values.

The difference between our mission now and before we started our school development plan:

- Student-centered instruction method is being applied
- Efficiency in teaching was improved through technological aids.
- Through in-service training teachers were trained to adopt new instructional methods, deviating from the traditional teacher-centered instruction.

School Values:

- What is important for our school is to be a sharing, loving and respectful family.
- We are different from other competitive schools in terms of our teachers who are better equipped and can use the sources more efficiently. We have very concerned parents and students.
- Our school has a tolerant and peaceful climate
- We have the following dreams for the future: Educating successful students, to be taken as a model by other schools concerning our reform activities, to be appreciated by our parents and the universities in the neighbourhood, and to be number one in every field.

Concerning the SWOT (strengths, weaknesses, opportunities and threats) analysis, the report states only the strengths and the opportunities that the SDC has determined.

The School's Vision is:

- To work effectively through building a good and healthy communication among staff members
- To be a school community having members with high motivation and feelings of respect and love, and benefiting from all the possibilities of the era.

In the successive pages of the report, the strengths and opportunities of the school are stated, and which problem areas these strengths and opportunities could handle are determined. On the last page the SDC members consisting of the principal, one

assistant principal, school counselor and six teachers are listed. However, on the first page of the report, under the title of *the Principles of the formation of SDC*, the committee members are planned as to be the school principal, one assistant principal, teachers, one counselor, one supporting staff, parents, students, one member of school support association (but should be a student's parent), one member of school-Parent Union, one representative from School-Parent Union for classrooms, one representative from a Non-Governmental Organization, mukhtar and one representative from Chamber of Commerce located in the neighbourhood of the school (SDC, 2003).

School B in the US

The case study in Madison, the capital city of the state of Wisconsin, was conducted in an elementary school founded in the fall of 1958, and located in a prosperous neighbourhood, on the southwest side of Madison, where mostly middle class and upper middle class families resided. The school shares the building with a Middle School and uses the rooms and grounds on the building's east side.

This school also has a total K-5 enrollment of approximately 300 students and 31 regular classroom teachers, 28 female and 3 males. Because the school has less than 500 student population, there is only a school principal, but not assistant principals. In the school there are also two custodians, one kitchen and one librarian, two nurses, one reach person, and three administrative staff. Teachers have a teaching load of 30 to 35 hours a week. In the school there is an art room, a music room, a library, a gymnasium, and a cafeteria shared by both middle and elementary school students.

The teaching at this school is done through traditional subject lines (math, science, language, arts, so on), and the make-up of the classrooms is self-contained, which means that one teacher is responsible for teaching all the standard academic areas in one heterogeneously grouped classroom (Hlebowitsh & Tellez, 1997).

The percentages of the students from different ethnic backgrounds are: 22% African American, 11% Hispanic, 4% South East Asian and 63% Caucasian. In the school there are 15 classrooms and 2 music rooms, one art room, and one lounge/reading room for teachers. Class sizes normally range between 20 and 25 students. The school hours are 8:30 a.m-1:45 pm on Mondays and 8:30-3:17 p.m on Tuesday through Friday.

In the school there are various student services including health services, Psychology and Social Work. Health services perform number of health-related services with a nurse and nurse's assistant. These services include administration of medication during the school day, hearing and vision screening, reviewing immunization records, caring for sick or injured students, help with chronic illnesses management and assistance in finding health care. Psychology services are provided by psychologists available on a part-time basis at the school. These psychologists provide individual and group counselling to help students solve problems, support for students concerned about grades and other issues, behaviour modification, assistance when a crisis occur at school or home, mental health assistance referrals and information about educational programs to meet the educational needs of students. Social work support are provided by social workers to help students in crisis or conflict, give guidance in family/friend relationships, help students learn protective behaviours, keep track of student attendance concerns and provide referrals to outside community services. In the school there are also special aid teachers to help students with special needs.

In the handbook of the school the mission is stated as follows: The mission of the B Elementary school, a supportive community partnership, is to enable all children to become confident, self-motivated, lifelong learners who respect the dignity of self and others by providing learning opportunities that meet individual needs and a commitment to an education based on shared responsibility by children, staff, families, and community members (ORE, 2002).

Recently the school is involved in a five year School Improvement Plan (SIP). For the preparation and the implementation of this plan the following four committees were formed:

1. Vision Committee: helps stakeholders to decide what the school aims to achieve in the five year period of time.
2. Data Gathering Committee: collects data about the school
3. Best Practices Committee: looks at which best practices would be suitable for the school
4. Leadership Committee: shares information about how things are going about the plan.

The SIP activities are monitored by a facilitator from the Metropolitan Madison School District (MMSD). She attends and facilitates all the committee meetings and brings recommendations. All the committee members include the teachers of the school. Yet the school aims to involve parents, students and community members in the long run.

In the 2001-2002 school year the school had one year school improvement plan which had the following educational goals and objectives (SIP, 2001):

Goal 1: All students will demonstrate increased proficiency in literacy

Objectives:

- All instructional staff will be actively involved in collaborative planning and sharing toward the achievement goals
- All students will be provided opportunities to learn toward the next level of challenge
- K-5 literacy curriculum will be more consistent within and across grade levels
- Instructional staff will learn, share, and use best practices in their literacy instruction.

Goal 2: All students and student groups will demonstrate increased proficiency in math.

Objectives:

- All instructional staff will be involved in learning, sharing and implementing best practices in their math instruction (SIP, 2001).

In line with these goals the staff teaching literacy and math courses were required to attend some classes as part of the staff development program. According to the school principal, the school managed to achieve a great deal of these goals.

In the school there is a Parent Teacher Organization (PTO) that involves parents to participate actively in their children's school. In the bylaws of the school the purposes and objectives of this organization are stated as follows:

1. To encourage a closer and more effective relationship between children, parents, school, staff and community.
2. To assist and support the school in its educational functions by providing equipment and services for the benefit of our children/students that is not readily available from the Madison Metropolitan School District or other sources.
3. To seek a forum and a mechanism through which parents and teachers may seek to affect school function and policy.
4. To raise money to support the activities undertaken by ORE PTO in support of its objectives (ORE, 2002).

Through this organization parents share their talents and interests by assisting teachers with classroom projects and activities. Some parents also provide leadership for enrichment programs to enhance the school's curriculum. PTO also provides money on a per student basis to each classroom teacher to purchase items not in the school budget. Teachers utilize this money to purchase extra books, awards for students or pay for special trips.

The school was also involved in Gateways and Title 1 programs. For Gateways, the school staff wrote a program which provided a half time teacher for three years to

support teachers in teaching literacy. Twice a month an after school class was held for Gateways on best practices in literacy instruction. The Gateway teacher also worked individually with teachers as well. This could include demonstration teaching, consulting, etc. The school is in the first year of three years for this program. It is funded through the school's Teaching and Learning Department through the Metropolitan Madison School District (MMSD).

The informal interviews with the principal revealed that the Title 1 program was in its first year and was a Federal program the school qualified based on the number of children in poverty in the neighborhood. This year this school recommended around \$83,000. Next year the school expects to receive around \$102,000. The school uses almost all of these funds for additional support for Grades 1, 2, 3 and 4 in reading. Title 1 does not replace what happens in the regular classroom, but offers an additional opportunity for small group instruction in reading.

3.7 Data Sources

The participants of the study comprised 14 teachers and 4 administrators in the Turkish case, and 10 teachers and 1 principal in the American case. In this study a qualitative case study method was used, and data were collected through interviews, observations and written document analysis. The data sources and data collection instruments are summarized in the Table 3.1.

Table 3.1

Data Collection Instruments and Data Sources

Data Collection Instruments	Data Sources & Activities		Approximate Time Spent	
	SCHOOL A (TURKEY)	SCHOOL B (US)		
Interviews	* 13 teachers * 4 administrators	* 10 teachers * 1 school principal	School A 11 hours	School B 6 hours
Observation	* 3 classrooms * Administrator offices * Hallways * Teacher's lounge	* 3 classrooms * Administrator offices * Hallways * Teacher's lounge	80 hours	40 hours
Written Documents	* Memorandums received from the local directories * The ERDD booklet * the SDC documents	* Memorandums received from the MMSD * The ORE handbook * The SIP documents		

3.7.1 Human Sources

In this study two main types of human sources were used. These sources were the teachers and the school administrators. The researcher collected data through semi-structured interviews with an average time length of 30-35 minutes for teachers and 40-45 minutes for administrators. Best and Kahn (2003) point out that interviews are superior to other data gathering devices, because people usually prefer talking to writing. Besides interviewer can explain more clearly the purpose of the investigation and what information she or he requires. Merriam (1988) argues that semi-structured interviews are guided by a list of questions and issues to be explored, yet the exact wording and the order of questions are not determined ahead of time. According to him this format "allows the researchers to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic" (p. 74).

The researcher chose the maximum variation as a sampling strategy. This strategy “documents diverse variations and identifies important common patterns” (Marshall & Rossman, 1999, p. 78). According to Patton (1987) the maximum variation sampling helps researchers in selecting a small sample with a great diversity. He says that this sampling strategy will yield two kinds of findings: 1) high-quality, detailed descriptions of each case which are useful for documenting uniqueness, and 2) important shared patterns which cut across cases and which derive their significance from having emerged out of heterogeneity. The maximum variation sampling strategy enabled the researcher to work with teachers having different demographic characteristics (i.e. working experience, their subject areas, gender).

To satisfy the above-mentioned criteria for the maximum variation sampling the researcher listed teachers who had different demographic characteristics in terms of working experience, subject areas and gender. Then, the researcher did the sample selection by selecting proportionate number of the full time teachers and administrators for both countries according to the staff population of both schools. The researcher determined the sample size by taking 25% of the staff population in each school. The sample size contained 13 teachers and 4 administrators in the Turkish case, and 10 teachers and 1 school principal in the US case.

For the school in Turkey nearly all the teachers had teaching experience ranging from 10 to 37 years. The age of teachers at the Turkish school ranged between 23 and 55. The teachers at the school in the US had teaching experience ranging from 1-30 years, and teachers’ age from 26-61 years old.

3.7.2 Observations

According to Patton (1987) observational data “permits the evaluator to understand a program setting to an extent not entirely possible using only the insights of others obtained through interviews” (p. 12). The researcher spent fifteen days for observations in each school of Turkey and the US. The researcher observed administrators, teachers and students in the school environment to elicit the

mannerisms of teachers and administrators in schools, the communication between teachers, administrators and students, and the organizational culture.

The researcher had the role of observer as participant, identified herself as a researcher in the field setting, but had no intentions for being a member of the group she was observing. Fraenkel and Wallen (2000) say that observer as participant does the following:

The researcher might conduct a series of interviews with teachers in the school, visit classes, attend faculty meetings and collective bargaining negotiations, talk with principals and the superintendent, and talk with students, but she would not attempt to participate in the activities of the group other than superficially. She remains essentially (and does not hide the fact that she is) an interested observer who is doing research. (Fraenkel & Wallen, 2000, p. 536)

The observations were unstructured. Classrooms, administrator offices, hallways and the teachers' lounge of both schools became the foci of the observations. The researcher did not use or develop any observational checklists (Appendix E), but only noted down the first impressions, "the personal statement of the researcher's feelings, opinions, and perceptions" (Fraenkel & Wallen, 2000, p. 546) of the elements related to the school environment. Fraenkel and Wallen (2000) classify the field notes as descriptive and reflective field notes. Descriptive field notes attempt to describe the setting, the people in accordance with what the researcher observes, while the reflective notes comprise the reflections and the thoughts of the observer during his or her observations. For this study the researcher had descriptive field notes in which she attempted to describe the physical appearance of the schools, the mannerisms of teachers and administrators, classrooms, the administrator offices, teachers' lounges and the physical objects placed at the school building.

3.7.3 Written Sources

Bogdan and Biklen (1998) think that written documents help researchers understand "how the school is defined by various people propels them toward official literature.

In these papers researchers can get access to the ‘official perspective,’ as well as to the ways various school personnel communicate” (Bogdan & Biklen, 1998, p. 137).

3.7.3.1 Memorandums and Other Documents

The researcher benefited from the memorandums the Turkish A School received from the National Education Director of Province and the National Education Director of District. For the American B School the researcher benefited from the memorandums the school received mainly from the Metropolitan Madison School District. The researcher did not do a detailed analysis of the memorandums based on coding; she rather used them to support some of the findings of the study.

For the Turkish A school in addition to the memorandums the researcher also benefited from the booklet sent by the ERDD to the school for the design of the reform initiatives, and the documents the SDC prepared for the implementation of these initiatives. Similarly for the American B school the researcher also utilized from the school’s handbook and also the documents the SIP prepared as part of the reform initiatives. The researcher used these documents for the description of both schools in the context part of the dissertation.

3.8 Data Collection Instruments

This section covers information on data collection instruments which are interview schedules, observations and written documents.

3.8.1 Interview Schedules

For the first step in the preparation of the interview schedule, the researcher benefited from the relevant literature of Lunenburg and Ornstein’s (2004) *Educational Administration: Concepts and Practice* in order to build a theoretical framework for the research. This enabled the researcher to determine the areas under

investigation of the study (Appendix A). These areas are as follows:

Administrative Processes

Motivation
Decision-Making
Leadership
Communication
Organizational Change

Organizational Structure

Participatory Management
Bureaucratic Management
Authority and Responsibility

Educational Policies

School Finance
Performance Evaluation
Supervision
Recruitment of the administrators
Parent Involvement in the formation of School Policies
In-service Training

Drawing from the relevant literature on educational administration, two sets of interview schedules were prepared, one for teachers and one for administrators. In the interview schedule designed for the teachers, the researcher tried to elicit information about their perspectives on administrative processes in their school, motivation, leadership, organizational change, decision-making and communication. The participants were also asked to give their perceptions on the organizational structure of their school. In the interview schedule prepared for the principals, in addition to the administrative processes and the organizational structure, they were also asked to talk about the current educational policies of the Turkish and American school system.

The researcher thought semi-structured interview format would be the best type since it allows for individual responses, and also for probing and clarification on the part of

the interviewer (McMillan & Schumacher, 1997). Merriam (1988) also argues that semi-structured interviews are guided by a list of questions or issues to be explored, yet the exact wording and the order of questions are not determined ahead of time. According to him this format “allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic” (p. 74). The researcher preferred to use tape-recording in order to transcribe the interview data in detail to prevent any possible loss of data.

The Turkish version of the interview schedule was piloted with three experts, who conducted a qualitative study before, from the Department of Educational Sciences at METU. For the Turkish version of the interview schedule upon the expert opinion the researcher changed the structure of the questions to make them more clear and understandable on the part of the interviewees. Besides some new questions concerning school finance, performance evaluation, supervision, and recruitment of the administrators were added to the interview schedule designed for the administrators.

For the American school the researcher translated the interview schedule into English. In the US the researcher piloted the translated interview schedule with two experts from the Department of Educational Administration at the University of Wisconsin-Madison in order to see if the questions made sense in English. The experts said that the first three questions in the schedule carried a negative orientation and suggested the researcher to change them into positive. These three questions were related to administrative process of motivation, decision-making and communication and were stated in the first draft of the interview schedule as follows:

1. b. What kind of problems or situations that would negatively affect you and your colleagues' motivation at work?
2. b. What kind of problems do you face in the decision-making process
3. a. What kind of problems do you face in the communication process at your school?

Upon the feedback of the experts these questions were changed into more positive as follows:

1. b. Please identify some of the factors that helped or hindered your motivation at work.
2. b. Please identify some of the factors that helped or hindered decision-making process at school.
3. a. What can you say about the communication process at your school.

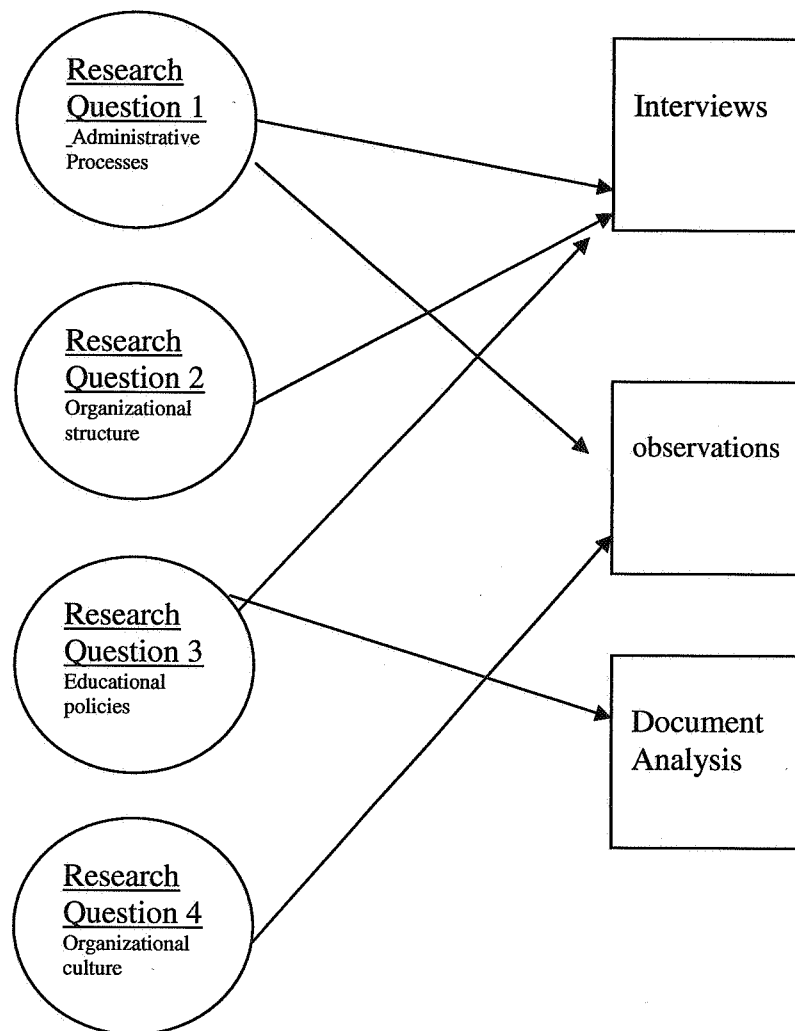


Figure 3.2 Data collection methods and instruments in line with research questions

3.8.2 Observations

The researcher conducted a naturalistic observation. She observed individuals in their natural settings with no effort to manipulate context or environment or to control the activities of individuals, but simply observed and recorded what happened as things naturally occurred (Fraenkel & Wallen, 2000). The observations at the school were noted down by the researcher and organized in the form of descriptive field notes. The observations were presented by the code O-the initials of the subject content. For example the Communication was presented by the code O-COM.

3.8.3 Written Documents

Written documents in the Turkish A school included memorandums the school received from the National Education Director of Province and the National Education Director of District. In the American B school the correspondence was also in the form of memorandum and took place between the school and the MMSD. The data from the written documents were presented by the code WD-the initials of the subject content. In addition to the memorandums, the researcher used some other documents. For the Turkish school the researcher benefited from the ERDD booklet which was sent to the school for the design of the reform initiatives, and also the documents prepared by the SDC for the implementation of these initiatives. For the American B school the researcher benefited from the school's (ORE) handbook, and also the documents prepared by the SIP for the implementation of the reform initiatives. These documents were not subject to content analysis, but were only used by the researcher for the description of the schools in the context part of the dissertation.

3.9 Data Collection Procedures

Prior to the research in schools the researcher arranged a meeting with the participants of the study conducted both in Turkey and the US in order to give them a

brief information about the purpose of the research, interview questions and observations, and also the ethical issues assuring them that their names and also the name of the school would be kept confidential (Appendixes A, B, C, D).

The researcher conducted the interview with teachers and administrators in safe, silent conditions to avoid falls. The length of the interview session varied for the two types of participants (approximately 30-35 minutes for teachers, and approximately 40-45 minutes for the administrators). Each interview was tape-recorded, and written informed consent was obtained prior to taping. Observations were made of the school site. Students, teachers and administrators were observed in order to elicit the organizational culture.

3.9.1 Validity and Reliability Issues

Interviewing was selected as the data collection method to capture the perceptions of the participants. In line with the related literature review, a semi-structured interview schedule was prepared. The questions were open-ended in nature in order to prevent a possible threat to validity that is the researcher could try to impose her framework rather than understanding the perspective of the participant.

The researcher did triangulation in order to get a fuller understanding of the phenomena under investigation (Bogdan & Biklen, 1998). The researcher used different data collection techniques. Apart from the interviews, the researcher also did observations and document analysis. According to Patton (1987) “using more than one data collection approach permits evaluator to combine strengths and correct some of the deficiencies through multiple data collection strategies” (p. 60)

3.10 Data Analysis Procedures

According to Bogdan and Biklen (1998) “data analysis is the process of systemically searching and arranging the interview transcripts, fieldnotes, and other materials that

you accumulate to increase your understanding of them to enable you to present what you have discovered to others” (p. 157). The authors say that analysis involves the following procedures:

- Working with the data
- Organizing the data
- Breaking them into the manageable units
- Synthesising them
- Searching for patterns
- Discovering what is important and what is to be learnt
- Deciding what you will tell others

3.10.1 Preparing the Data in Transcript Form

The researcher transcribed tape-recorded interviews verbatim without making any changes on them. Besides, the researcher used the narrative methods in observing and recording what was seen in the school building. Both interviews and observations were typed on A4 paper. The total number of pages of the transcribed interviews and observations carried out in Turkey was 145 and it was 90 in the US case. The researcher used content-analysis technique to determine where the greatest emphasis lies on the data (Marshall & Rossman, 1999) collected through interviews and observations. The data were broken down into manageable categories.

3.10.2 Generating Coding Categories

Denzin and Lincoln (2000) say that coding helps researchers to gain a new perspective on their material and to focus further data collection, and may lead them in unforeseen directions. According to Bogdan and Biklen (1998) the researcher searches through the data for regularities and patterns as well as topics and writes down words and phrases to represent these topics and patterns, which are called, coding categories. These categories are helpful means of sorting the data the researcher have collected. For the interviews the researcher benefited from the literature review and generated categories prior to the interviews. For the

observations, the researcher did not prepare any structured observation schedule; therefore categories emerged after the observations.

Coding categories for both Turkish and English version of the interview schedules emerged after the review of the relevant literature on educational administration. The researcher benefited mainly from the Lunenburg and Ornstein's (2004) book entitled *Educational Administration: Concepts and Practices*. The coding categories for the interview guide are as follows:

M	Motivation
DM	Decision-Making
COM	Communication
OC	Organizational Change
L	Leadership
OS	Organizational Structure
OS-PBM	Participatory Management
OS-BM	Bureaucratic Management
OS-AR	Authority and Responsibility
EP	Educational Policies
EP-SF	School Finance
EP-PE	Performance Evaluation
EP-S	Supervision
EP-R-A	Recruitment of the Administrators
EP-PI-SP	Parent Involvement in School Policies
EP-IT	In-service Training

3.10.3 Revision of the Coding

The data collection during the first week of the observations gave rise to the emergence of new categories. During the observations the researcher thought that it would appropriate to incorporate the investigation of organizational culture into the study. The fourth research question was added after this revision. The coding was revised as follows:

M	Motivation
DM	Decision-Making
COM	Communication
COM-NV	Non-verbal Communication

OC	Organizational Change
L	Leadership
OS	Organizational Structure
OS-PBM	Participatory Management
OS-BM	Bureaucratic Management
OS-AR	Authority and Responsibility
EP	Educational Policies
EP-SF	School Finance
EP-PE	Performance Evaluation
EP-S	Supervision
EP-R-A	Recruitment of the Administrators
EP-PI-SP	Parent Involvement in School Policies
EP-IT	In-service Training
OCUL	Organizational Culture

3.11 Limitations of the Study

This research study is limited to one basic education level of school in Ankara, Turkey. The perceptions of the administrators and teachers may not reflect those of any other schools in Ankara and also in Turkey. Besides the case study that was carried out in the United States is limited to only one elementary school district in the state of Wisconsin. Therefore generalization to other school districts of Wisconsin and other states is not possible from this study. In other words the findings of the study are limited to the participants chosen by the researcher in the two schools.

With the educational reform in Turkey in 1997, the five year compulsory schooling was raised to eight years of uninterrupted compulsory basic education. However in the US system compulsory education is 12 years (K12). Due to the case study nature of the research the researcher had to pick one school which was elementary school with K5 system. This incompatibility in the school years between two countries may create some limitations in terms of comparison of both school systems.

The selected school in Turkey was a Curriculum Laboratory School (CLS). CLS were organized with the collaboration of the World Bank and established in the 23 provinces of Turkey. In the 208 CLS of Turkey pilot studies were conducted to

improve Turkish Education System with the understanding of student-centered teaching and school-based management. Therefore being a CLS school, the Turkish school under investigation may not represent a typical public school in Turkey.

For this study the researcher designed the interview schedules in both Turkish and English. The researcher piloted both versions of the schedules with three experts in Turkey and the US. For the Turkish version, upon the expert opinion, the researcher changed the structure of the questions to make them more clear and understandable. Besides some new questions were added to the schedule. On the other hand, for the English version of the schedule the experts on the U.S part suggested the researcher to change the first three questions into more positive saying that they carried a negative connotation in spoken English. Here the difference in the structure of the questions in both versions may carry some limitations in terms of affecting the validity and the reliability of the study. However the researcher is also aware of the possibility that the differences in the perceptions of the experts in both countries may stem from the differences in their national cultures.

3.12 Delimitations of the Study

For the design of the study the researcher benefited from the relevant literature of Lunenberg and Ornstein's (2004) *Educational Administration: Concepts and Practice*. The study had a theoretical framework. Therefore the researcher used pre-coded categories, which enabled the researcher to determine the areas under investigation of the study. Using pre-coded categories the researcher deliberately delimited the study and therefore could not focus on other areas, which could emerge in the process of data analysis.

CHAPTER IV

RESULTS

The purpose of this study was to compare the school management practices in the US with those of Turkey in the light of two administrative paradigms: Anglo-Saxon and Napoleonic. Qualitative case study methods were used to find answers to the research questions. This chapter begins with the findings of the administrative processes: motivation, decision-making, leadership, communications, and change process. The findings of the administrative processes are followed by the findings related to the organizational structure of the two schools in the US and Turkey. Then, the findings of the education policies concerning the issues of school finance, performance evaluation, supervision, recruitment of administrators, parent involvement in the formation of school policies and in-service training are explained. At the end of the chapter, the findings related to the nature of organizational culture in the schools of both countries are presented.

4.1 Results Related to “Administrative Processes” in the Turkish A and the American B School

In response to the first research question teachers and administrators at the Turkish A and the American B school were asked to give their perceptions on the administrative processes: motivation, decision-making, leadership, communication and change process. Findings are presented below:

4.1.1 Results Related to “Motivation” as Perceived by Teachers and Administrators

In this part the researcher discussed the results related to “motivation” as perceived by teachers and administrators at the school A in Turkey and the school B in the US.

4.1.1.1 School A in Turkey

The interviews and observations showed that most of the teachers and the administrators were content with their motivation. Devotion and concentration to their work, empathy, objectivity, optimism, harmony and sensitivity motivated the teachers and administrators towards their duties. Administrators said that they managed to promote the motivation of their staff by making the school a family where they could feel at home, be cooperative, and share their feelings and ideas with each other. The principal said

We are a big family. We tried to emphasise this in every condition. We took an important step in informing and communicating with our staff. We emphasised all of that. We included the student parents, service staff, students, and custodial staff into this family. We are now a big family.

However the teachers and administrators also revealed some external factors that affected their motivation negatively. Some teachers complained about the economical problems, poor physical conditions of the school (6 teachers), excessive paperwork (3 teachers), the education system (3 teachers) and excessive involvement of the students’ parents in the school’s affairs (6 teachers), low enthusiasm for work (2 teachers). Two teachers related their motivation to their age and working years at the school. One of them said that she was old and she spent many years at this school. She added that her long presence at the school created burnout in her and decreased her motivation to teach. On the other hand the other teacher said that she was motivated because she was new at the school and was enthusiastic about sharing her knowledge with her students.

The principal also mentions about some of the problems as follows:

The impossibilities that arise from poor physical conditions, poor communication in the administration, the education system, and the environment affect us negatively... We have efforts for collaboration, sharing, but there is no implementation. Why? Because centralized structure forms barriers to it. On one hand it is said that the principal administers the school. But on the other hand, I am deprived of autonomy. Wherever I want to go, I need to get permission.

The above statement of the principal clearly summarizes how the school staff strives for participatory and collaborative work which are interrupted by bureaucracy and centralization.

Three teachers said that the excessive paperwork took a great deal of teachers' time, and that it would be better if more time was allocated to teachers to improve themselves professionally. One teacher complained about the politicized central administration, which interrogated some teachers and unfairly transferred them to other schools because of their political ideas.

Seven teachers and one assistant principal complained about the lack of reward system at the school on the grounds that it caused dissatisfaction for both teachers and administrators. In order to enhance the motivation most of the teachers suggested improving the reward system by giving the teachers a certificate at the end of the each school year. One teacher complained about the lack of bylaws and regulations concerning the level of basic education. She said that this situation did not give teachers any power of sanction, and due to lack of the disciplinary regulations, she added that, teachers could not punish their students that misbehaved at school.

One assistant principal emphasised the importance of the working plans, and social activities:

First of all, all the activities should be planned beforehand. Every kind of work should have a plan. Teachers like other employees get very tired; also administrators and students get tired. In order to increase their performance we

should arrange some happy hours. Teachers should entertain themselves by going out to dinner together or listening to music. I think about all of these.

One assistant principal complained about the excessive intrusion of student parents into the school affairs, and also teacher absenteeism from the school through medical reports. Another assistant principal complained about teacher irresponsibility of letting the administration uninformed about their absenteeism.

Some teachers and administrators said that in order to increase the motivation of the school staff the problem of the poor physical conditions of the school should immediately be tackled. Besides the teacher salaries should be increased. Two teachers complained about the class sizes (40 students in each classroom), and said that they could teach more effectively if the class size was reduced to 20 students. The researcher also observed that classrooms were small for forty students, and this made it difficult for the teacher to walk around the classroom and deal with students individually. Therefore, most of the time teachers preferred either to sit at the teacher's desk or stand in front of the whole class.

Finally teachers were motivated by approaching situations positively, having sensitivity, developing empathy and being friendly to everyone. Yet they were dissatisfied with the physical conditions of the school, salary, the educational system and the extreme level of parent interference in the school.

4.1.1.2 School B in the US

The data from the interviews revealed that all teachers at the American B school were motivated to work hard, and look for new ways and methods to help children in their learning. One teacher said that she used different teaching strategies, such as interdisciplinary teaching and problem-solving methods in order to increase student interest in the lesson. Having the chance to apply these methods in her classroom, this teacher said that she was highly motivated. In one of the classrooms the researcher

observed that one teacher in the literacy course aimed to improve the literacy skills of students by integrating the disciplines of science, math, and computer. The main theme of the course was “winter.” The students were divided into small groups and each group was asked to work on different activities related to “winter.” While working on these activities the students were given the chance to use their intelligences related to science, math and computer. The teacher said that she tried to engage students in activities that involved a blend of different intelligences..

Four teachers related their high motivation to the in-service training opportunities provided for them. They said that they enjoyed the in-service classes where they could learn new things and find a chance to share them with their co-workers. One teacher said

One thing that helps us become motivated is we have many in-service classes so we are introduced new things and we get to try them....We also have some book clubs that when there are new programs coming up that we can read the books together, we can discuss them and we try things in the classroom and we try to share those things.

One teacher also said that teachers were motivated because this school gave them the opportunity to take their initiative on trying new things in their classrooms. The principal was also happy to work hard especially for children and said that he was in a comfortable environment, and had a good relationship with his staff.

During the staff meeting the principal was observed using two methods of motivation strategies for teachers: applause for colleagues and fish award. After they discussed all the issues on the meeting agenda, teachers thanked each other for the help one provided for another, and at the end they all applauded to show their appreciation. These teachers had a toy fish in their hands to give it to their colleagues as a sign of appreciation. These methods were very effective in the way to give teachers the sense of importance and recognition. All teachers said that these activities motivated them a great deal.

The teachers reported that one of the factors that hindered their motivation was their responsibility to write “report cards” that was mandated by the district office. They said that the purpose of the “report cards” was to strengthen accountability of students and the schools. They went on to say the “report cards” was the requirement of the NCLB act which required each state to prepare an annual state report card that incorporates data from the district and school levels. Most of the teachers complained that this responsibility took much of their time and energy, and eventually hindered their motivation.

Student behavioural problems in the classroom was another factor that lowered teacher motivation. Teachers said that some students did not want to learn and were busy with distracting the attention of other students in the classroom. They complained that this situation decreased their motivation to teach.

Nearly all the teachers proposed more time to be given to them to do their job more properly with an increased motivation. They related their lack of time to the responsibilities mandated to them by the district office. One teacher said: “I don’t think we were given enough time to do a lot of work. We used to have before. But now there are so much that the district wants us to do.”

Table 4.1

Comparison of Two Schools in Terms of Participant Perception on Motivation

	Turkish A School	American B School
Teachers (Contentment Factors)	<ul style="list-style-type: none"> * Positive School Environment *Harmony between the school staff * Being a novice teacher brings enthusiasm * Devotion and concentration to their work * Objectivity of the school staff *Teachers’ optimism, sensitivity, empathy 	<ul style="list-style-type: none"> * Enthusiasm to work and teach * Lack of bylaws for Basic Education * Having the chance to ways and methods of teaching in the classroom * Various in-service opportunities * Motivating strategies used at staff meetings

Table 4.1 (Continued)

Teachers (Discontentment Factors)	<ul style="list-style-type: none"> * Low enthusiasm to work * Lack of bylaws for the basic education * Politicized central administration * Low salary * Economical problems 	<ul style="list-style-type: none"> * Recent mandates from the district office * Student behavioural problems * Lack of time due the recent mandates
	<ul style="list-style-type: none"> * Lack of reward system for teachers * Excessive paperwork * Ample class size 	
Administrators (Contentment Factors)	<ul style="list-style-type: none"> * School as a family * Effective communication with teachers * Effective Communication with his staff * Cooperation among the staff * Positive thinking of administrators * Devotion of the staff to work 	<ul style="list-style-type: none"> * Comfortable school environment * The Principal's effective relation with his staff
Administrators (Discontentment Factors)	<ul style="list-style-type: none"> * Poor physical conditions * Poor communication among the administrators * Centralized education system * Environmental factors * Intrusion of student parents * Teacher absenteeism 	

4.1.3 Results Related to “Decision Making” as Perceived by Teachers and Administrators

In this part the researcher discussed the results related to “decision-making” as perceived by teachers and administrators at the school A in Turkey and the school B in the US.

4.1.3.1 School A in Turkey

The results suggest that being a CLS, at this school there is a trend towards participatory decision-making. All teachers and administrators said that there were committees that took some decisions concerning the school issues such as strategic planning and total quality management, organizing social activities, celebrating the national days and so on. They added that these committees gave them the opportunity to improve their collaborative decision making skills.

Despite the opportunity of the participatory decision-making at the school, many teachers complained that the decisions were not applied and there was not an active participation of teachers in the decision-making process. One teacher said

In this school decisions are made. Yet in this system, they are not implemented. Everyone acts irresponsibly, and these decisions are not put into practice. We cannot say that teachers effectively participate in the decision-making. Some do and some do not. Some express their ideas, and some do not. Some people speak, but their ideas are not heard.

Another teacher related this situation to the bureaucratic structure of the Turkish education in which administration was seen as a decision-making authority, and therefore teachers left the task of decision making to the administrators.

The administrators also complained about the reluctance of the teachers in the decision-making. They said that teachers showed reluctance to participate in the decision-making and did not want to take any responsibilities. One assistant principal said that as well as their reluctance in participating in the decision-making process teachers were also passive in the implementation of the decisions.

Some teachers related the inapplicability of the decisions to the poor physical conditions of the school and financial problems, while some of them complained about the lack of sufficient time due to the *çift tedrisat* (double-shift teaching) system of the school. This school system caused communication problems between teachers, since they came in different periods of time to school, and hence could not attend committee meetings. Complaining about the current education system of Turkey one teacher additionally

emphasised the teacher's lack of freedom of thought, which precluded them from expressing their ideas about the educational issues:

Decisions are made. It looks that something is changing in the system. But for years it has been the same, in fact nothing is changing. It looks as if the system is changing, but in reality nothing is changing at all. The decisions that we make only concern the teachers and the students in the school. In other words, these decisions do not influence the education system. In fact we do not have any authority to influence the main educational decisions. We do not even have the right to talk. In other words we do not have freedom of thought.... we can easily make some decisions but the chance of their implementation is only 1%....The decisions that come from the higher authority are the ones that we do not like and we think that they are not applicable. But we do not have any sanction about this. The decisions that we make are not for conveying to the upper levels of the system. This is prohibited. You can not make decisions to transmit to the upper levels.

This comment reflects the hierarchical and centralized structure of the Turkish education system. In this system the main and critical educational decisions are made by the MONE, and administrators and school staff are given limited initiatives in decision-making concerning the educational issues. One assistant principal said that administrators have decision-making authorities in minor issues such as school trips, some administrative duties, report cards of students, teaching schedules, and keep watch duties (*nöbet*) of teachers and assistant principals.

The observations revealed that within the school some issues regarding teaching are decided by the administrators. For example in the office of an assistant principal, one teacher came to his office and asked him whether or not she could give a make-up oral examination for a student who did not sit the first mid-term exam. This situation may imply that administrators in the school do not allow teachers to use their initiatives even in minor educational matters.

Finally for an effective participation to the decision-making process, the teachers and the administrators suggested the improvement of the financial support to schools by the government, changing the system of double-shift teaching into one-shift teaching, making the decisions enforceable, giving more responsibilities to teachers by the

administrators and increasing the working conditions of the school staff. One assistant principal suggested more staff meetings to inform teachers about the decisions.

4.1.3.2 School B in the US

All teachers said that the principal was the final decision-making authority. Yet they maintained that through committees every teacher had a voice in decisions, and their opinions and input were always asked by the principal before he reached to the final decision. Teachers were content with the shared-decision making process fostered through the committees that they were part of. One teacher said

We have some committees this year that are different than any other year. We work together. So everyone is on the committee. All of the committees have a different focus. So some of them gather data, some of them envision what we could do with data, everyone is involved in some heart of the decision-making in our building. The principal facilitates all these committees. Certainly the principal and some from the downtown office are the facilitators.

As observed by the researcher at the faculty meeting teachers participated to determine the school vision as part of the SIP committee plans. A facilitator from the district office attended the meeting and facilitated the teachers while they collaboratively worked on determining the vision of the school. The teachers were asked to determine what they wanted to see at their school, and how they wanted to see their school within the next 5 years. Teachers during the meeting worked in groups and wrote down their ideas on a piece of paper which was later collected by the facilitator for the purpose of writing a report. This activity was part of the School Improvement Plan that the school initiated this year.

The second issue on the agenda of the meeting was “friendly observers.” Friendly observer process was planned by the collaboration between union and school district. According to this plan some observers would spend time at school focusing on strengths and needs in the areas that have been identified by the staff. They would visit classes,

hallways, the library, office, cafeteria and outdoors. The results of those observations were thought to be beneficial for the improvement of the school. During the meeting the teachers' opinions were asked about the friendly observers plan, and teachers were also told that they had the chance to determine their own observers.

Regarding the factors that hindered decision-making process teachers had different opinions. Five teachers complained that during the decision-making process everybody gave their opinion and therefore sometimes it was difficult for them to filter through the ideas and reach to a consensus. Some teachers said that since they had a voice and input in decision-making they did not have any problem with the process. One teacher complained that they did not have any say in financial matters. She said, "the money seems to be fairly constant from year to year, depending on the property taxes. But there is another level beyond the school board and that's the local government. School board doesn't have a control over it." This statement clearly shows that the levels of bureaucracy in American school system hinders decision-making process on the part of the teachers and school administration both of which did not have any voice in budget planning of their school.

The principal saw the master bargaining agreement between Union and the school as the most hindering factor in the decision-making process

The master bargaining agreement between union and the school...This is an agreement that we have to follow with teachers. It tells things like how much time the teacher must use as a planning time or how often the school should hold staff meetings. They also set rules on job postings. This limits my decision-making in the school.

The principal felt that this agreement decreased his autonomy in making decisions in certain educational issues.

Otherwise teachers were happy that they could participate in decision making process, and that the principal gave them the opportunity to tell their viewpoints either in staff meetings or the committee meetings before he actually reached a final decision.

Table 4.2

Comparison of Two Schools in Terms of Participant Perception on Decision-Making

	Turkish A School	American B School
Teachers	<ul style="list-style-type: none"> * Opportunities for the staff to work collaboratively * Not active teacher participation to decision-making * Unimplemented decisions * Bureaucratic procedures and ineffective decision-making process * Inapplicability of decisions due to poor physical conditions, financial problems and lack of time 	<ul style="list-style-type: none"> *Principal as the final decision-making authority * Teachers have voice in decisions made at the school * Shared-decision-making process * Collaboration between the district office and the school in decision-making * Staff have difficulty to filter through many ideas and reach consensus
	<ul style="list-style-type: none"> * Teachers have no freedom of thought 	<ul style="list-style-type: none"> * Teachers have no say in financial issues * Bureaucracy as hindrance to decision-making process
Administrators	<ul style="list-style-type: none"> * Opportunities for the staff to work collaboratively through the committees * Teacher reluctance in the implementation of the decisions * Administrators as decision-making authorities in minor educational issues *Insufficient staff meetings * Central government as the major decision-making authority * Administrators have decision-making authority in minor issues 	<ul style="list-style-type: none"> * Master bargaining agreement between Union and the school hinders the decision-making process at the school * Decrease in the authority of the principal due to the master bargaining agreement

4.1.4 Results Related to “Leadership” as Perceived by Teachers and Administrators

In this part the researcher discussed the results related to “leadership” as perceived by teachers and administrators at the school A in Turkey and the school B in the US.

4.1.4.1 School A in Turkey

Most of the teachers viewed their principal as an effective leader saying that he had a sufficient administrative knowledge and enough experience to administer the school. According to them he is objective in his decisions, supportive for his staff members, open to criticism and he does not discriminate among his staff. They also saw their leader as democratic, systematic and hard working. One teacher said that he spent most of the time out of the school, usually at the local educational directories. Two teachers found their assistant principals ineffective due to their insufficient teaching experience and administrative knowledge and skill.

The administrators were asked different set of questions from that of the teachers in the interview schedule. They were asked how they viewed themselves as administrators. All of them saw deficiencies in themselves. The principal said

We have deficiencies of course. What are they? Our age is undergoing transformations. What you know today may be invalid for tomorrow. Decadence sets in whenever you see yourself fulfilled and sufficient. If you accept that you need to learn more, then you improve yourself....The technology is developing, so I need to adapt to these changes. What is in-service training? What is its aim? The aim is to train teachers and administrators to learn the new educational methods and also adapt themselves to the technological changes. This is really an expensive investment. Therefore I do not believe that in-service training is offered in Turkey in the real sense....Besides you do not have appropriate settings in schools to apply what you learn in that in-service training. The physical conditions are not suitable, and this really kills the motivation of the staff.

Here the principal actually implies that he is enthusiastic about keeping up with new developments in the field of education. He relates his drawback again to the system, which does not provide the school members with either enough financial resources or a convenient physical environment to join the in-service training and apply what is learnt from it.

When the administrators were asked to state the problems they experience in the leadership process, the principal referred to the economical problems and their

obligation to ask money from parents. One assistant principal admitted his lack of administrative knowledge and said that he knew a little about the CLS. Another assistant principal mentioned the miscommunication between teachers and parents, and teachers and students, which stem from the differences in their perceptions. He said “because everyone has different education level and different perceptions, they do not have the same understanding. Therefore we face difficulties in problem solving.” One assistant principal complained about the irresponsible behaviours of some teachers who did not come to class on time, did not do their keep watch duties, and left the school without permission.

During the discussions with the teachers on the leadership traits that an administrator must have, some teachers said that the leaders should have administrative knowledge and experience while some thought that the administrators should have been delegated more authority. Two teachers noted that the administrators did not have the right to exercise leadership over the experienced teachers. One of them said

I have 25 years of teaching experience. What kind of influence can the principal have on teachers who know what to do? He never can. How can he? We have certain habits gained through years... when I go to the class I am alone with my students. The principal can not do anything to me. He cannot inspect my class in 10 minutes. The person has his own conscience and also experience....

The three administrators saw the necessity of in-service training for them to keep up with the new developments in the administrative field. One assistant principal said that the administrators should have been given more initiative and authority to carry out their duties and responsibilities.

In general most of the respondents focused on the significance of the in-service training, and they thought that the administrators would acquire from it some insights into the contemporary approaches in the school management, and therefore the ability to administer the school more efficiently. The administrators also requested more initiative and authority in decision-making.

The observations revealed that different from his assistant principals, the school principal practiced formal leadership with his teachers. While the assistant principals were informal in their relationship with the teachers, the principal preferred to keep his distance from them. The observations and interviews showed that the principal did not have the habit of visiting teachers' room and walking in the corridors of the school building. He most of the time sat in his office and expected visitations on one to one basis. The researcher also observed that most of the time the principal and the assistant principals got together in the principal's office to have lunch together. Teachers and the administrators were not seen having lunch together in the same environment. Yet the principal had an open door policy, which means that he did not ask for an appointment for the visitations. Anyone who wanted to see the principal could easily knock on his door and walk in his office.

4.1.4.2 School B in the US

All the teachers perceived their administrator as hardworking, diligent, and receptive to new ideas, open to criticism, friendly and approachable. Most of the teachers agreed that he was concerned about children a great deal, and tried hard to meet all their needs. They said that he often visited homes of the students in crisis, tracked down their improvement and dealt with their behavioural problems. During the researcher's presence in the principal's office, one Afro-American student who has been disruptive in the class that day was brought by her teacher to the principal's office. He cuddled her and asked her what the problem was, and if she had any problem with her parents at home. He tried to build an intimacy with the student to help her open up and reveal her problems, so that he could provide assistance to her.

One teacher said that he was enthusiastic about learning new things, building on his knowledge. She added that he attended some classes the district put out as part of professional development program. She said that he tried to improve himself as a primary teacher since he has been a Middle school teacher previously. One teacher saw

him as a successful change agent in the process of the initiatives the school was involved:

I do think that he tries to make change more comfortable. He brought other people as consultants to help facilitate change. I do think that he follows up on that while we are in the process of making changes. So it is not like suddenly “ok lets do this, lets do that” and then never he talks about. So I think he has done things to lead into, I think there are discussions afterwards to talk about how people feel about the changes and if they are working and what needs to be changed more.

The statement clearly shows that as well as facilitating change, the principal also solicited the opinions of his staff in the change process.

Only one teacher complained that he was perfectionist and too rigid in some issues and said that it would better “if he could bend the rules a little bit” and be more flexible. Most of the teachers argued that he was effective at communicating to his staff through various communication channels.

Most teachers said that they liked their administrator as he was. Yet, they agreed on the fact that he came from middle school to elementary, so he needed to take more practices on elementary school education. One teacher suggested that it would be beneficial if he observed some classes in order to have an idea on what goes on in an elementary classroom and gain more insight into the needs of elementary school teachers.

Although he did not explicitly define them, the principal also saw some deficiencies in himself as an administrator. He said that after summer holiday he would give the teachers a chance to evaluate him, in fact showing how he was receptive to criticism.

The researcher spent fifteen days for observations at the school building. During this time she walked in and around the school building and also attended one staff meeting. The researcher observed that the principal did not much sit in his office, often walked on the hallways, and the cafeteria, walked in classrooms in recess periods asking teachers if they needed anything, and sometimes had lunch with them in the lounge room. Yet he

accepted his visitors with appointment. In emergency situations teachers, students or student parents could easily walk in his office without getting appointment. At the staff meeting held in January, 10, 2004, the principal was observed as a participant rather than a authoritative figure. For example at the meeting he started with a short introduction to the new “Friendly Observer Process” and sought the opinions of teachers about this process. The principal told teachers that they could decide on what areas they wanted to be observed. Then for the other issues on the agenda a facilitator who came from the MMSD gave instructions to teachers how to determine the vision of their school which was part of the SIP. Teachers were engaged in group activities to determine the vision, where they wanted to see their school in the future. During this time the principal monitored and facilitated his staff while they were working on their task.

Table 4.3

Comparison of Two Schools in Terms of Participant Perception on Leadership

	Turkish A School	American B School
Teachers	<ul style="list-style-type: none"> * Sufficient administrative knowledge and experience * Objective in his decisions * Hardworking * Open to criticism * Democratic * Supportive of teachers * Systematic in his work * Too intimate with students * Lack of computer skills * Frequent visits to the local educational directories * Distant from teachers * Rarely visits teachers’ room * Rarely walks in the corridors of the school building * Spends most of his time in his office * Insufficient teaching experience and administrative skills of the assistant principals 	<ul style="list-style-type: none"> *Hardworking * Diligent * Receptive to new ideas * Builds intimacy with students * Open to criticism * Friendly * Approachable * Concerned with children’s needs and problems * Visits homes of students in crisis * Tracks down student improvement * Enthusiastic about learning * Successful change agent * Perfectionist * Rigid in some issues * Walks in the building * Weak in the practices on elementary school education

Table 4.3 (Continued)

Administrators	<ul style="list-style-type: none">* Love for the job* Responsibility awareness* Awareness of their own deficiencies and enthusiasm for eliminating them* Lack of administrative knowledge to administer CLS schools* Open to criticism * Continuous learners* Complaints about economical problems* Top-down management culture* Lack of communication between leaders, teachers and parents due to differences in perceptions* Difficulties in problem-solving due to differences in perceptions	<ul style="list-style-type: none">* Finds some deficiencies in himself as an administrator* Receptive to criticism
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4.1.5 Results Related to “Communication” as Perceived by Teachers and Administrators

In this part the researcher discussed the results related to “communication” as perceived by teachers and administrators at the school A in Turkey and the school B in the US.

4.1.5.1 School A in Turkey

The data concerning communication indicated that most of the teachers complained about the lack of communication between the administrators due to various reasons. Two of them related this problem to the hierarchical structure of the school where the principal was the highest decision-making authority, and that teachers did not actively partake in the decision-making process. They said that the principal took most of the decisions and did not communicate these decisions to his staff. Some teachers complained that the administrators rarely visited the teacher’s room and did not know what was happening in the school building.

In his comments the principal touched on the hierarchical tradition of the Turkish school management that formed barriers to communication:

Concerning communication at this school we saw the traces of the authoritative administrative system. The principal knows everything. In fact the principal does not have to know everything. %90 of what the principal knows should also be known by the other administrators.

What he stresses here is the communication problem between the principal and the other administrators due to the authoritative administrative system where the principal was seen as the highest authority and was expected to do everything. One assistant principal mentioned about the lack of communication between the administrators saying that one administrator took decisions by himself and did not let the others know about it.

The principal also complained about the downward communication that followed the hierarchical line not allowing for upward communication. According to him the people in the highest authority did not take into consideration of what the administrators and teachers said about educational matters at the school:

The teachers in our schools teach all the subjects to the same students from first grade up to fifth grade (*sınıf öğretmenliği*). This is wrong. There should be variety. Teachers should teach all the subjects up to third grade and from thereon they should be branch teachers. We complain about these to the inspectors, yet they do not care. What people in the lower level say is not considered by the higher authorities. Teachers also complain that inspectors always make-decisions and teachers are only used as walk-ons.

A few of the teachers complained about the lack of communication between the parents and the teachers. They perceived parents as too intrusive into the school matters yet not choosing to communicate with teachers about their children at the school meetings on a face-to-face basis by refusing to attend those meetings. The researcher observed that in the middle of a class session, the parents sometimes knocked on the classroom door and called the teacher out of the room in order to ask questions about their children.

The interviews revealed that the principal did not have the habit of visiting teachers' room or walk in the hallways to monitor what goes on at school during the day. According to them this situation impeded an effective communication between teachers and the principal. Some teachers complained about communication problems among

teachers. They related these problems to the presence of two separate staff rooms in the school building (one on the first floor and the other on the second floor) which they said made it difficult for all the teachers to meet and talk to each other.

Additionally during the interviews when the administrators were asked to talk about the communication process between the school and the Ministry of Education, all of them highlighted the hierarchical and centralized structure of the system, which they said, made it difficult for them to use their initiatives and caused loss of time and energy. Much bureaucratic paperwork and correspondence between the schools and the other layers in the organizational chart of the Ministry (National Education Director of Province, National Education Director of District) also led to excess paperwork. Two administrators mentioned the new application of forming school districts, which aimed at dividing schools to separate districts in order to provide a better communication between those schools in the same district. Yet these administrators also added that unless the centralized and hierarchical structure of the education system changes, this new application is useless and causes only a considerable waste of time and energy.

During the researcher's presence in an assistant's principal's office one female teacher asked the assistant principal whether or not the oral examinations were eliminated. When the assistant principal asked her how she heard about this, she said that she heard the news from some student parents who had friends working in the Ministry of Education. This situation may imply that there are communication problems between the school and the Ministry, and that people at the school sometimes hear about educational decisions made by the Ministry on the rumour basis, through the grapevine.

In order to improve the communication process some teachers suggested increasing the number of meetings to inform the teachers about the decisions made by the administrators. Some of them suggested to organize meetings to invite parents to these meetings in order reduce their arbitrary and excessive intrusion to the school affairs. Some teachers said the communication process could be improved by converting the double shift teaching school system into one shift teaching, so that the school staff could have more time to socialize and improve communication with each other. All the

administrators complained about the bureaucratic and the hierarchical education system, and said that it could be better if the Ministry left some of the educational decision-making to the school. One assistant principal suggested the establishment of a separate organization where the schools could convey their problems and complaints instead of going through many bureaucratic transactions to reach to the Ministry. According to them such a reform could reduce the waste of time and energy.

The researcher in her one hour presence in the principal's office observed that the nonverbal communication between the principal and the assistant principals did not show any rigid and bureaucratic relationship between them. The assistant principals could easily come in the principal's office. There was a very close proximity between the assistant principals and the principal when they were having conversations. The principal most of the time touched on the shoulders of the assistant principals while talking to them. The principal kept his distance only from his teachers, but not from his assistant principals, students and people who visited him from outside the school.

Although administrators' dressing (suit with tie) communicated their formal role at the school, teachers, students and parents could easily walk in the administrators' room without having to get an appointment. Because of the distance between the principal and the teachers, the teachers preferred to visit the offices of the assistant principals when they needed any assistance. The researcher also spent one hour in the offices of each administrator and observed that administrators most of the time had an intimate association with any visitor to their rooms. Most of the time the administrators welcomed their visitors with smiling faces. When the visitors came in the office the administrators cuddled them. They also touched on the shoulders of their visitors while walking them up to the door. These facial and body expressions communicated to the people that they were always ready to provide assistance to them in every condition.

Students were required to wear uniforms at the school. On the notice boards in both teachers' rooms there was an official letter sent from Ankara governorship to the school about dress code regulations for students. Female students were required to tie their hair back, wear skirts on the knee level, wear white shirts, green sweater or cardigan and

white or black color of stockings in winter. They also had to wear their school badge. Male students were required to wear navy color of jacket, white or blue color of shirt, blue tie and grey color of trousers. On the bottom page there was a warning that student clothing would be regularly inspected by their teachers, and whoever did not obey the dress code regulations would be sent to the administration, and their parents would be informed.

The principal had a more spacious office compared to those of the assistant principals. In the room there was a big desk with a leather seat, two chairs in front of the desk, TV, DVD, fitted carpet, portraits of Atatürk, bookshelves and some objects such as small Turkish flags, ashtrays, papers and the like. The decoration and the size of the room connoted the formal position of the principal. As can be seen in the Figure 4.1 three Atatürk's portraits adorned the walls of the room and connoted the message that the principal gave importance to the secular image of the school. It looked like that the room was decorated for the comfort of the principal. There was even a refrigerator where the principal kept refreshments to serve his guests. The chief assistant principal had a smaller room than that of the principal but was bigger than the room of the other assistant principals. The size of the rooms may signify the hierarchy in the administration. The portraits of the statesmen hang on the wall by the stairs leading to the second floor in the hierarchical order according to their status may also communicate the emphasis on the hierarchy.

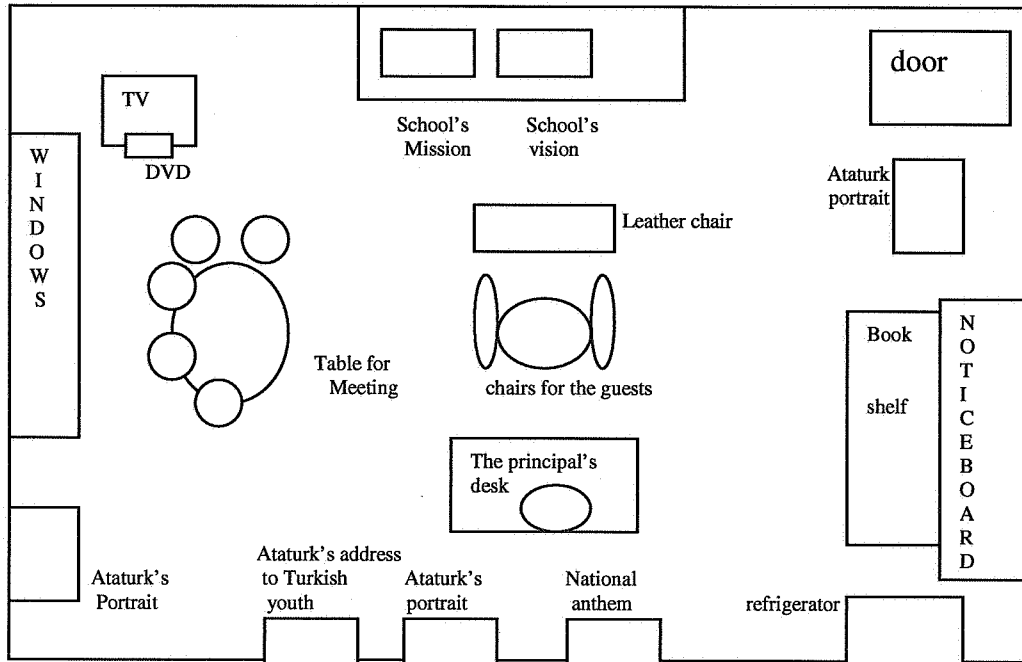


Figure 4.1 Physical appearance of the principal's office at the Turkish A school

4.1.5.2 School B in the US

Most of the teachers complained that they did not have enough time for communication. According to these teachers due to the recent mandates from the district office they could not find enough time to have conversations with each other. One of these mandates was a new program called SAGE (Student Achievement Guarantee in Education Program) which one teacher said it took much of the teachers' time and formed a serious barrier to their communication. They said that only teachers who were part of this SAGE program could communicate with each other. SAGE program was designed only for the schools in the state of Wisconsin for the purpose of decreasing the class sizes. According to the content of this program around 10-15 students would leave the classroom for another course, so that the teacher could have a smaller class size and more space where she could work better with her students. The aim of this program was

also to make students better able to focus on learning tasks, and provide teachers with less time for devotion to discipline problems. This program was expected to allow teachers more learning time and closer relationship with students and greater amount of individualized instruction to students.

All teachers said that the communication among teachers teaching the same grade level was good. Teachers could come together, share their classroom materials, handouts, and their classroom experiences either at the grade level meetings or through walk-ins to each other's classrooms.

At the school there was not any common room, or teacher's room for teachers to get together in the recess period or in their leisure time. Teachers preferred to stay in their classrooms during the recess time. The classrooms were also used as teacher offices. Not having a common room for teachers might have hindered communication among the teachers teaching across the grade levels. Yet in each classroom there was a telephone through which the principal and the parents could easily reach teachers. What was impressive about the principal's efforts to improve teacher to teacher communication was the social activity called Happy Hour. This activity was provided for the school staff to get together and socialize every Thursday night at a bar or a restaurant. On the door of the lounge room there was a flier posted to advertise the Happy Hour.

Regarding "teacher to administrator communication" all the teachers were content with the communication tools that the principal used. Among the communication tools were the e-mail, newsletters, bulletins, voice-mail, telephone, etc. Teachers said that the principal was always accessible through these tools and through appointment. One teacher said

Mike is really good about communication. He is not always accessible but he really tries hard for that. For example something happened yesterday. I was talking to him before he left for his administrative meeting. I knew that it was going to be like early morning. He called me from his cell phone. I left a message on his voice mail, he called me from his cell phone when he was in his car on his way to the meeting to talk to me about this problem. So I know he does a lot. He really tries to be in constant communication with teachers.

The interviews revealed that using variety of communication tools the principal managed to build an effective communication with his staff.

The principal expressed his wish to see his staff working more collaboratively. He mentioned about a new system of communication called group-wise communication. All the teachers had their e-mail addresses in the group formed by the principal on the web-page of the school, so that the teachers and the principal could communicate with each other through that channel. His only complaint was about the small groupings among teachers in the lounge room where teachers got together for lunch. He said: "When I go to the lounge, I see small groups. I like that to be more embracing."

According to the teachers communication between the parents and the school worked perfectly. The communication tools they used were newsletters, telephone, assignment note book, post cards through which they informed the parents about the achievement of their children, and what went on in the classroom. Likewise the parents could reach teachers at any time, through the voice mail, PTO (Parent Teachers Organization) meetings, and other similar activities. In each classroom teachers had a telephone which made it easier for the parents to contact the teachers and leave messages on the voice mail. One teacher was very positive about the "fundraising nights" and activities to which the parents were invited. She said this was a great opportunity for parents to communicate with the school.

Teachers did not know how exactly communication worked between the central district office and the school. Three teachers mentioned about the movement of the education system towards centralization and standardization, which they said, limited their freedom in their classrooms. They also complained that because of the new governor the state had a far more weight on the educational decisions: One teacher said

The state did not have a heavy cloud as far as making decisions. The current governor put a lot of power to the central government. He limited how much schools could spend and then he took a lot of things that used to be paid by the state governments and said that they were not going to do it anymore. So he

pushed those on the counties and local governments to pay more for the schools. The schools keep getting squeezed, tighter and tighter, because the cost keep going up but we have those limits that we cannot spend more than that... eventually the property taxes went sky high.

Here the emphasis is on the budgeting that the state now has a strict control, and the consequences this has caused on the part of the schools. Teachers said that the increasing bureaucracy made them lose the track of the new educational decisions made centrally. They also added that the communication between the district and the school became more downward than upward. The principal also touched on the issue of the increased centralization:

We operate under the guidelines of the School District. Our SIP committee submit things to my supervisor for approval. We report to the assistant superintendent. Federal government barriers to what we do, making mandates. In Madison 20 years ago it was pretty much a local building business. It became much more centralized in the last 5 years. Our teachers do not like that. Now everything is decided by the school district. There used to be 30 report cards for 30 different schools. Now there is one that everybody should follow.

The principal's statement made it clear that the centralization in American education system started five years ago. According to him since then educational decisions were made more at a higher level of the system, at the school district which was also referred as the "downtown office."

To improve the communication process at the school, some teachers said that they needed more time to spend with their co-workers. One teacher suggested more social activities to make it possible for teachers from all grade levels to get together and have a social interaction. One teacher saw reluctance among some teachers to express their opinions about decisions or any other educational issues. So she recommended a suggestion box where teachers could anonymously relay their ideas to the principal.

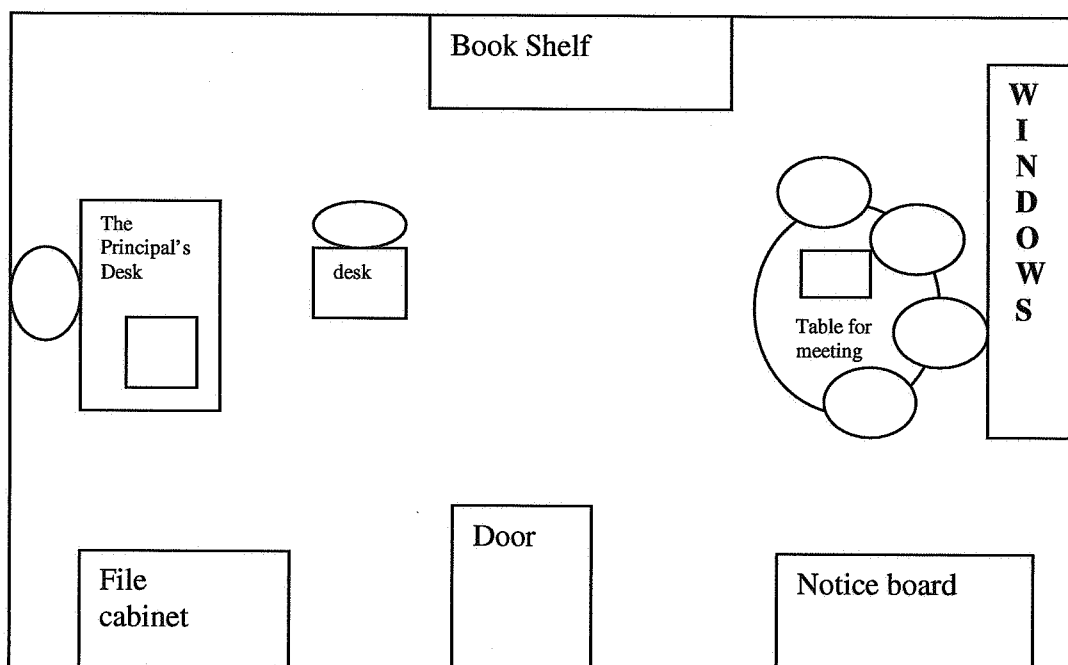


Figure 4.2 Physical appearance of the principal's office at the American B school

The observations showed that students were not required to wear uniforms, and allowed to come to school in their causal dresses. It was observed that the principal most of the time came to school in his informal outfit wearing T-shirts and jeans, communicated his informal position at the school. Teachers could visit the principal's office on appointment basis. Open door policy was not applied at this school unless there was anything urgent. For example when the researcher was in the principal's office one teacher dropped by his office saying that she had an issue to discuss with him urgently. The principal accepted this request without hesitation. Despite his formal position at his office, the principal frequently walked down the hallways, walked in the classrooms, in fact communicated to his staff that he was also approachable outside his office. His office was very small, and did not have enough space for many visitors. There was no even chairs placed in front of the principal's desk for visitors. When the guests came in his office they sat on the chairs placed around the meeting table. Next to the principal's desk, there was another small desk with a chair which the principal said was used for student punishment. For example during the researcher's presence in his office, one

Afro-American student who had disruptive behaviours in her class was brought to the principal's office and was asked to sit on that chair for half an hour. During that time she was questioned by the principal about her misbehaviours.

As can be seen in the Figure 4.2 the decoration was very casual and did not seem like the room of a high status person. The only furniture in the office was the principal's table, bookshelf, meeting table and the file cabinet. There were two computers, one on the principal's desk, and the other on the meeting table. There was a small rag on the floor. On the noticeboard there were pictures of the principal taken at various places. There were also some messages such as "children first," "a teacher affects eternity," and "people will forget what you say, people will forget what you did, but people will never forget how you made them feel" posted on the noticeboard. These messages communicated the importance the principal gave to teaching and learning. On the noticeboard there were also pictures of students taken at various social and cultural activities. On a big poster there was this message: "Fish! Catch the energy. Release the potential. Play, be there, choose your attitude, make their day." This message referred to the fish award technique that the principal used as a motivation strategy at staff meetings. The teachers used the toy fish to give it to their colleagues as a sign of appreciation for the help one provided for the other at school. This message again communicated the principal's care for the motivation of his staff.

In general it could be argued that the decoration was casual and did not look like the room of a high status person. The office communicated that the principal was like any other staff member of the school.

Table 4.4

Comparison of Two Schools in Terms of Participant Perception on Communication

	Turkish A School	American B School
Teachers	<ul style="list-style-type: none"> * Hierarchical school structure and lack of communication between administrators and teachers * The principal does not communicate decisions to his staff * Administrators rarely visit teacher's room and walk in the school building * Lack of communication between teachers and student parents * Two separate staff rooms in the school building hinder healthy communication 	<ul style="list-style-type: none"> * Lack of communication among teachers due to time constraint that results from the recent mandates * Good communication across grade levels * Having no teachers' room hindered communication among teachers * Social activities fostered communication among the school staff * Effective communication tools used by the principal * Formal communication between teachers and the principal * Social activities for parents to enhance communication with them * Increasing centralization and downward communication between the school and the district
Administrators	<ul style="list-style-type: none"> * Centralized education system and downward communication between the central authority and the school * Lack of communication between administrators and teachers who are on sick leave and do not visit the teacher's room on that particular day * Teacher reluctance to visit administrator office 	<ul style="list-style-type: none"> * The principal's new system of communication called "groupwise communication to enhance the communication at school" * Small groupings amongst teachers in the lounge room * Increasing centralization and downward communication between the school and the district

4.1.5 Results Related to “Organizational Change” as Perceived by Teachers and Administrators

In this part the researcher discussed the results related to “organizational change” as perceived by teachers and administrators at the school A in Turkey and the school B in the US.

4.1.5.1 School A in Turkey

All the respondents emphasised the strategic planning and TQM efforts that the committees in the school are currently undertaking. They said that these activities were done as part of the requirements for a CLS. Both the administrators and the teachers complained about the inapplicability of these plans due to various reasons. Some of them related this problem to the poor physical conditions of the school and economical problems, which CLS should not have had. They added that due to the aforementioned inconveniences these activities were only planned and designed on papers, but not put into practice. Some of the interviewees revealed that these activities were really beneficial reform attempts, but were inapplicable because of the ineffective cooperation between the central government and the school. One assistant principal expressed

These activities are conceptually very useful. Yet they do not have concrete results. In other words the people who represent the decision making authority for these activities do not encourage the others towards an effective collaboration. They do not do it intentionally. These things are only done for the sake of doing it, not to get any results or improve anything. No one keeps track of these activities or prepares a convenient setting for them. The MONE should be in cooperation with the school. Otherwise neither the central office nor the school can be successful in the implementation of these plans.

The principal also said that these strategic planning and TQM plans were good attempts but they were inapplicable, because the teachers did not develop the understanding of the participatory management. They mainly assumed the principal was responsible for everything at the school. He also said that teachers did not have enough time to devote to the reform activities. One assistant principal complained about the physical conditions of

the school, and added that the school was converted from K-5 elementary school into K-8 (uninterrupted compulsory basic education level) school without considering its infrastructure. One assistant principal complained about the lack of well-trained staff members who could plan and initiate these reform activities. He also added that the reform applications should be site-based and planned according to the needs of that particular institution. One assistant principal also said that these reforms should be decentralized in the local educational directories and financed by the municipalities.

When the respondents were asked what other changes could make the school function effectively, most of the teachers and the administrators suggested the improvement of the financial conditions and providing the necessary equipment for these activities. Some of them emphasised the importance of in-service training in order to improve the quality of the staff members who could make the organizational change possible. Many teachers explained the necessity of organizing social activities for both the students and the school staff. One teacher said that for the betterment of the school the communication between the parents and the school could be improved through advertising and public relations: “We should give importance to the public relations in order to increase the popularity of the school. We should prepare a Web-site for the school.”

In the CLS schools with the directives of the Ministry of Education there are some reform efforts some of which are the TQM and strategic planning activities. Besides, the school also communicates to its staff about new teaching methods through the messages posted on the noticeboards of the school. The research observed that on the wall of the stairs leading to the second floor, under the title of “counselling service”, Gardner’s eight different intelligences were listed as follows:

- Linguistic intelligence
- Logical-mathematical intelligence
- Spatial intelligence
- Bodily-kinesthetic intelligence
- Musical intelligence
- Interpersonal intelligence
- Intrapersonal intelligence
- Naturalist intelligence

It was observed that the teachers in the classroom continued with the traditional lectures. The teachers acted as authoritative figures in the classroom and taught what was on the curriculum. Students as passive learners received the information transmitted by their teachers. For example in one of the classrooms, the researcher observed that the teacher most of the time stood in front of the class and taught the subject without giving any chance to students to ask questions. Some students raised their hands to ask questions, yet the teacher ignored them. One science teacher taught the subject matter and then asked questions to students. Students were not observed asking questions to their teacher. Both teachers did not encourage their students to actively involve in the learning process.

One of the biggest organizational changes in the Turkish education system was that the five year compulsory education was raised to eight years. The principal says that this change has been implemented by the central authority without considering the physical conditions and the infrastructure of schools. Likewise, because this school was designed for an elementary school, it had very small classroom desks and toilet sinks, very narrow corridors and low toilet doors. Due to the increased number of students as a result of this transformation, some classrooms were divided into smaller classrooms in order to meet the demands of the increased student population. For example when the researcher entered the arts room she observed that the room was very small and dark, and had no windows. The arts teachers said that this room was part of the toilets, and due to the increased student population and limited classrooms, it was converted into the arts room.

4.1.5.2 School B in the US

All teachers were very positive about the new initiatives the school recently has undertaken. The biggest plan in the school was the School Improvement Plan (SIP) designed by a committee with the same name. One teacher said that every year the school had to write a one year SIP with the goals that the school wanted to achieve. Teachers said that this year's plan was different because it had a 5 year planning and implementation process. Teachers mentioned about the committees that worked on the

goals of the plan throughout the year. These committees were vision committee, data gathering committee, best practices committee, and leadership committee. According to the teachers these committees targeted mainly the goal setting, vision, and mission of the school. Teachers said that in their zeal to improve the conditions of their school they worked collaboratively through the committees and found opportunities to give their input about the improvement plan.

One teacher said, “each school has its own SIP and these schools decide what they need to improve, what they need to work on, and then decide how they are going to do that... we signed up for committees we volunteered to be on. So you choose the one you think you fit.” Although SIP was mandated by the district office, schools had their autonomy in designing the organization and the components of their own improvement plan. Yet, the principal said that the SIP was like a strategic planning developed by the district, so each school’s plan had to fit in with the district’s strategic planning. The MMDS Board of education had a committee titled Long Range Planning which focused on policies and issues for long range planning affecting all components of School District operations.

The principal and all other teachers were quite positive about the plan. They had a strong belief and confidence that this plan was going to be successful in the following five years. One teacher said that outside the SIP the school was involved in other activities which she believed contributed to the improvement of the school:

There are other things we do. We had family fun night that did not come up under SIP where we invited parents to come and do activities with their kids. We do plan reading days when we devote all of our day and we invite guest readers to come in, especially on Dr. Seuss’ birthday. So there are other things that are done outside SIP.

Dr. Seuss was the author of children books. He wrote stories on bully, and racial discrimination. According to teachers this author was far-sighted, and a visionary person and wrote issues that few people talked about. Many teachers used his books in their classes. The researcher observed in one of the classrooms that there was a picture of Denzel Washington (Afro-American actor) reading a book by Dr. Seuss. The school

implicitly managed to carry some messages for children through activities and some artifacts in the classrooms. This situation clearly shows that apart from written improvement plans, there are other channels that can be used for the betterment of the school.

One teacher mentioned about the Gateways and Title Program which were not part of the SIP but part of professional development program. She said that gateways teachers were professional, experienced teachers came from other schools for three years to help teachers in teaching, material use and the like. She found this application very useful for she said it helped them play more active role in their classrooms and use diverse materials. Title program was designed for students having difficulty in reading. Teachers were introduced with this program to assist them in their use of some methods of teaching, books, and other sources for children having problems with reading.

Table 4.5

Comparison of Two Schools in Terms of Participant Perception on Organizational Change

	Turkish A School	American B School
Teachers	<ul style="list-style-type: none"> * Reforms such as TQM and strategic planning are undertaking at the school * Inapplicability of these reform plans due to the poor physical conditions and economical problems of the school * Inapplicability of these reform plans due to the ineffective cooperation between the MONE and the school 	<ul style="list-style-type: none"> *New Initiatives such as SIP * SIP was mandated by MMSD * School had the autonomy in the preparation of the plan * Strong belief in the success of the plan * Gateway and title programs as part of professional development
	<ul style="list-style-type: none"> * Lack of effective advertising and public relations concerning the new achievements * Lack of skill and knowledge of school staff due to the lack of in-service training * Financial conditions should be improved * Necessary equipment should be provided * In-service training for the staff should be provided * School activities should be organized * Communication between parents and the school should be enhanced 	

Table 4.5 (Continued)

Administrators	<ul style="list-style-type: none"> * New Reform initiatives * Inapplicability of the plans due to the lack of participatory management culture * Poor physical conditions and financial problems * Reforms should be site-based and planned according to the particular needs of the school * No in-service training provided * Limited time of teachers * No cooperation between the MONE and the school 	<ul style="list-style-type: none"> * Strong belief in the success of of the SIP *SIP was developed by the district
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4.2 Results Related to the “Organizational Structure” as Perceived by Teachers and Administrators

In this part the researcher discussed the results related to “organizational structure” as perceived by teachers and administrators at the school A in Turkey and the school B in the US.

4.2.1 School A in Turkey

Most of the participants (8 teachers) said that the school had both participatory and bureaucratic management. Being a CLS, at this school there were new applications such as TQM and strategic planning, which necessitated teamwork and participative decision-making. The respondents agreed that within these new applications the principal delegated responsibilities to the team members of the committees, and gave them the opportunity to work collaboratively. Yet, they also stated that the school was still under the influence of the bureaucratic management that impeded the principal’s attempts to achieve his goal of setting participative understanding to the school. The principal said

We are trying to bring participative and collaborative understanding to the school. Yet we are having some problems with that. People are used to receiving orders from the upper levels. They think these orders come to the principal from a higher authority, and the principal gives these orders to his staff members, and they are obliged to obey these orders. We are trying to establish participative management in our school, but this bureaucratic and centralized frame of mind forms obstacles to this aim.

Three assistant principals said that the school had a participatory structure due to the school's new principal. One of them added that being a CLS the school had to adopt a participatory management style.

One teacher complained about the bureaucratic structure of the school management and claimed that it was impossible for the school to adopt a participative structure since all the directions came from the Ministry of Education. He also touched on the issue of the centralized curriculum implying that he had to write a course book following the criteria determined by the Ministry, although he believed that this book was inappropriate for the level of his students.

Five teachers said that the school had a participatory management. According to them teachers made collaborative decisions as members of the new committees, which were formed for the new reform initiatives. They were content with the new principal, who they said, provided them the opportunity to take responsibilities, to express their ideas and make decisions.

The rest of the teachers said that there were new forces for the participatory management in the school, yet the centralized and bureaucratic structure of the Turkish educational system prevented the school staff from adjusting to this new form of management. They added that the structure of the Turkish education was incongruent with the goals of the participatory management.

The hierarchy of authority has a vertical dimension in the school where the principal is the highest authority, then comes his assistant principals and teachers and other employees. People act following this hierarchical line. The relationship between the schools and the central educational institutions is based on the same principle. The researcher observed in the school building that the hierarchical stratum was emphasised by the portraits of the statesmen that decorated the wall of the school in the hierarchical order. The portrait that stands at the top of the wall belongs to Ahmed Necdet Sezer, the president of Turkey as the highest authority, and then comes Recep Tayip Erdoğan, the

Prime Minister, Hüseyin Çelik, the Minister of National Education, Yahya Gür, the governor of Ankara, Murat Bey Balta, the director of National Education of Province, Yıldırım Kadioğlu, the district governor and finally on the bottom line the portrait of Mahmut Zengin, the director of National Education of District.

Concerning the issue of authority and responsibility all the respondents said that they had responsibilities within the limitations of their profession as teachers and administrators in the committees formed for TQM and strategic planning activities. But at the same time they complained that they did not have an enough authority to make some changes on the educational matters. One teacher said

We have responsibilities in our classrooms. Apart from that we are assigned some duties in OGY committees. Yes we have some duties. Yet I would like to have an authority to have a class of my own not to share it with other teachers. If I had the authority I would have wanted to reduce the size of my class, and also to simplify the curriculum. We have courses that really give hard time to our students and make them lose their interest to school.

Some teachers thought that they had responsibilities within the limitations of the by-laws and the regulations, and that they could not go beyond them. One teacher made an interesting remark saying that she was quite content with these limitations and did not seek for more authority and responsibility.

Lunenburg and Ornstein (2004) define authority as the right to make decisions and direct the work of others. Therefore administrators must be authorized to carry out their duties to which they are assigned. At this school the administrators complained that they did not have enough authority to make crucial decisions to accomplish their goals for the school. One assistant principal stated

... All the organizations in Turkey have a centralized structure. Turkey is governed with a centralized administration. Therefore we are facing some problems concerning the use of authority and implementation of responsibilities. When these problems arise you expect them to be solved by someone else, mainly by the central government since you as an administrator do not have the authority to solve these problems. For example we need a discipline by-law. If we are expecting a success from our educational organizations, simply there

should be a discipline by-law. The central office should prepare a discipline by-law. If not, then it should delegate us the necessary authority to do it ourselves. But it does not. So we are having problems.

The principal also says that the Ministry interferes even in the trips that the school organizes: "The Ministry tells us that we have the authority to organize trips, yet it still interferes. The principal does not have autonomy at all. This stems from the centralized structure. They do not trust their own officials and bureaucrats."

Clearly the problem arises from the centralized structure of the Turkish educational system. The Ministry of Education delegates many responsibilities to the administrators, but at the same time does delegate the authority necessary to them to administer their school in the way they want.

4.2.2 School B in the US

Five teachers said that the school had the combination of participative and bureaucratic management. In the SIP committees staff worked collaboratively and had a voice in making-decisions for the improvement of their school. Yet according to them there was still bureaucracy to some degree that the district office made most of the decisions at the top. But they said they had the opportunity to give their input at the committee meetings and share ideas with each other. Two teachers said that the system was completely bureaucratic. All directives came from above (central office) and therefore teachers' ideas were not much taken into consideration. One teacher implied that they had a voice in decisions but still controlled by the principal. The remaining teachers including the principal saw the administration as shared-decision making, participatory and team oriented. One teacher stated

We try to give each other a chance to participate. Everybody is participating. Through our social activities we try to get the whole community involved in these activities. I think we are pretty much team oriented. We set up committees, we bring from these committees to the whole and discuss them, take the input from everybody.

Obviously, overall arguments show that although main directives came from the central office, teachers as members of the committees were still given the opportunity to work collaboratively, and participate in decisions especially concerning the SIP. The principal also said that he gave teachers the opportunity to share their ideas with the administration. However he added that the final decision-making authority in decisions made at the school was himself.

Most of the participants indicated that they had many responsibilities resulting from the duties the district has mandated after the No Child Left Behind Act. According to this act all school districts had to follow a state standard of academic proficiency. Therefore teachers had more responsibilities in their classrooms in order to meet these standards. Concerning the issue of authority they said that they had authority within the borders of their classrooms, and added that as long as they obeyed the curriculum guidelines they were free in their teaching strategies. Most of the respondents touched on the issue of increased centralization and how this limited their authority in curriculum design. One teacher stated

We used to come with our own science units and now we use the same curriculum. Teachers can decide which kids are going to which grade level, but still the same curriculum is used. That's what our report cards are based on....now there is a certain book I think the district wants for literacy, they want so much time in independent reading, they want so much time in word work, reading. I used to do some follow-up with my reading group which would be more fun. We don't do anymore, there is no time.

The movement into standardization in teaching took teachers' great deal of time and precluded them from using their own materials and teaching methods. One teacher said that having to write report cards at the end of each semester teachers did not have enough time to experiment the new teaching approaches. The district office sent to elementary principals and teachers the guidelines for completing the new elementary school reports. The district required all classroom teachers and special area teachers to complete report cards informing parents with the achievement of their children when

they move from grade to grade and school to school within the district. Another letter dated January 21, 2003 was sent from the district office requiring the school administration to increase the math instructional time:

The district recommends that a minimum of 250 minutes/week be allocated to mathematics instruction. MMDS resource teachers-and the publishers of the materials being used in many of our schools-recommend a minimum of 300 minutes/week or an hour a day be allocated to mathematics instruction (MMSD, 2003).

One teacher complained about not having enough authority even in making decisions concerning the educational equipments they used. The principal said that the recent mandates increased his responsibilities at the school, but he did not have the authority to make decisions on certain issues, especially on the personnel.

Table 4.6

Comparison of Two Schools in Terms of Participant Perception on Organizational Structure

	Turkish A School	American B School
Teachers	<ul style="list-style-type: none"> * Combination of bureaucratic and participatory structure at school *Bureaucratic structure at school * Participatory structure at school * MONE holds authority and responsibility * Administrators hold responsibility and limited authority * Teachers hold responsibility and no authority 	<ul style="list-style-type: none"> * Combination of bureaucratic and participatory structure at school * Bureaucratic structure at school * Participatory structure at school * MMSD holds increased authority and responsibility * The principal holds increased responsibility and limited authority * Teachers hold increased responsibility and decreased authority
Administrator	<ul style="list-style-type: none"> * Combination of bureaucratic and participatory structure at school * Participatory structure at school * MONE holds authority and responsibility * Administrators hold responsibility and limited authority * Teachers hold responsibility and no authority 	<ul style="list-style-type: none"> * Combination of bureaucratic and participatory structure at school * Bureaucratic structure at school * Participatory structure at school * MMSD holds increased authority and responsibility * The principal holds increased responsibility and decreased authority

4.3 Results Related to “Educational Policies”

In response to the third research question, only the administrators were asked to give their perceptions on the educational policies concerning school finance, performance evaluation, supervision, recruitment, formation of school policies and in-service training. The findings are presented below:

4.3.1 Results Related to “School Finance” as Perceived by the Administrators

In this part the researcher discussed the results related to “school finance” as perceived by administrators at the school A in Turkey and the school B in the US.

4.3.1.1 School A in Turkey

In their responses to the question on the school finance, the administrators said that the school expenses were mainly financed by the student parents, and added that the government spent only on the personnel wages, heating and electricity expenses. One assistant principal said

School finance is the main problem in Turkey. Especially in state schools this finance issue is a big problem. The government does not pay us a penny. It does not have a budget for the schools. If we want to prepare a printed notice, this is against the constitution. The law number 42 in the constitution says that the education in the state school is compulsory for students and it is free. And the constitution also says that, because the state schools are free, the government therefore should support these schools. But the government does not obey the constitution, and we are begging from the parents to pay our water and stationary expenses. Because this school is a CLS, we make many photocopies, prepare questionnaire, and we have much stationary expenditure. We are trying to finance all these expenses. Therefore we are facing many problems. The Ministry only finances our heating and electricity expenses. We are preparing the school budgeting together with parents....

Unfortunately in spite of being a CLS, the school was not financed sufficiently by the government to realize the practices undertaken for improvement and restructuring. The

administrators said that they had to confront the student parents for money and this caused some disputes between the administration and the parents. When parents financed the school expenses, they thought that they had the right to intrude in the school affairs. They wanted to keep track of the allocation of the money they donated to the school. The administrators added that this excessive parent involvement created discomfort in the administration.

4.3.1.2 School B in the US

The principal said that the major source of financial support for the school was the local taxes and then state financing. He gave some approximate numbers saying that local taxes were around 60%, the state covered around 30%, and the rest 10% was obtained from the Federal Government and the PTO. School finance was dealt by the board of education committee called Finance and Operations. This committee focused on capital and operational budget and finance issues, including fiscal policy, budget, transportation, food service, audit reviews, purchasing, accounting and financial reporting.

A letter sent from MMSD informs the school staff about the 2003-2005 budget issues and the difficulties the schools in the district are facing:

With the state confronted by a \$3.2 billion deficit, education advocates realize that the fiscal sacrifice from all quarters must be part of the solution. However, backing off the 2/3 funding commitment coupled with the continuation of revenue limits, puts schools in a difficult situation.

Some teachers during the interviews touched on the issue of budget crisis faced by Wisconsin school districts. The letter also says that in order to comply with revenue limits the District has cut about \$25 million and eliminated around 250 positions since 1993.

The school therefore sought some other ways to provide financial support for the school. One of these ways was the Parent Teachers Organization (PTO). One of the tasks of the PTO was to generate money through fundraising. Money was provided through the sales of some products in fundraiser and the Carnival activities. PTO also accepted donations. PTO was encouraged to carry out these activities which were advertised through some posters posted on the notice boards of the secretary's office. People were also informed about the areas where the money PTO provided had been allocated. These areas were noted as classroom supplies, playground equipment and improvements, art enrichments, wall fans for classrooms and school bags.

Table 4.7

Comparison of Two Schools in Terms of Administrator Perception on School Finance

	Turkish A Schools	American B School
Administrators	<ul style="list-style-type: none"> * Student parents provide major school expenses * MONE provides personnel wages, heating and electricity expenses 	<ul style="list-style-type: none"> * Local taxes provide 60-70% financial support for the school * The state provides around 30% * Federal Government provides around 5-10%

4.3.2 Results Related to “Performance Evaluation” as Perceived by the Administrators

In this part the researcher discussed the results related to “performance evaluation” as perceived by administrators at the school A in Turkey and the school B in the US.

4.3.2.1 School A in Turkey

The principal and one assistant principal talked about the new applications of performance evaluation in CLS. They said that this year they did a pilot study of this evaluation model prepared by ERDD (Education Research and Development Directorate). The principal said that this organization was part of the Ministry of Education and emphasised on the problems arouse with this new application:

...[The performance evaluation] model is a pilot study and being applied in 208 CLS schools. If we get successful results it will be applied in all over Turkey. This application has some drawbacks. What are they? The student evaluates his teacher. The student's parent evaluates him. The teacher evaluates himself. *Zumre* (group head) evaluates the teacher. The teacher is also evaluated by the principal and the inspector. He is evaluated by group of six people. The results show the teacher's performance. This model is prepared by the ERDD. This organization is part of the Ministry. This evaluation model that they prepared has some drawbacks. Our parents are not in the same educational level and they can act emotionally. Besides, if the teacher gets angry with a student, that student can give a low grade to the teacher. Or the parents who want to have a good contact with the teacher could give the teacher very high grades.....In our school we have one music teacher. This music teacher does not have a section head. How is he going to be evaluated? Maybe by a music teacher from another school. But this music teacher does not know our music teacher. Another example: arts teachers are very close to their students due to the nature of their lesson. They usually give high grades to their students. Yet this is not true for a math teacher. If both teachers are evaluated with the same questionnaire this situation is to the math teacher's disadvantage....

The principal clearly highlights the possible problems that could arise with the application of such an evaluation model. One assistant principal said that the performance evaluation of the school was carried out by the inspectors from the Ministry who kept track of one-year performance of the school and evaluated the CLS activities. Eventually these inspectors reported their observations on the school activities, student and teacher successes, the implementation of the administrative duties, the use of the physical setting and the equipment, the distribution of the school budget and the like.

Here it becomes clear that with the incentives from the Ministry, and within the framework of CLS, the school made some new attempts for performance evaluation. Yet the principal's comments give the impression that this model is not carefully designed, and therefore is vulnerable to failure.

4.3.2.2 School B in the US

The principal said that he evaluated the performance of the teachers. The criteria he used for evaluation was a test given to teachers every year. He emphasised that there were no any sanctions or mandates in performance evaluation, and the school staff were self-evaluative. One teacher also said, “teachers in every year are evaluated, and therefore the principal has to come and observe classrooms. He does the evaluation. He does it throughout the year. He has to have a written report for the evaluations.”

Table 4.8

Comparison of Two Schools in Terms of Administrator Perception on Performance Evaluation

	Turkish A School	American B School
Administrators	<ul style="list-style-type: none">* New performance model in CLS* Prepared by ERDD* Not well designed and expected to fail	<ul style="list-style-type: none">* Principal as the performance evaluator* Performance test as an evaluation criteria* No sanctions or mandates in performance evaluation* Evaluation is carried out annually* Principal has to have a written report of the evaluations

4.3.3 Results Related to “Supervision” as Perceived by Administrators

In this part the researcher discussed the results related to “supervision” as perceived by administrators at the school A in Turkey and the school B in the US.

4.3.3.1 School A in Turkey

All the administrators agreed on the fact that the supervision was centralized in the Ministry of Education, and carried out by the inspectors appointed by the Ministry. One administrator mentioned about a new application in the supervision system. He said that

in the previous years the inspectors used to come once in a year, but now they come once every other year. According to him this application was ineffective due to the limited supervisory of the inspectors. He suggested that the school principal could do the best evaluation since he was entitled to the best observation and evaluation of his school. The principal also said

...Our inspectors come in the first semester and look at our programs and plans and give the necessary feedback. When they come in the second semester they interact with the students and the teachers and make an evaluation through a point system. But this application has some drawbacks. We could not handle them. This evaluation system required too many formalities and chores. In my opinion it could be better if the school principal or the classroom heads do the evaluation within the school... Both the successful and unsuccessful teachers get the same salary. So there is not any difference between a good and a bad teacher. If I get 90 points or 60 points from the evaluation, it does not make any difference for me. We all get the same salary. If a teacher gets a high salary for his performance the other teacher will work harder in order to come to his level. But what happens now is that no one is so enthusiastic about working, because everyone gets the same salary.

The principal finds the supervisory approaches ineffective because of their rare application and unfruitful results, which do not serve for the staff motivation and performance at all. Therefore he thought that it would be better if the evaluation was carried out locally and teachers were paid according to their performance.

4.3.3.2 School B in the US

The principal said that there was instructional supervision done by the principal himself. Instructional supervision is a supervisory approach which is used for improving instruction for the benefit of students (Glickman, 1990). The principal said that in order to promote professional growth of his teachers and improve student learning he observed teachers in their classrooms and promoted reflection afterwards in the form of suggestions, feedback, advice and praise.

Table 4.9

Comparison of Two Schools in Terms of Administrator Perception on Supervision

	Turkish A School	American B School
Administrators	<ul style="list-style-type: none"> *Supervision is now held once in every two years * Limited supervision (rare application) * Supervision is centralized in the MONE 	<ul style="list-style-type: none"> * Instructional supervision done by the principal
	<ul style="list-style-type: none"> * The principal has no authority in performance evaluation * The evaluation is carried by inspectors from the Ministry * It is better carried locally 	

4.3.4 Results Related to “Administrator Recruitment Procedures” as Perceived by Administrators

In this part the researcher discussed the results related to “administrator recruitment procedures” as perceived by administrators at the school A in Turkey and the school B in the US.

4.3.4.1 School A in Turkey

For the recruitment of the administrators there are certain criteria such as job experience, and the certificates and awards received by the candidate, which are all measured through a point scale. The administrators are appointed by the Ministry. One administrator remarked that this procedure was not carried out in a democratic way. He said

...This is not done in a democratic way. The school principals recommend the person whom they are in favour of. In other words they do not choose the qualified person for this profession. They usually choose people who share the same ideology as them. For example the candidate should have a computer certificate and also three years of teaching experience. These are totally ignored. In other words a trainee can be an administrator if that is wanted. There are such cases. The school recommends the candidates to the administrative district and

the administrative district sends the names of the candidates to the province. If the province approves, it recommends the names to the Ministry where they are either approved or rejected. This procedure works in such a hierarchy.

The principal mentioned about a new application for the administrator recruitment criteria. Administrator candidates now had to attend a centralized exam. Probably this new procedure was for the purpose of eliminating subjective and unfair decisions, and bringing more objectivity to administrator selection. Yet the principal states the drawbacks of this new application:

...Now there is an exam to be an administrator. Whoever scores 70 and above can be a principal. Three years of teaching experience was one of the requirements. But this created a problem. The teachers who had three or five years of teaching experience scored 100. They may have a great theoretical knowledge, but they do not have any experience in human relations, teaching and pedagogic formation. Without such an experience if they try to apply the regulations and statutes, this situation may cause great problems on the part of the school...

According to the principal's claims, this new recruitment model did not seem to work due to the limited years of teacher experience required for the administrative position.

The interviews regarding the recruitment issue indicated that the administrators were discontent with selection procedures of the administrators. Even the new applications were doomed to failure because of the weaknesses in the determination of the criteria for the administrative positions.

4.3.4.2 School B in the US

The principal mentioned that for the recruitment process candidates went through a long series of evaluation, and that the criteria for appointment was very high. He said:

Legally you have to have a licensure for that. I have four licenses, elementary teacher, administrator, director of instruction and superintendency. For this job I just needed the principal licence that is a legal qualification. I applied for the position. They send the application to a long series of evaluations. In Madison

you are given an interview by a team of Human Resources. They evaluate all your papers you submit. Then a site team involving teachers, parents and administrators interview like ten people and they will say “we like this three” and they will take three. Those go to the next level. Then you have to do a writing test. They give a teacher perceiver or administrator perceiver test and then they send you for a three hour appointment with the psychologist. You have to do a writing test there. And then they interview you with the senior management team which is the top-layer of people. The legal authority that hires administrators in the school district is the school board, but superintendent recommends you.

Obviously the recruitment process worked in a top-down manner, and was highly bureaucratic. Yet at the same time this long process of evaluation and recruitment may imply the emphasis the system has on competency.

Table 4.10

Comparison of Two Schools in Terms of Administrator Perception on Administrator Recruitment

	Turkish A School	American B School
Administrators	<ul style="list-style-type: none"> * Recruitment criteria: job experience, certificates, awards received by the candidate * Qualifications are measured through a point scale * Administrators are appointed through a point scale * Administrators are appointed by the governorship * Antidemocratic recruitment procedures * New recruitment application: a centralized exam for the candidates * Strive for objectivity in the recruitment process * Lack of confidence in the new recruitment application 	<ul style="list-style-type: none"> * Recruitment criteria: licensure for administrative position, scores obtained from series of tests, evaluations, and interviews * Long bureaucratic recruitment process * Administrators are hired by the school district * Candidates for the position are recommended by the superintendent * Top-down recruitment process

4.3.5 Results Related to “Parent Involvement in School Policy-Making” as Perceived by Administrators

In this part the researcher discussed the results related to “parent involvement in school policy-making” as perceived by administrators at the school A in Turkey and the school B in the US.

4.3.5.1 School A in Turkey

When the administrators were asked if the parents were involved in the formation of the school policies, they all said that the parents did not partake in this process at all. They added that the only decision-making authority concerning the crucial school policies was the Ministry of Education. They also stated that even the teachers and the administrators were not part of this process since they were responsible only for the application of the policy decisions into the school administration. The principal and one assistant principal mentioned a pilot study designed for involving parents in decision-making in the school, yet it failed for a number of reasons. The principal said

The parents never participated in the formation of school policies. This has always been a deficiency. We decided to involve them in some decisions. But especially in the central schools the parents tried to undertake the duties of teachers. They even went further, and tried to administer the school. This stems from the fact that the parents are now like employers, because they finance the school expenses and therefore they think they have the right to impose everything they want.

Here the problem lied again in the financial reasons. Because of the government’s lack of financial support to schools, the school administration was forced to get help from the parents. Therefore parents perceived involvement in school’s decision making as an intrusion. In other words the parents could not interact with the school in a healthy and a professional manner due to the limited financial resources.

4.3.5.2 School B in the US

The principal said that school boards were the main source of policy-making. According to him a wide range of people serve on the school board and some members are parents, therefore they find a chance to give their opinions on policies but to a limited degree. He said: “ Parents might go to meetings and tell what they feel about policy or let’s say we have to cut the budget so we have all these different ways, they might go and say how they feel about which ways we gonna cut the budget.” The Principal’s statements imply that only a few parents who were the members of school board could find an opportunity to have a voice in the formation of school policies.

The principal said that the SIP plan aims at encouraging parent participation in the plan where they could contribute to the identification of school goals and the action plans for implementation, but because they were still at the beginning of the plan, the parents were not yet the part of the SIP committee.

Table 4.11

Comparison of Two Schools in Terms of Administrator Perception on Parent Involvement in the Formation of School Policies

	Turkish A School	American B School
Administrators	<ul style="list-style-type: none"> * No parent involvement in policy making * NONE as the sole decision-making authority in policy making * Teachers and administrators are not part of this process * Teachers and administrators as only the practitioners of the policies * Failed new parent involvement plan due to economical reasons and wrong perceptions of the parents 	<ul style="list-style-type: none"> * Limited parent involvement in policy making through school boards * School boards as the main decision-making authority in policy making * SIP is working on encouraging parent involvement in the plan

4.3.6. Results of “In-service Training” as Perceived by Administrators

In this part the researcher discussed the results related to “in-service training” as perceived by administrators at the school A in Turkey and the school B in the US.

4.3.6.1 School A in Turkey

In-service training involves professional development of the personnel. Lunenburg and Ornstein (2004) argue that professional development is the next step after the recruitment and selection of new staff. In-service training can also be given to experienced staff members in order to update them on new educational developments. Unfortunately, in Turkey due to the limited budgeting, schoolteachers are provided with limited in-service training. All the administrators complained about this situation. The principal said

A good teacher should also be a good student. The teacher cannot educate the children of 2003 with the knowledge he received through his university education. The problems come from this. First of all the teacher should research, learn, question, judge and then breed students who will also develop free inquiry and the ability of research and judgment. If our teachers do not sufficiently undergo in-service training and keep up with the new developments in education, how are they going to educate our children?...our student knows how to use computers, but teachers do not. This is a paradox. For them to be the teachers of our age, they should financially be supported. The in-service training in schools is very limited due to the lack of financial support to schools.

The above comment reflects the fact that poor economical conditions prevent teachers from enhancing their skills, and therefore they fall behind in terms of following new changes in education. Two teachers previously pointed out that the administrators lacked computer skills, which they said, could only be achieved through in-service training. This school was a CLS, and there were some incentives for TQM and strategic planning activities. Yet school staff was not offered any in-service training to cope with these activities.

The recent communications between the school and the National Education Director of District (NEDD) show that there is an inclination towards in-service training. For example the official letter dated 17.01.2003 sent from the NEDD to the school informs that in-service training will be offered for the school administrators in the same school district and that these administrators should inform the NEDD officially which training session they would like to attend. The letter indicates that this in-service training aims at helping the administrators acquire the skills of school counselling. Another letter from the NEDD dated 19.03.2003 informs the school about language courses of English, German, French, Arabic, Kazakh, and Russian to be offered for school teachers and the NEDD staff. Attached to the letter was the application form for teachers who would want to attend these courses. The most recent letter dated 3.06.2003 and also sent from the NEDD mentions about the training to be offered for Computer teachers.

The most significant document received from the National Education Director of Province was the needs analysis survey prepared to determine the needs of teachers that would help the preparation of in-service training plans for schools. On the front page of the document various alternatives of courses were offered and teachers were asked to choose at least three courses that they would like to attend the most. Apparently, the central education office planned to organize in-service training courses according to the results of the needs analysis.

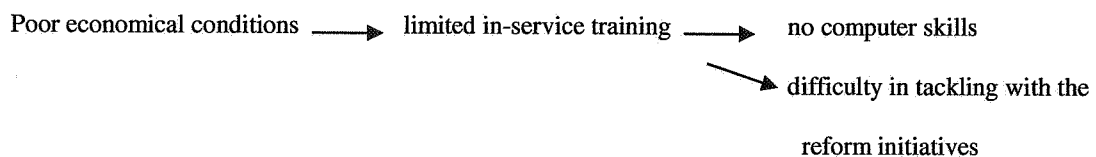


Figure 4.3 In-Service training as perceived by administrators at the Turkish A school

4.3.6.2 School B in the US

The principal mentioned that in-service training for both staff and administrators were provided by the district:

5-6 times a year, every two weeks, there might be workshops, some is here. We have options all the time. Somethings we do in district, somethings we do through our principals' group like the National Association of Elementary School Principals. Somethings we do through the district. I have been to the National Convention in the last two years. I probably do more than a lot of principals. I work with the principals, I am involved in a National training project for principals.

There are no strict rules for in-service training. Staff is offered a wide range of options to develop their professional skills. The principal added that in order to renew their teaching licence in every five years teachers had to take certain amount of semester credits, either undergraduate or graduate level or staff development classes offered through the district after school hours. Teachers could do one or the other or combination if they wanted.

One letter dated January 16, 2004 was sent from the Metropolitan Madison School District (MMSD) to Kindergarten staff informing them about the Kindergarten Primary Literacy Instruction Training. The training was open to all kindergarten teachers offered by MMSD during the school day with substitute coverage. The aim was to train teachers to improve the literacy skills of children and to close the gap between minority and non-minority students.

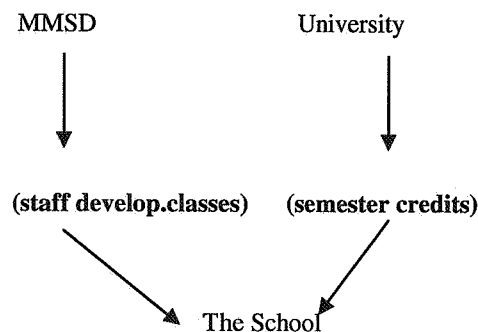


Figure 4.4 In-Service training as perceived by the principal at the American B school

4.4 Results Related to “Organizational Culture” as Observed

In this part the researcher discussed the results related to “organizational culture” as observed by the researcher at the school A in Turkey and the school B in the US.

4.4.1 School A in Turkey

Looking at the political background of Turkey, after the reforms of Atatürk the educational system for the new state has been centrally controlled, unified, and secular that gave importance to national consolidation and integration. The nationalist ideology that aims to preserve the unification of the country becomes apparent when one enters the main gate of the school on which Atatürk’s famous aphorism “Happy is he who calls himself a Turk” is written with capital letters. On the first floor of the school building, on a notice board, Atatürk’s another public address “the foundation of Turkish Republic is culture” is posted. On the top of this statement there are three frames: Atatürk’s portrait, the Turkish National Anthem (*İstiklal Marşı*), and Atatürk’s address to the Turkish Youth. On another notice board, Atatürk’s two other famous public addresses are posted: “The people who save nations are only teachers” and “Teachers, the new generations will be your creation.” The trilogy of Atatürk’s portrait, national anthem and Atatürk’s address to the Turkish youth also adorn every classroom wall. These elements clearly connote the message that the Turkish state attaches importance to its secular and unified image, and therefore believes that these values should be protected through education.

The nationalistic values are reflected into some rituals exercised in the school. On Monday mornings before the classes start students gather in the school yard and read the *Andımız* that also conveys the message of patriotism, the importance of being Turkish and loving and protecting the Turkish Nation. It is aimed that these shared values will permeate the students as young generations who will gain the incentives to protect the integrity of Turkey.

One teacher interestingly remarked that the school would be a better place if the teachers imbued in their students the feeling of respect and love for their nation:

...The child should learn how to love and have respect for himself and for his nation. If he does not love his country and have loyalty to his country [pause] in this school we have that problem. Some parents do not send their children to the flag ceremonies. The child says "I wanted to come, but my mother did not send me" I tell them "our martyrs died for us to save our country, why don't you come to this ceremony?" I accuse their mothers and fathers of being traitorous. They did not respond to these accusations at all. All my students learned to come to these ceremonies without any excuse...

As clearly understood from the teacher's expression and also from the observations, one of the main goals of the Turkish school is to create a common national culture by educating citizens who would believe in the importance of the integrity and the secular image of their country.

4.4.2 School B in the US

Spring (1996) argues that one of the current purposes of American public schooling is to instill moral values and tolerance in students towards people from different race, gays and lesbians, poor families, etc. in order to raise good citizens in the society. Harrasment was another issue that schools gave a great deal of importance. The researcher observed in the school building that there were many instructions posted all over the school that reflected this purpose. The most striking notice was "The Procedure for Resolution of Discrimination/Harrasment Complaint", a document that came from the Madison Metropolitan School District informed the staff with the district's policy about discrimination and harrasment as follows: Not to discriminate in its educational program against religion, color, race, national origin, ancestry, age, sex, physical appearance, marital status, handicap, arrest or conviction record, political belief, sexual orientation, sources of income. Students' attention was also drawn to the issue of the harrasment and bully with a notice posted on the walls of the hallway telling them what to do in the case someone bullied and harrassed them.

The political aim of the American public school system is to create a national culture by bringing students from all parts of the country together within one institution. So it is important that the political and the social order was maintained, so that democracy could function in the country (Spring, 1996). American public schooling emphasised the unification of students from all races, religions and social classes are unified within a single common school. The implicit purpose of the education system was to preserve the integration and the unification of the country. On one of the notice boards in the secretary's office The Pledge of Allegiance was posted: I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with Liberty and Justice for all (Emphasis added). This pledge indeed emphasises how the state attaches importance to preserving its unity as one nation. Some teachers said that the pledge of allegiance was not read everyday before the September 11 incident. But now students were required to read it everyday in their classrooms every morning. On the doors of some classrooms the slogan "USA:United as We Stand" was also posted once again reinforcing the importance of unity and integrity of the state.

On the walls of the school library two posters entitled "African Americans in Wisconsin" and "Native Americans in Wisconsin" were posted. These posters had a short historical information about African Americans and Native Americans who lived in Wisconsin. Besides, on the entrance wall of the hallway there was some information about traditional artwork of some ethnic groups in the states. Besides, on a classroom door there was a poster of some students from different ethnic groups with a written message "everyone smiles in the same language." These examples connote the message that the US which is composed of various racial and ethnic minorities value diversity for the sake of preserving its unity.

One letter dated January 9, 2004 was sent from the MMSD by the assistant of the Superintendent in Parent/Community Relations Department to the school staff inviting everyone to be tolerant to the race and cultural differences in schools :

Everyone acknowledges that talking about race relations and culture differences, especially when in mixed company, is generally uncomfortable. Granted, in the context of a course or political discussion where we can intellectualize it, as if it all occurs somewhere out there, we do just fine. But when it comes to discussing what these differences actually mean to each of us, how they impact us, we experience anxiety and often have difficulty managing the emotions involved. Whether we personally hold biased views, or simply choose to remain silent while others voice theirs, we must acknowledge that in so doing, each of us plays a direct role in perpetuating these issues. We must also look closely, and examine the impact this has on our own quality life, because it does impact each of us.

The letter implies how American education system is sensitive to the issues of racial agitation and discrimination.

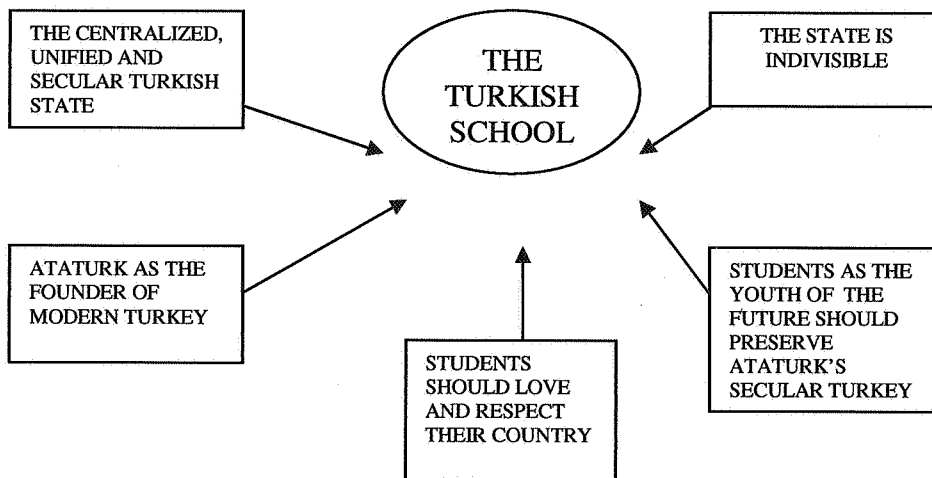


Figure 4.5 Cultural elements reflected into the Turkish A school

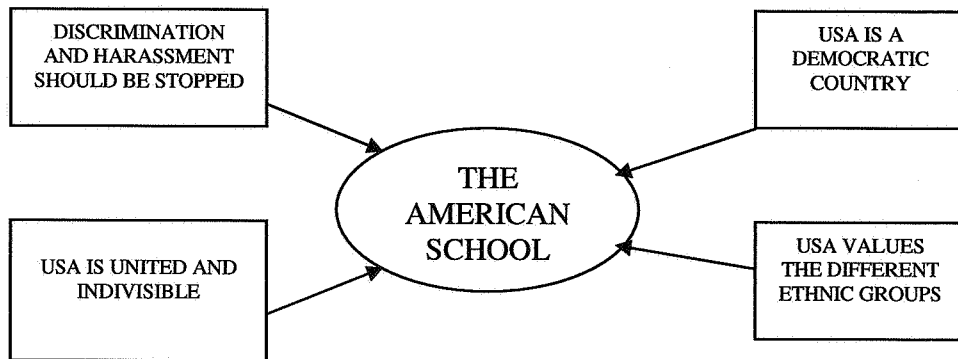


Figure 4.6 Cultural elements reflected into the American B school

4.4.3 “Organizational Climate” as Observed

In this part the researcher discussed the results related to “organizational climate” as observed by the researcher at the school A in Turkey and the school B in the US.

4.4.3.1 School A in Turkey

The school in general had a closed climate. Due to the lack of rewards, and social-needs satisfaction, teachers did not have a high esprit to work collaboratively that the new initiatives undergoing in the school required.

In the teachers’ rooms teachers had a weak interaction with each other, since there were groupings among the teachers. The researcher did not observe any visit by any administrator to the teachers’ rooms. Yet the attitude of the administrators towards either students or teachers was friendly when they visited the offices of these administrators. Students could easily walk in the teachers’ room and the offices of the administrators when they had something to ask.

Parents were allowed to participate and develop relationships with the administration and teachers through parent meetings in the school. Yet the interviews revealed that

parents did not like attending the meetings and preferred to come to the school at any time and intrude recklessly to the school affairs. Since the sole educational decision-making authority is the Ministry of Education, the parents were not encouraged to partake in decision-making on issues affecting their children's education.

The principal mentions about the unhealthy relationship between parents and the administration due to the fatalist nature of the Turkish society:

Parents always use the religious words “Inshallah, Allahkerim, Allah is great, my child will be successful”. Because of their fatalism they are not concerned with their children's success. When we tell them about their children's failure, they say “Am I going to spend money again?” Look at their mentality. In order not to spend money they want their children to pass their exams. Mostly people from low economic status do this. They also ask high rank people to be mediator for convincing the administration to pass their children. And these mediators are not ignorant people.

Principal's statements also touch on another issue of “favouritism” The culture of favouritism is prevalent in Turkey where the interests of people are promoted on the grounds of their rank or power.

Inside the classrooms, the student-teacher, and student-student interaction in general was weak due to the traditional teaching style that the teachers followed. The teachers mostly had an authoritarian role in the classroom and did not allow for any cooperative learning on the part of the students. Classrooms were not designed for cooperative learning. Two students sat at the each desk, and desks and chairs were fixed on the ground. This made the group learning impossible. The rooms were very small, and with forty students in these classrooms there was no enough space for teachers to walk inside the classroom and have interaction with students

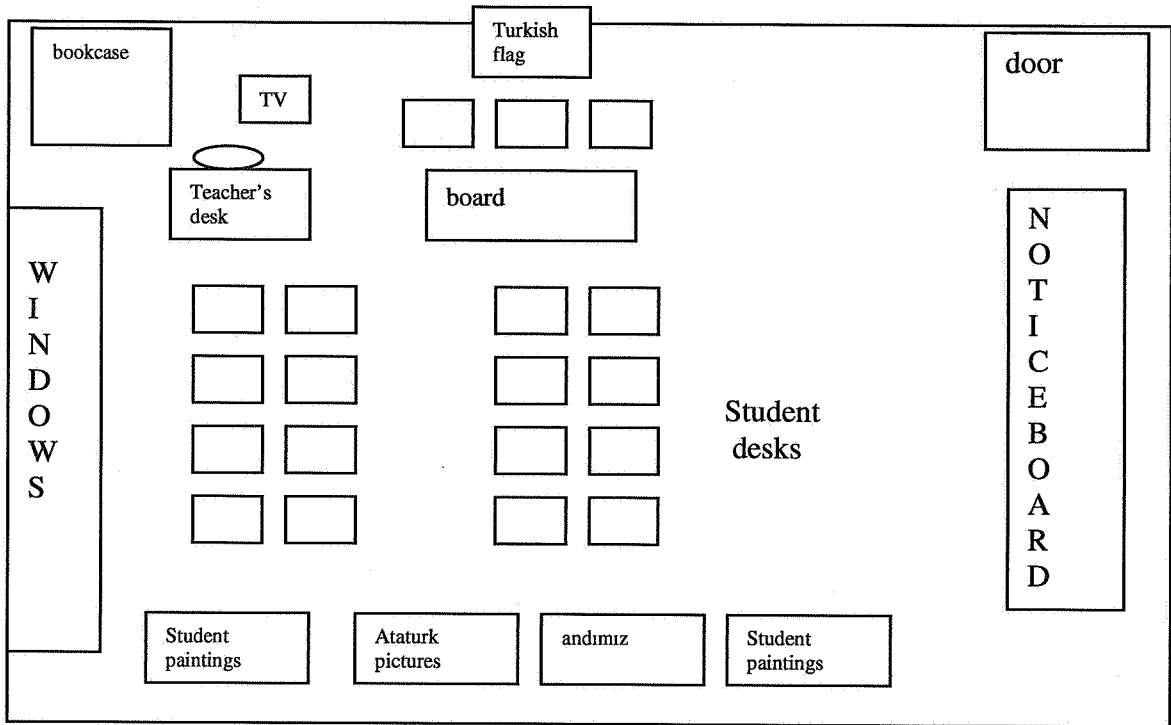


Figure 4.7 Physical appearance of a classroom at the Turkish A school

Students were given the chance to participate in many activities, such as sports, music, and the end of school year show. Students were often seen rehearsing for either theatre play or dance show to be performed at the end of the school year. Students were also encouraged towards success and academic achievement. In one of the Monday morning *andımız* ceremonies the student who became the first in the proficiency exam was introduced to other students gathered in the school yard for the ceremony by an assistant principal. The news about the student on the local newspaper was also posted in all over the school. This was an effective method for encouraging other students for achievement.

4.4.3.2 School B in the US

The observations revealed that the school had an energetic climate where everyone was enthusiastic about achieving goals for the advancement of their school. Teachers were quite motivated towards working collaboratively especially for the SIP plan that the school was recently involved. Teachers found ample opportunities to give their full range of inputs to the process of school improvement. The interviews and observations showed that the teachers liked their colleagues, their job, their students, and had a high belief in the accomplishment of the innovative plans. Teachers teaching the same grade level had the chance to share their experiences in their classrooms. For example in the teacher's lounge, the researcher observed that teachers who taught the same grade level preferred to sit together and shared their experiences in the classrooms and asked each other's ideas about dealing with the issues such as disciplinary problems, and students having problems in reading. Yet the absence of a teacher's room made it difficult for teacher-teacher interaction . The principal was effective in communicating to his staff, but this communication was based more on formal channels. He preferred to communicate with his staff through appointments, e-mail groups and telephones. There was a close relationship between the teachers and the students. Teachers not only in the classroom but also outside the classroom were responsive to their students' needs. Teachers were observed walking in the corridors of the school building and asking students if they needed anything. For example one day the researcher observed that one teacher cuddled a student who was crying in the corridor and took her to the classroom probably in order to find the reason of her sorrow.

At the school there was a diversity of student population. The teachers and the principal appeared to be tolerant to this diversity. In classrooms students were treated equal. Besides, students from different ethnic and racial minorities were not observed to have serious problems in their relationships. For example in the student cafeteria the researcher observed minority and non minority students seating at the same dining table and chatting with each other. The school adopted the philosophy of "respect for everyone." The initials of the school name ORE was translated as On-going Respect for

Everyone and used as a symbol to instill the concepts of tolerance and respect in all students regardless of their background.

Parents were encouraged to contribute to the goals and plans of the school. Although they were not yet the part of SIP they still shared their talents and interests by assisting teachers with classroom projects and activities. For example in one of the classrooms the researcher observed a student parent helping the teacher in the group activities. While the teacher was checking student homework, the parent was monitoring student activities in the groups and answering their questions. Through the PTO some volunteer parents organized social activities throughout the year. These activities had the aim of bringing teachers and families together and also support and raise money for the school.

The school significantly attaches importance to providing safe, healthy, friendly and supportive environment for its students. The United States have very effective social skills programs to facilitate school safety. The researcher observed that on the wall next to the stairs that led to the second floor there was a message with capital letters 'STOP and THINK.' In one of the written documents kept in the school files The Stop and Think was described as a social skills program designated by the U.S. Department of Health and Human Service's Center used in over 1,500 schools and districts across the country. This program was also used at this school, aiming at decrease student discipline problems, school suspensions, and expulsions; improving positive school climates and student's prosocial interactions; and increasing students' ability to stay on task and improving their academic performance.

Students were highly encouraged towards arts. The walls of the hallway were covered by paintings and the craftwork made by the students. The school had spacious art and music rooms. On the doors of the rooms there were pictures of students taken in various painting and music activities.

Students were also motivated for success. On one of the noticeboards in the hallway there were lists of students under the categories of excellent attendance, perfect attendance, and 94% better attendance, aiming to encourage student attendance. Next to

the student lists a statement written in capital letters was posted: Congratulations! 87 kids from this school participated in the Laugh it up your library this summer at Madison School Library. Here the school provided a positive acknowledgement on student efforts of their attributes or work they completed.

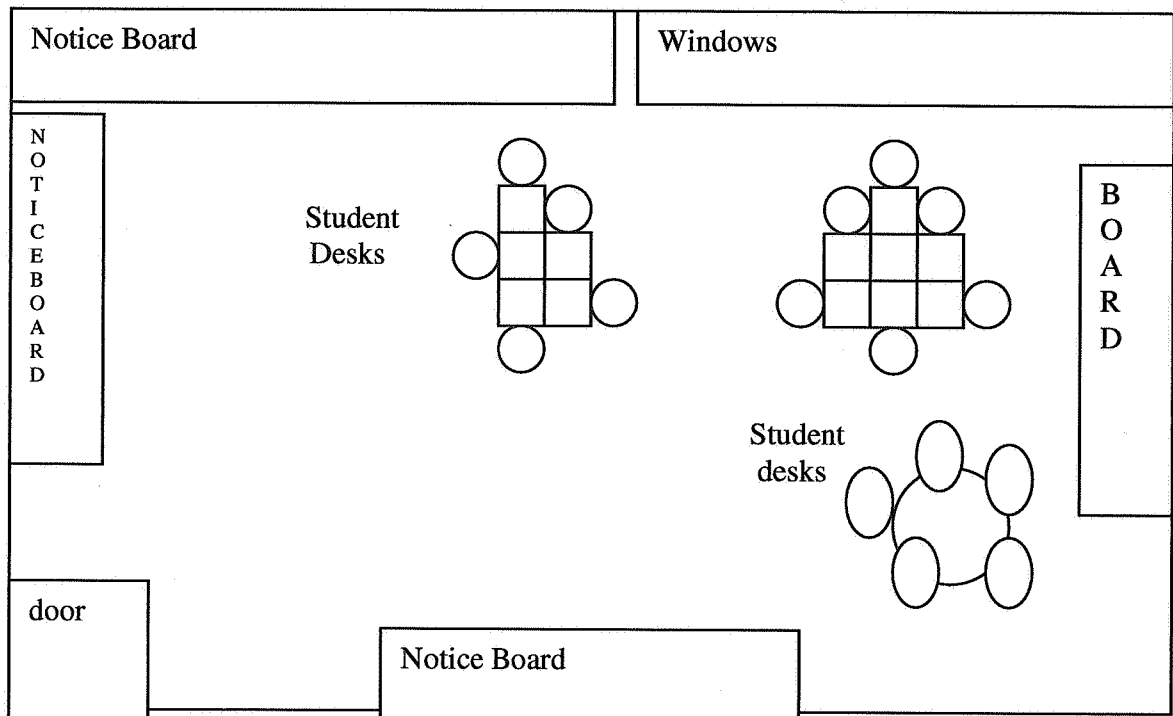


Figure 4.8 Physical appearance of a classroom at the American B school

As can be seen in the Figure 4.8 inside the classrooms students were seated in groups around tables to manage groupwork among the students. This seating arrangement made it possible for students to face each other and engage in collaborative work. Teachers were not authoritative figures in the classroom, always encouraged participation. The communication flow was not only from teachers to students, but also from students to the teacher. After a short instruction teachers assigned students with tasks related to the subject. Students seating in groups had the chance to discuss the given tasks with their peers. There were around 10-15 students in the classrooms. The physical size of the room with a small number of students permitted student-teacher interaction. The

researcher observed that teachers could easily walk about the room to monitor student progress and deal with their problems and/or questions during group activities.

In the classrooms there were vibrant colors on the walls provided by the maps, pictures of famous people, posters, various instructions written by colorful pens, and the like, and natural lighting from the windows all designed to make the classroom a comfortable setting for students. The classrooms were spacious and had enough space for students to walk about the room and have interaction with each other. For example in one of the classrooms the researcher observed that a student sitting in a group could go to other groups to help students who had difficulties in tackling with the given task.

Table 4.12

Comparison of Two Schools in Terms of Organizational Climate as Observed

Turkish School A

- * Low esprit to work collaboratively
- * Weak interaction between teachers
- * No visit by administrators to teachers' room
- * Friendly attitude of administrators to students and teachers
- * Weak interaction between students
- * Open door policy of administrators
- * Weak student-teacher interaction in class
- * Authoritative teachers in class
- * No cooperative learning in class

American School B

- * High esprit to work collaboratively
 - * Close relationship between teachers and students
 - * Parents are encouraged to contribute to the SIP
 - * Teachers have high belief in the success of the plan
 - * Teachers are responsive to the needs of students both in and outside the classroom
 - * Strong interaction between students
 - * Effective communication between teachers across the same grade level
 - * strong student-teacher interaction in class
 - * Unauthoritative teachers in class
 - * Cooperative learning in class
 - * Parent involvement in the social activities at school
 - * students are encouraged towards art
 - * Effective communication between teachers and the Principal
 - * Encouragement of students towards academic success and achievement
 - * Tolerance of teachers to students from different ethnic and racial background
 - * School is sensitive to student problems and school suspension
 - * Comfortable classroom setting
-

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

The purpose of this study was to compare the school management practices in the US and Turkey in the light of two administrative paradigms: Anglo-Saxon and Napoleonic. For this study through interviews the perceptions of the school teachers and administrators in the schools of both countries were sought. In addition, interviews were supplemented with observations and written document analysis. This chapter covers the conclusions and implications of the study.

5.1 Conclusions

Conclusions of the study are presented comparatively in line with each research question as follows:

5.1.1 “Motivation” Perceived by Turkish and American Teachers and Administrators

The research study in the Turkish school revealed that teachers and administrators had efforts for participatory and cooperative work. The interviews showed that doing something different from the routine highly motivated teachers and administrators; they had impetus towards working collaboratively for the school reform activities such as TQM and strategic planning that the school was currently involved. Based on the research studies on the relationship between teacher job satisfaction and the level of job satisfaction of teachers it is always hypothesized that the greater the involvement is the

greater is their level of job satisfaction (Bogler, 2001). From the interviews it could be inferred that despite their enthusiasm for collaborative work, teachers at the Turkish A school had to confront the fact that the Turkish school system had a centralized apparatus. Top-down command on the school seemingly formed a gap between what the central authority mandated, and what the school really wanted to achieve.

The central argument of the theory of new institutionalism is that organizations are affected by their environments mainly by the political and historical evolutions in the community (Scott & Meyer, 1991). Looking at the history of the Ottoman Empire and the Turkish Republic, bureaucracy and centralization have always been the favored state structures. The embedded bureaucratic culture influenced by the Napoleonic bureaucratic administrative tradition prevented Turkish people from developing the understanding of participatory and collaborative decision-making since they always expected their superiors to make decisions for them. The educational organizations were institutionalized as bureaucratic systems in which the Ministry of Education still centrally controlled almost all school-level decisions regarding planning, budgeting, teacher appointments, in-service training, weekly and yearly schedules and so on (Akarsu, 2000). The interviews revealed that at the Turkish school the teachers and administrators had limited decision-making authority, and therefore they were not motivated towards their duties especially in the reform activities. The teachers first started with a high devotion and enthusiasm to work towards the reform goals, but then disillusioned when they realized that their ideas were not valued.

Central authority usually has the responsibility for decisions to be the matters of national policy (Lauglo & McLean, 1985). The interviews showed that the new reform initiatives intended for this school and other Curriculum Laboratory schools were not decided at the local level, but mandated by the central authority, the Ministry of National Education, and made the part of the national policy. Yet it is known that TQM and strategic planning programs require teamwork, cross-functional practices and coaching/enabling that reduces the reliance on bureaucratic controls and structures, and increase the autonomy exerted by employees (Şimşek & Yıldırım, 2004). The school

staff strived for teamwork, made their own decisions to contribute to the recent restructuring activities at their school, but the results showed that the bureaucratic controls and structures in the education system did not change their passive status, and that their ideas were not taken into consideration. Teachers and the administrators said that this situation decreased their motivation.

Likewise the school B in the US was involved in the restructuring initiatives. The five-year development plan looked like the strategic planning. Different from the Turkish A school, teachers said that they have always worked collaboratively, made decisions which have always been taken into consideration. It should not be forgotten that American education system has a decentralized structure owing to its Anglo-Saxon heritage. Although the Federal Government had an influence on education, it delegated a great deal of responsibilities to state education agencies and local school districts. In this mechanism, teachers also had decision-making authorities. Teachers said that in previous years they had autonomy in designing their own curriculum, testing their students and so on. Having that autonomy, teachers developed an understanding of collaborative and participatory work that highly motivated them. Yet they added that recent trends towards centralization limited their initiatives in decision-making in the matters of testing and curriculum design since they are now mandated by the Federal Government especially with the No Child Left Behind Act. This act “establishes a comprehensive framework of standards, testing, and accountability absent in previous federal legislation” (Fusarelli, 2004, p.72). Teachers said that increasing centralization was one of the main reasons that negatively affected teacher motivation.

5.1.2 “Decision-Making” Perceived by Turkish and American Teachers and Administrators.

In both schools participatory decision-making efforts are observed. The study at the Turkish A school showed that the new principal had attempts for participative decision-making model. However teachers were quite sceptical about being collaborative and

participative in the decision-making process. According to Basaran (2000) an effective team work and a decision-making process are possible with qualified education staff who can manage to work collaboratively and make administrative decisions in the school. In such schools the delegation of authority does not flow in a vertical line but in a horizontal line. Influenced by the state-centred polity of France, Turkey has a centralized education system. In this system the local government system of the Turkish provinces is closely tied with the centre (Kalaycıoğlu, 1994). These local provincial units were the directories and the district directories which were closely connected with the center. Even the officials working in these units do not have much authority in decision-making. It could be argued that because in such a system educational decisions were mostly made at the higher levels, teachers at the Turkish school complained that their ideas were not much taken into consideration, and that these ideas were filed and kept at the shelves of their school building. Therefore they added that they were no more enthusiastic about partaking in the decision-making process.

Lunenburg and Ornstein (2004) argue that “participatory 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, 2004, p.50). On the contrary, the interviews revealed that the bureaucratic structure of the school system impeded teacher productivity and enthusiasm, and therefore teachers did not want to be a part of the participatory decision-making process.

Unlike the Turkish A school teachers and administrators at the American B school said that they have always been a part of the decision-making process. Teachers and administrators may owe this opportunity to the Anglo-Saxon administrative tradition where decisions are made more at decentralized level than centralized level. Like in Turkey, in the USA there are local administrative units such as the local school district, and local school boards, which are connected with the state board of education. “The local school district is the basic administrative unit in the education hierarchy, which

starts at the federal level and works its way to the state and then the local level” (Lunenburg & Ornstein, 2004, p.317). Most of the decisions and district wise policies are made at the local level of the hierarchy. This means that unlike Turkey, the American staff working in these local units has a great deal of authority in decision-making. Besides, the interviews also revealed that although many educational programs were now mandated by the Federal governments through the local units, teachers could still be influential in the decisions concerning these new programs.

Yet the recent educational reform of NCLB with an emphasis on higher state standards, testing and accountability proved the more tightened centralized control in the American education system (Fusarelli, 2004, p.71). The ‘national report cards’, Gateways and Title 1 programs, which most of the teachers at the American B school complained about taking their time and energy, were part of these reform initiatives. Yet as teachers said except the budget planning they were given opportunities to have their voices in the decision-making process, and they felt that their ideas were valued although the principal made the final decisions. The increased centralization in the system shifted decision-making from the school site to the state and federal level. Yet teachers said that they still managed to work collaboratively to make decisions for the recent restructuring efforts. This situation could be related to the school’s established participatory culture that was ingrained by the Anglo-Saxon administrative tradition.

5.1.3 “Leadership” Perceived by Turkish and American Teachers and Administrators

Owens (1970) describes different dimensions of leadership and defines the role of administrative leadership as follows:

In his role as administrator, the principal facilitates the use of established procedures and structures to help the organization achieve its goals. Administrators are properly concerned with maintaining the organization, with keeping its interrelated parts functioning smoothly, with monitoring the orderly processes that have been established to get things accomplished (p.127)

In Turkish educational system the procedures and structures are established by the Ministry of National Education (MONE). Even the innovative actions are decided by this central body. The role of the administrator is to maintain the established procedures and structures, and also to implement the innovations designed by the Ministry. This situation reminds one of the famous distinction made by Bennis and Nanus between a manager and a leader: “a manager does the thing right; a leader does the right thing” (Bennis & Nanus, 1985, p.21). At the Turkish A school the principal said that the administrators acted rather like managers who were expected to do the “right thing,” carry out the policies formulated by the Ministry.

According to Owens in administrative leadership style, “school principals are expected to be both administrators and leaders” (Owens, 1970, p.127). The interviews showed that the principal of this school had drawbacks due to the lack of in-service training. Yet he managed to be a formal leader in the sense that he maintained the school and monitored the predetermined educational processes by the Ministry of Education. Teachers also added that he tried to exercise leadership by trying to create a positive environment, encouraging participative and collaborative work among his staff members despite the bureaucratic tradition of education. The study also showed that parents’ reaction to their donations to the school and their arbitrary intrusion in the school affairs necessitated the administrator to act as a politician to mediate among these parents in order to build up a healthy communication and mobilize their support for the school.

It is widely known that organizational change takes place with effective change agents. The findings revealed that the administrator at the Turkish A school strived for an effective leadership, yet the centralized and bureaucratic education system prevented him from making decisions and processing changes at the school. He did not entail any authority concerning policy-making, organizational change, and other initiatives, but only responsibilities in these processes. The Turkish principal had a formal position, yet not a decision-making authority, since all authority was vested in the central

organization. What he had to do was to convey decisions that were centrally made by the Ministry to his teachers through a downward communication channel.

The principal at the American B school did not possess formal power as much as the Turkish principal did. It could be argued that the established participatory culture of the school that stemmed from the decentralized American education system helped the principal to exercise informal leadership. The interviews and observations revealed that the principal had communication skills that he used to inspire, motivate and unify his staff members in their efforts in working towards educational goals. Despite the recent top-down mandates from the central office, the principal still allowed upward communication within the school. The communication between teachers and the principal was in the form of a dialogue, a two-way sharing, relationship building.

The interviews and observations showed that the principal did not use his leadership position to dictate his beliefs, values and needs, but rather to share them in order to build a shared vision. He appeared to value the ideas of his staff members and encouraged them to view those ideas by building trust. He promoted collaborative work among his staff members by building group efficacy. In decision-making process although he was the final decision-making authority, during the process he acted not as a controller but rather as a facilitator. His only weakness stated by some teachers in the interviews was his lack of ability as an instructional leader. He also successfully built a positive relationship between parents and the school by organizing some activities. It could be argued that the wide range of in-service training opportunities offered for school administrators may have helped him developing effective leadership qualities.

5.1.4 “Communication” Perceived by Turkish and American Teachers and Administrators

The findings revealed that the hierarchical school structure in Turkish education hindered a healthy communication among the school staff members. The Turkish school system was not designed for an effective communication since the communication flow was carried downward. The Turkish educational system has a hierarchical structure in

which mostly higher levels such as the Ministry of Education transmits information through the local units, the directories to schools. The study showed that the principal as the person at highest level at the Turkish A school followed the same downward communication tradition transmitted information to teachers at the lower level.

After the French revolution Napoleon centralized education in order to preserve the French community and transmit the national values to the next generation (Roberts, 1995). The state-centered polity of France influenced Ottoman Empire. Starting with Mahmud II's attempt to centralize education, Tanzimat era also witnessed some reforms in education which was placed under the control of the state (Berkes, 1998). Later Atatürk attempted to unify education in order to preserve the sovereignty of the nation (Kazamias, 1966). From the study it could be inferred that the tradition of downward communication flow between the MONE and schools could be shaped by the centralized old French administrative system and set for the purpose of preserving the secular education.

Hierarchical systems use downward communication (Lunenberg & Ornstein, 2004). One of the problems of this communication is that the school principals may not be aware of the needs of their personnel. At the Turkish A school some teachers also complained about principal's indifference towards the personal problems of his staff. They also complained that the downward communication created passivity among them. The principal also emphasised this passivity, and said that teachers expected everything to be accomplished by their superiors. Furthermore this communication style killed enthusiasm of the school staff in their reform goals since what they said were not transmitted to higher levels (upward communication).

At the American B school the interviews revealed that communication was also downward like in the Turkish A school. Teachers complained about the downward communication as a result of the recent trend towards centralization in the American education system. The recent mandates from the district office took much of the teachers' time and energy and hindered an effective communication with their co-

workers. Yet it could be argued that owing to their embedded participatory culture carried by the Anglo-Saxon administrative tradition, upward communication within the school was still possible. The study showed that teachers could work collaboratively and pass the necessary information regarding the recent restructuring plans to their principal who as they said could value their ideas.

Another important aspect of school effectiveness in terms of communication is the necessity of family and community involvement in schools in order to provide them the necessary resources. At the Turkish school the interviews revealed that parents and community members did not take place in decision-making concerning educational matters, yet they were invited to support schools financially. Teachers said that when the parents gave the expected support, they found in themselves the right of arbitrary intrusion in the school affairs and could not manage to build a healthy communication with the school administration.

At the American B school although the parents did not directly partake in the formation of school policies, they were given enough opportunities to get involved in some school activities, assisting teachers in teaching, providing leadership for enrichment programs to enhance the school curriculum. Some parents could be the members of the board of education or committees to advise the District on specific issues. From the study it could be inferred that given such an opportunity parents did not find it necessary to randomly intrude into the school's affairs as parents did at the Turkish A school.

Looking at the Turkish A school, the top-down communication process between the Ministry and the school was also followed within the school when the administrators mostly transmitted all messages in a downward manner to teachers. The study showed that Turkish administrators preferred to use formal channels of communication to their staff such as memos, meetings, newsletters etc. It could be argued that downward communication tradition within the schools of Turkey was influenced by the bureaucratic and hierarchical state structure of the country. Namely, education is the most important means through which the indivisibility and integrity of the country could

be preserved. The central body, the MONE tries to accomplish this very aim through a top-down control over education, as the state does to its public organizations. This top-down control is established through downward communication strategies.

Teachers at the Turkish A school complained that their administrators did not relay most of the educational decisions to them, and they heard the news at second hand and sometimes on rumor or grapevine basis. Lunenburg and Ornstein (2004) argue that one of the ways to improve downward communication is that administrators should go out of their offices and talk to their staff. Yet the administrators at this school did not use that technique at all. The only positive communication practices the administrators used were the “open door policy”. Teachers, other staff members, parents and other people outside the school could simply walk in administrator offices without making an appointment.

Recent centralization trend in American education system increased downward communication between the district and the school. The school was more informed about the mandates from the Federal government through the district. But owing to the decentralized Anglo-Saxon tradition of American schools still the traces of downward communication within the school could be observed. Teachers had a great deal of autonomy in decision-making that influenced the decisions made centrally especially on the recent reform initiatives.

The study revealed that the principal used very effective communication channels such as e-mails, newsletter, bulletins, voice-mail, telephone, memos, and the like. Due to very limited financial sources, and therefore limited number of computers at the Turkish school, Turkish administrators could not use technology as a communication tool as the American principal did. In addition to formal communication channels, the American principal also managed to communicate informally with his staff members by walking around the school building, which was avoided by the Turkish administrators. Yet unlike the Turkish administrators the American principal did not use “open door policy” and mostly accepted his visitors on an appointment basis.

The observations revealed that the administrators of both schools practiced both formality and informality. Looking at the Turkish school, it can be concluded that except the principal's open door policy he mostly acted as a formal leader. Unlike the principal of the American school the Turkish principal did not have the habit of walking in the school building, visiting teachers' room and/or classrooms to ask if they needed anything. The interviews also showed that at the school meetings he acted as an authoritative figure, as the last decision-making authority concerning the decisions made within the school. On the other hand the American principal was engaged in meetings as a participant of the group. Teachers said that he was the last decision-making authority, but before making the final decisions he valued the opinions of his staff.

It was obvious from the study that the formal behaviors of the Turkish principal dominated his informal behaviors. This may stem from the hierarchical tradition of the Turkish culture influenced by the Napoleonic administrative tradition. In Turkish institutions, which are part of the centralized system, there are hierarchical relationships between the authority and the subordinates. The person in power retains most of the authority and his subordinates should obey and implement the decisions made by the authority. It could be argued that the Turkish principal as part of this culture was engaged in hierarchical relationship with his teachers.

Whereas despite the recent centralization moves in the American education system the American school still followed the Anglo-Saxon administrative philosophy of decentralization. The principal acted as a participant of the group, and communicated to his staff that he depended on them in decision-making. With his informal clothing and frequent walks in the school building communicated the message that he was one of the staff at the school.

Uniforms of the students may also communicate the importance that the Turkish school attaches to discipline and formality. Whereas the American school students were left

free in their clothing maybe because the school was more concerned with the concepts of freedom and democracy, and wanted to communicate these concepts to the public.

5.1.5 “Organizational Change” Perceived by Turkish and American Teachers and Administrators

Organizations are open systems, which mean that they are shaped and supported by the environmental factors (Scott, 1991). With the rise of globalization and the process of Turkey’s becoming an EU member, The MONE initiated some reform activities in schools to raise the Education system to European standards. Strategic planning and TQM approaches were taking place at the Turkish school. The MONE prepared a booklet entitled “School Development Model” and sent it to CLS schools requiring them to plan their activities based on this model.

In the teams formed for such innovative activities it is expected that teachers, administrators, parents, community members and students be involved. Both TQM and strategic planning require recognition of the external environment based on the analysis, synthesis, and evaluation of the environment in order to initiate the planning process (Lunenburg & Ornstein, 2004). Therefore for both processes, the schools should have open systems to have linkage to the inputs such as materials, information and people.

Yet the interviews showed that the school had been closed to the outside environment. Only the administrators and teachers took part in the committees designed for innovation activities. The parents and the community members were not observed taking part in this process. Besides, although the empowerment of the staff is an important component in facilitating the organizational change, the school staff was not offered any in-service training to help them acquire the necessary skills to become effective change agents.

In developed countries proposals for change usually come from the organizations and school districts themselves (Sapre, 2002). Yet in Turkey the incentives for change come from the MONE. The interviews and the observations revealed that the Turkish A school

was slow in adapting to the change process, and teachers were not willing to partake in the change process. Here it could be inferred that the centralized proposals for change could create this situation.

In the United States political culture with minimal central government political and economic freedom took precedence over the state (Glassman, 1987). This liberal Anglo-Saxon tradition is reflected into the American public organizations including schools. Until the recent centralization trends in the education system, American education system had a decentralized tradition influenced by the Anglo-Saxon culture which based on the spirit of individual liberty, on the individual authority and responsibility.

The research study at the American school revealed that the decentralized tradition helped schools to improve people-based management that involved employees in the activities that took place at the school. Unlike the bureaucratic tradition of Turkish schools, which impeded effective leadership and teamwork in quality improvement activities, despite the recent expansion of centralization in the education system, the American B school still managed to work collaboratively and make decisions as a team. Based on the interviews the researcher concluded that what has changed in the American education system was that the innovative plans were now decided by the central government as in Turkey, but the school goals and the action plans for implementation were still determined by the school itself.

5.1.6 “Organizational Structure” Perceived by Turkish and American Teachers and Administrators

The interviews at the Turkish A school showed that there had been a high efficiency in the school year of 2002-2003 in the sense that many decisions concerning the innovative actions in the school have been made. Yet, in the bureaucratic structure of the education system, the teachers expected a great deal of decisions to be made by their superiors, as it has always been. A teacher complained about the centralized curriculum, which he

said, did not give any chance to teachers to design their own curriculum, and mentioned about the inappropriateness of the course books to the needs of the students. Here he seemed to emphasise the inability of the education system to adapt to the changing needs of the students.

The liberal Anglo-Saxon administrative form in the US created rational organizations as product of institutionalized actors whose choices or interests had collective standing. In this system the educational attention was given to the control and socialization of these empowered actors. The liberal polity of the U.S created an organizational structure with societally empowered actors who substituted for organizational status and authority. The organizations in liberal polity are loosely integrated and weakly tied together by the vertical authority relations (Jepperson & Meyer, 1991). Unlike the bureaucratic management of Turkish education, long decentralized heritage of American education gave the boards of education power to formulate educational policies then to be administered by the school staff (Spring, 1996). This meant that in this process school staff had a great deal of autonomy in educational policymaking. Furthermore, there were no vertical authority relations between the central government and schools in the policy formation. Yet, the recent expansion of state and federal control on educational decisions diminished the initiatives of school staff in decision-making, but luckily schools still preserved the tradition of participatory management which represented the liberal form of administration.

Teachers and the administrators at the Madison school complained about the increased downward communication between the district office and the school, yet they said that they continued their collaborative work towards achieving educational goals although mandated by the central government. From the study it could be concluded that this preserved participatory management culture in the American school motivated school staff in their involvement in the school improvement activities.

According to Bolman and Deal (1997) people in authority “control activity by making decisions, resolving conflicts, solving problems, evaluating performances and output and

distributing rewards and sanctions” (p.125) The respondents of the interviews at the Turkish school revealed that the principal had attempts to resolve conflicts and solve problems in the school in his own way, yet he was not granted the necessary authority to make decisions and evaluate performances and output since they were all carried out by the central authority. The teachers and the administrators had many responsibilities regarding the recent reform initiatives mandated by the MONE, yet did not have enough authority in decision-making, since all the authority was vested in the Ministry.

Likewise the study at the American B school revealed that the recent centralization movement in the American education system changed the balance between the authority and responsibility in the local school boards and the schools. The new reform acts from the Federal government such as No Child Left Behind Act increased teacher and administrator responsibilities, and diminished their authorities in decision-making. Especially curriculum was now more centrally controlled. Yet the interviews of teachers revealed that despite the increased imbalance between responsibility and authority, they still held some autonomy in making some revisions on the curricula mandated by the Federal Government. With the September 11 incident the U.S has been more sensitive in the preservation of the integrity of the country, which possibly thought to be possible with a more rigid control over education than ever happened before (Dreier & Flacks, 2003).

5.1.7 “School Finance” as Perceived by Turkish administrators and the American Principal

The interviews at the Turkish A school revealed that the basic education was financed by the Ministry only for personnel wages, heating and electricity expenses. A great amount of responsibility rested in the donations of the student parents. However, the poor physical conditions of the school showed that these donations were insufficient to implement the desired changes in the school.

In American history public education has been controlled mostly at the local level and has relied primarily on property taxes. At the same time state governments provided local financing for schools. Federal government has not provided much support to schools (Rothstein, 2000).

Sources of school district funds (Bowles, 2003, p.19):

- Federal-4%
 - disadvantaged aid
 - special education
 - vocational education
- State-47%
 - equalizing aid
 - special education
 - disadvantaged aid
- Local Taxes-47%
- Other-2%

September 11, stock market collapse, recession, war on terrorism, and homeland security caused serious fiscal crisis in American education for the last five-six years. Nearly every state was having budget deficits (Lunenburg & Ornstein, 2004). According to the principal the state of Wisconsin was also facing similar problems. The recent budget cuts from the district to Madison schools created some difficulties on the part of the schools, and they sought other ways to raise money.

The interviews revealed that both countries were facing serious financial problems supporting their public schools. Both countries initiated school reforms that required high amount of financing. In this case it is questionable how these reforms will be carried out and implemented when facing such a problem.

5.1.8 “Performance Evaluation” Perceived by Turkish Administrators and the American Principal

As in many centralized systems, performance evaluation was controlled at national level in Turkey. The interviewees reported that a new performance evaluation model designed by ERDD was being processed. ERDD is a research and development organization, which is a department of the Ministry of Education. The new evaluation model was expected to be carried out locally at the school where staff could evaluate each other, and also students could evaluate their teachers. Although this evaluation model was only a pilot study for CLS schools, it still meant that performance evaluation was centralized in the Ministry. The responses of the administrators implied their discomfort with this situation that this evaluation model was prepared without knowing the nature of each CLS school. One good thing about this application was that students, parents, teachers and administrators were involved in this new evaluation process. Actually this meant a good opportunity for these people to collaborate on such a very important educational activity.

Bolman and Deal (1997) argue that evaluations require substantial money, time and effort leading to lengthy reports. Yet the administrators revealed that the performance evaluation was not given enough care, not prepared well and therefore led to a waste of time, effort and money. In this case it could be argued that despite the new efforts to involve more people into the performance evaluation process, the central control over this new model could cause its failure. It can also be concluded that as in the ideal decentralized pattern where all aspects of the position of teachers are decided at local or school level (Lauglo, 1985) the evaluation model could be more successful if it was dealt at the school or local level in the district. Knowing the needs and expectations of the school staff, administrators and maybe other experienced teachers could work collaboratively and establish better evaluation criteria.

Due to the decentralized American school management, performance evaluation was carried at the local level by the school principal. The principal said that the American school also used peer evaluation and self-evaluation methods both of which he said were

the effective methods for promoting professional growth. He also added that at this school this evaluation method had been used for a long time, and that the school had not been facing any problem with that method. However according to the Turkish principal the new application of the evaluation at the school level created some problems, because he said that the school was not ready for such an application.

5.1.9 “Supervision” Perceived by Turkish Administrators and the American Principal

The interviews at the Turkish A school revealed that supervision in Turkish education system was centralized in the MONE. Schools are regularly inspected by the National Inspection System. According to the new regulations in the supervision system, the inspectors visit schools once in two years. The administrators said that in previous years they used to come twice a year to assess and evaluate the performances of administrators and teachers. The common complaint by the administrators about this system was its rare application, which they said did not bring any fruitful results on the part of the school. The administrators also thought that it would be better if the supervision was decentralized and carried out at the school level by the administrators since they were the ones who had the best information about their school and staff members. In this case administrators would need the necessary training to acquire the skills for supervision.

The study at the American B school showed that American schools did not have supervision system that was centrally regulated. At this school evaluations were carried out locally by administrators and through self-evaluation approaches. The American school principal seemed content with this application. However the Turkish school principal complained about the centralized supervision, and said that decentralized evaluation could be more effective since he believed that administrators could judge the performances of his staff the best. He also thought that administrators could be the most credible evaluators and could measure the performance standards of teachers more healthily. Remembering one teacher’s complaint that some teachers were penalized and

unfairly transferred to other schools due to the weaknesses in the centralized supervision system, it could be concluded that a decentralized evaluation model could bring more objective outlook to performance evaluation and therefore stop these unfair decisions.

5.1.10 “The Recruitment of Administrators” Perceived by Turkish Administrators and the American Principal

The standards for the recruitment of the administrators are determined by the MONE. The administrators reported that the criterion for the recruitment was the job experience, the certificates and awards the candidate had, and also the score of the centralized exam the candidate had to take for the administrative position. The administrators are appointed by the governorship. The administrators said that sometimes the selection process worked in a hierarchical line, when the school principals recommended candidates for the position of assistant principal. The process followed the hierarchical line of school, administrative district, province, and the governorship. The administrators were finally selected by the governorship. According to the administrators in this process nepotism and favouritism was involved, and the principals sometimes recommended unqualified people on the grounds of friendship or kinship. According to the administrators the other problem with the recruitment criterion was the score obtained in the centralized exam. The administrators believed that the score did not reflect the qualification of the person for the administrative position. This situation may imply that in the selection process the standards are subject to criticism, and also the people in power may have the discretion to play on these standards.

Like in Turkish A school the recruitment of the school principal in the American B school involved a long bureaucratic selection process. The principal said that the candidates for the principalship were recommended by the superintendent, but were hired by the school board. This process included numerous interviews with team of Human Resources, site team, senior management team, and also some writing evaluations and tests. The interview with the school principal revealed that the

administrative position had high requirements. The principal did not complain about the long bureaucratic process, and did not mention about any cases of nepotism and favoritism. From this situation it can be concluded that this long selection process that involves interviews, evaluations and tests implies the importance the district gives to objectivity maybe trying to avoid any favoritism in the recruitment process.

5.1.11 “Parent Involvement in School Policy-Making” Perceived by Turkish Administrators and the American Principal

The responses of the interviewees to the question on the parent involvement in the formation of school policies in Turkey revealed that parents did not have any role in this process. One of the main goals of the MONE was stated as “to plan, program, execute, monitor and control education and training services targeted at teachers and students in the educational institutions at all levels working under the Ministry...” (MONE, 2003). This clearly shows that educational policies for all levels of education are determined by the Ministry. Parents do not have any voice in this process at all.

Remembering the TQM and strategic planning activities at the Turkish A school which are designed by the Ministry required a team work in which teachers, administrators; students, parents and community members could participate. Yet, it was observed that only administrators and teachers took part in these activities. Lunenburg and Ornstein (2004) argue that change requires inviting “those who will be affected by the change to participate in planning, design, and implementation” (Lunenburg & Ornstein, 2004, p.245).

At the American school, a few parents as members of the school board could participate in the process of school policy making. According to the principal this participation was limited, and that more parents should have participated in the process. Yet their contribution to some of the school activities through the Parent Teacher Organizations made them informed about the achievement of their children. At the Turkish school parents were only expected to attend the school-family union meetings to inquire about

the children's achievement throughout the school year. Yet the research study revealed that parents did not show any enthusiasm in attending those meetings, but preferred to intrude in the school affairs. At the American school the parents were also given the change to join some activities organized for both children and families, such as cultural arts and enrichment, after school programs, art, physical education, music and strings programs, and family fun nights. It could therefore be concluded that parents felt comfortable about their children's performances at the school, and did not need to barge in the school affairs whenever they wanted.

From the study it could be inferred that despite the limited parent involvement in the policy-making process the liberal Anglo-Saxon administrative tradition that shaped the American schools allowed a few parents to have a voice in this process. Parents were also involved as volunteers in some activities in their children's school. Yet in Turkey centralized educational system prevented the school staff and parents to partake in the policy-making process other than the personnel in the Ministry of National Education. Because of the lack of collaborative culture in Turkey, parents were not also seen as volunteer supporters for their children's learning.

5.1.12 "In-service Training" Perceived by Turkish Administrators and the American Principal

In centralized systems those who control at the centre usually neglect the periphery because they lack knowledge about its special requirements (Lauglo & Mclean, 1985). In-service training is phenomenally important for both administrators and teachers to have the necessary skills to implement the new initiatives undertaken in schools. Lauglo and Mclean (1985) argue that when central authorities propose reforms in learning and teaching, these reforms may not make sufficient provision due to the fact that teachers are not qualified enough to understand and implement the changes proposed. School staff may not be offered the appropriate in-service training and supervision. In addition the centre may not be aware of the needs and requirements of the school.

The MONE in Turkey proposed some changes under the name of TQM and strategic planning in schools. It is known that TQM and strategic planning activities require the staff to have control of their jobs, which is impossible without acquiring some skills. Yet the study at the Turkish A school showed that at this school teachers and administrators were offered very limited in-service training to contribute to the innovative activities. Since administrators are conceived as significant change agents, they are also expected to acquire administrative skills to make effective educational decisions. From the interviews it could be concluded that the MONE required the schools to initiate some changes, yet did not lay the foundations of this process by offering the educational staff the necessary in-service training.

Unlike the Turkish A school, the staff at the American B school found a great deal of opportunities to improve their skills. There were staff development programs offered by the Madison school district for both teachers and the principal. Besides, they would take some credit courses from the Educational Administration Department at the University of Wisconsin-Madison. Here the findings showed that in the decentralized control of American education in-service training was not controlled by the centre but dealt at regional and local level. The in-service programs helped the school staff to promote communication and decision-making skills, which they later exploited in the school-improvement processes. Like in Turkey recently the reform activities in the USA are mandated by the central Government. Yet unlike the Turkish education system, American education provides the necessary in-service training to school staff members in order to make the school function more efficiently.

5.1.13. “Organizational Culture” as Observed in Both Schools

State formation refers to the historical process by which the modern state has been constructed. This includes not only the construction of the political and administrative apparatus of government and all government-controlled agencies which constitute the ‘public’ realm but also the formation of ideologies and

collective beliefs which legitimate state power and underpin concepts of nationhood and national character. (Green, 1990, p.56)

The research study revealed that both countries had a great emphasis on protecting the integrity of their countries through various symbols manifested in their schools. It could be concluded that in the schools of both countries “patriotism” was an important theme. In Turkey Atatürk founded the Modern Turkey after he secured the country from the invading world powers, he established a national border within which he said there was only one nation, Turks. Atatürk’s famous aphorism of 1933 “Happy is he who calls himself a Turk” shows that Atatürk opposed the idea of birth, blood, or ethnicity (Ahmad, 2003). Atatürk’s one of the six principles “Patriotism/nationalism” aims at securing the unity and integrity of the newly established state against any possible exterior and/or inferior threats.

Schools have many symbols and signs scattered throughout classrooms, hallways, and gathering places. These symbols represent cultural values and beliefs. In public schools of Turkey anyone can see that Turkish state attaches importance to Atatürk and his principles through various symbols. At the Turkish A school, Atatürk’s portrait all over the building, his aphorism “happy is he who calls himself a Turk” at the entrance gate to the school building, his famous statements on the notice boards, *andımız* every morning in the school yard before the classes start all signify Atatürk’s principle of patriotism/nationalism with which Turkish state is quite concerned.

Concerned with the concepts of unity and integrity which were adopted from the Napoleonic bureaucratic administrative tradition Turkey developed a bureaucratic state structure, a top-down administration style. The aim was to have control over the organizations through the central administration in order to provide stability in the country. The central body, the MONE is responsible for almost all educational matters. Therefore the interaction between the center and the schools is bureaucratic. This bureaucratic culture impeded school staff to work collaboratively towards achieving educational goals at the school. This situation may imply that the school’s culture has

adopted the national culture. Therefore the Turkish school did not develop the culture of TQM or strategic planning that required teamwork, people-based management, and cross-functional practices rather than top-down command and control structures.

Like in Turkey, in the US integrity and unity are also important concepts. The origins of American public education traced back to the colonial and revolutionary periods were closely connected with the formation of the American nation. Knowing that education is the most powerful weapon for forming nations, America public schooling proved to be an effective tool for shaping national consciousness (Green, 1990). The US has always emphasized the significance of education in raising good citizens who accepted a common set of political values. President George Washington wanted to create a common national culture to unite students from all over the country by establishing a national university (Spring, 1996). Like in Turkey, in the US there are minorities such as Hispanics, Afro-Americans, and native Indians. Therefore for the US it is also important to create a national culture to preserve the unity and integrity of the country. Especially after September 11 attacks, “patriotism” was favored as protectionism against any other possible threat to the country. Dreier and Flacks (2003) clearly express the changes that happened in the country and in public schools after the incident:

Since the World Trade Center bombing on September 11, 2001, the US has seen a dramatic increase in the number of Americans proudly displaying the Stars and Stripes on their cars, homes, businesses, T-shirts, caps, lapel pins and even tattoos, along with sales of CDs with patriotic songs. Retail stores have redesigned everything from coffee mugs to bikinis in red-white-and-blue. Since September 11, bills to make the Pledge of Allegiance mandatory in public schools have been introduced in seven states... In October 2001, the U.S. House of Representatives voted 404 to 0 for a resolution encouraging the display of signs in public schools proclaiming “God Bless America” (Dreier & Flacks, 2003, p.397)

The interviews revealed that after the September 11, the Pledge of Allegiance became a compulsory ritual at this school. Other symbols such as posters of the minorities with

information about their national histories, messages such as “United as we stand,” and “God Bless America” may signify the sensitiveness of the state towards its unity and safety.

Like in Turkey, the U.S is highly concerned with her integrity, and therefore recently is moving towards centralization. Yet unlike the Turkish school owing to the Anglo-Saxon administrative tradition which valued individualism, liberalism, and pragmatism the American B school did not develop a hierarchical culture.

From the research study it could be concluded that both countries used public schooling as a political purpose to protect their unity and integrity. The only difference was that in Turkey the unity is preserved through the building of a homogenized nation. This concept of homogenized nation founded by Kemal Atatürk was reflected into the Turkish A school through the symbols aforementioned. Looking at the American B school, it could be argued that the US also emphasized a unified nation, yet through the recognition of the differences and diversity in the country. According to Dreier and Flacks (2003) the U.S stood for democratic values, eliminated second-class citizenship of racial minorities with an egalitarian vision, a secular patriotism to unite a divided nation. Public schools were one of the best places where this vision could be displaced.

No Child Left Behind Act of 2001 is an educational policy that has the framework of standards, testing and accountability. One of the important goals of NCLB is to bridge the gap between minority and non minority children (Fusarelli, 2004) in fact to show how the state attaches importance to its minority citizens.

Are Symbols and Signs Celebrations of Accomplishment or Messages of Bureaucratic Control

“Symbolic artifacts either makes schools meaningful sanctuaries for students and celebrations of accomplishment, or dead and empty vessels of bureaucratic control” (Deal & Peterson, 1998). The symbols and signs that adorn the walls of hallways and

classrooms of the American school communicate the good purpose of unifying children of diversity, and preserving the indivisibility of the country against any possible threat to its unity. Pictures and paintings of students scattered all over the school building may also connote the importance the school attaches to student creativity and accomplishment.

At the Turkish A school symbols and artifacts embrace a similar purpose-- that is to preserve the unity and integrity of the secular Turkish state. Newspaper articles displayed on the notice boards about the successes of the school in the areas of sport, national examinations and the like also celebrate the hardwork and the accomplishment of the school staff. On the other hand many instructions posted on the walls of the school building about students' dress codes, pictures of statespeople and also the school staff in the hierarchical order may communicate the bureaucratic control and hierarchical tradition of both the state and the school. It was also important that everyone at the school obeyed the rules and regulations mandated by the state. This way it was thought that the unity and the integrity of the state could be preserved.

Closed Climate versus Open Climate

Lunenburg and Ornstein (2004) define open and closed climates based on the Halpin and Croft's research on the school climate as follows:

The open climate school is low in disengagement, low in hindrance, very high in esprit, high in intimacy, low in aloofness, low in production emphasis, very high in thrust, and high in consideration. The closed-climate school is depicted as very high in disengagement, high in hindrance, very low in esprit, high in intimacy, high in aloofness, high in production emphasis, low in thrust, and low in consideration. (p. 97)

The research study at the Turkish A school showed that this school was very close to the definition of closed climate. With the zeal of the new reform initiatives, the school staff started their work with a high enthusiasm, formed teams to work collaboratively. Lauglo

and Mclean (1985) say that authorities which are above the school in the bureaucratic hierarchy have an important task in providing support for a climate of innovation in the schools. Yet the results showed that at the Turkish A school the staff had to confront the reality of the bureaucracy in the education system. This bureaucratic system did not provide a climate of innovation and hindered their courage in task achievement. Eventually teachers and the administrators lost their esprit and trust, and kept themselves aloof from achieving the educational goals.

The study also revealed that the school was also closed to an effective parent-school relationship. The only way that parents could communicate with the school was the rarely held *Okul Aile Birliđi* meetings. Limited family involvement in the school affairs created anger on the part of the parents and resulted in the arbitrary family visits to the school.

The observations and the interviews showed that in the close climate of the Turkish A school, teachers and administrators could not achieve collaborative work, and downward communication between them continued to exist. This climate could also be observed in student-teacher relationships within the classroom. The authoritarian role of the teacher in the classroom did not allow for cooperative learning. In collaborative classrooms however teachers share authority with their students. Yet at this school the communication between teachers and students were in downward manner in which teachers relayed knowledge to be learned by their students.

The American school climate on the other hand fits in the definition of open climate. Teachers were encouraged to work collaboratively with a high level of esprit, enthusiasm and thrust. It could be argued the American school owed this well-established participatory culture to the Anglo-Saxon heritage, which was based on the spirit of individual liberty, of enterprise, on the sense of individual authority and responsibility, on the individual's dignity and integrity" (Berkes, 1998, p. 302). In this culture people are not strictly controlled by a single authoritative mechanism. The study at the American B school revealed that teachers and the administrators had autonomies

in decision-making, and did not have any difficulty working as a team in their reform initiatives. Teamwork and sharing responsibilities was also apparent within the classroom where teacher shared his authority with his students. Students sat in small groups that made it easier for them to interact and exchange information with each other. The interaction between teacher and students were also both in downward and upward manner.

Through the PTO, school had an effective collaboration between the student parents. “PTO activities include support and enrichment, but not actual school governance” (McDermott, 1999, p. 104). Despite the fact that they did not partake in the decision-making process, they were given ample opportunities to get involved in various educational activities at the school. Parents were also communicated in the form of phone calls, progress reports, conferences, personal notes, newsletters, and home visits.

5.1.15. Major Implications

The qualitative study showed that the Turkish and the American schools adopted different administrative processes that were shaped by the differences in the historical and political processes of Turkey and the US. Having an Anglo-Saxon administrative background the American education had a decentralized structure. It was observed that the American B school incorporated practices and activities that promoted a participatory culture. The school staff participated in the decision-making process. This participatory culture also facilitated the organizational change. The American B school had an open climate which would make it better adapt to changing world conditions. On the other hand, influenced by the state-centered polity of France, the Turkish education system had a centralized structure where all authority was vested in the central organization, the Ministry of National Education. Within the Turkish A school, the principal acted as the highest authority, conveyor of the decisions came from the central office. Although the staff strived to participate in the decision-making process

concerning the latest innovation activities, the interviews revealed that their decisions were not much valued.

Meyer and Rowan (1991) argue that there are myths that are embedded in institutions. These myths generate formal organizational structure and are institutionalized in such a way that moves from the discretion of any individual and organization. According to the theory of institutionalism organizations become isomorphic with their environment. Therefore they are influenced by historical, political and economic conditions. Yet although having different historical, political and economical background organizations may share common and universal myths that may undermine these differences. Looking at the American and Turkish schools under investigation, they were observed having different administrative processes. However at the same time they shared some commonalities one of which was the bureaucratic structure. Meyer and Rowan (1991) cite from Weber's discussion of bureaucracies as consequences of economic market place as premium on rationality and coordination. In bureaucratic structures "coordination is routine, rules and procedures are followed and actual activities conform to the prescriptions of formal structure" (Meyer & Rowan, 1991, p. 43). Some teachers in the American school described their education system as bureaucratic. They stated that although the principal allowed for a participatory decision-making the decisions were strictly controlled by the principal and the district office. Meyer and Rowan (1991) cite Weber's argument that the historical emergence of bureaucracy is the consequence of economic markets and centralized states. Here it could be argued that the rise of bureaucracy in the American schools may result from the increased centralization in the American education system.

Due to the recent centralization moves, the directives for the innovative activities and practices for the school under investigation came from the central office and coordinated and controlled by the same office. The activities within the school were organized by four committees: vision committee, data gathering committee, best practice committee and leadership committee. These committees were established upon the directives came from the central office and the activities had to conform to the prescriptions of this

office. Here this bureaucratic system resembles the Turkish bureaucracy. In the process of Turkey's becoming an EU member the MONE initiated some reform activities such as TQM and strategic planning for schools. These activities were planned, controlled and coordinated by the MONE. Like in the American school the MONE suggested the establishment of three committees named as school development committee, in-service consulting team and technology team aimed at organizing the innovative activities.

Another commonality in both schools lies in their contribution to the nation-building and state formation processes. Meyer and Rowan (1991) argue that societies in the process of nation-building and state formation give authority to organizations to establish rules of practice. The research study showed that both schools as organizations emphasized the importance of protecting the unity and integrity of their countries. The interviews of the American teachers revealed that especially after the September 11 incident, the school through various symbols and rituals conveyed the concepts of patriotism, unity and integrity. It could also be argued that the rise of centralization in the US may have created the myth of unity and integrity in American schools. Similarly the researcher observed that the Turkish school also emphasized the unity and the integrity of the Turkish state that was proposed by Atatürk to establish a national border within which he said there was only one nation composed of people who call themselves Turks. It could be concluded that the Turkish school through various symbols and rituals have also contributed in the transference of these concepts to the Turkish nation.

5.1.16 Some Analytical Generalizations

- Although social, political, economic and cultural forces shape the schooling processes and embedded variables within it, schools share some universal characteristics independent from their localities and their national origins. Looking at the American and the Turkish schools under investigation, they were observed having different administrative processes. However at the

same time they shared some commonalities one of which was the bureaucratic structure.

- Schools are places where national ideologies are reflected and preserved through symbols and signs. The American and the Turkish schools shared another commonality as both of them emphasized the importance of protecting the unity and integrity of their countries. The symbols and signs that adorned the walls of both schools conveyed the concepts of patriotism, unity and integrity.
- The emergent and contemporary problems of the parent society are immediately reflected on the schools' structure, processes and context. Along with their multicultural orientation, after September 11, the American schools have strengthened the emphasis on the processes of nation-building and national unity.
- The reform initiatives such as TQM and strategic planning carried out more successfully in decentralized systems where participatory and collaborative understanding is more emphasized than in centralized systems where this understanding is limited. The centralized Turkish education systems impeded participatory and collaborative decision-making, and therefore at the Turkish school the reform goals and plans for implementation failed. On the other hand, despite the recent centralization moves in the American education system, the American school still managed to work collaboratively and make decisions as a team. Eventually there was more dynamism at this school concerning the recent restructuring efforts.
- Staff motivation is positively associated with collaborative and participatory decision-making, balance between authority and responsibility, and the presence of a meaningful reward system. In both schools the school staff was motivated towards collaborative and participatory decision-making especially on the recent reform initiatives. Yet the imbalance between authority and responsibility affected the motivation of the school staff negatively. The absence of a meaningful reward system decreased the motivation of the

teachers at the Turkish school, while teachers at the American school were already motivated by the rewarding strategies used by the principal.

- In-service training is very influential on the school-improvement processes, and in-service training has more positive impacts on teacher professionalism, educational processes and human resource management than in decentralized systems. The limited in-service training opportunities at the Turkish school did not improve the school staff professionally, and therefore they could not make a successful contribution into the educational processes. On the other hand various in-service training opportunities offered for the school staff at the American school promoted their skills with which they found the chance to exploit in the school-improvement processes.
- School-based performance evaluation is more effective for promoting professional growth of teachers than centralized performance evaluation systems. The centrally controlled performance evaluation in the Turkish education system created inertia on the part of the Turkish school since the evaluation was carried out by the inspectors from the Ministry of Education who did not know the needs and expectations of the school staff. On the other hand, school-based performance evaluation at the American school seemed to be more successful, since the school principal stated his contentment with this application.

5.2 Implications

Based on the results of the study, following implications were made for the Turkish A school.

5.2.1 Implications for Practice

The theory of institutionalism sees organizations as open-systems as organizations deal with their environments and imitate environmental elements in their structures (Meyer & Rowan, 1991). Schools as organizations are open to their environments, and are shaped and restructured by the environmental factors. Both Turkish and American schools are observed in restructuring efforts in order to adapt themselves to the phenomena in their environments. Despite the recent rise of state control in American education, owing to the Anglo-Saxon administrative culture and the open climate of the American school, the school was observed to have more success in the school management practices. On the other hand, having a Napoleonic state-centered administrative heritage Turkish education was state controlled which prevented the Turkish school from developing an open climate and therefore adapting to environmental elements. In this case the researcher cannot suggest the change of the state policies, but recommends the redefinition of the management practices at the Turkish school as follows:

1. The results of the study showed that most of the participants complained about low motivation due to the lack of reward system for recognition, poor physical conditions, lack of social activities and lack of laws and regulations at the school. Pay raises and promotions are dealt centrally in the Turkish education system, and may not be dealt at the local level. However the school administrators can be given some initiatives to provide special recognition to their teachers on the basis of teachers' individual performances. More funding should be raised to improve the poor physical conditions of the school. Like in the American school, through the Parent Teacher Organization (Okul Aile Birliđi) parents can be encouraged to participate actively in the classroom projects and school activities. This way the parents would feel more empowered and maybe be more supportive in terms of fundraising. To increase staff motivation that resulted from the lack of social activities, "happy hours" can be organized to foster communication between the staff and make it easier for them to work together as a team. For the lack of guidelines and regulations at the school, which made

it difficult of teachers to use their initiatives in student punishment, guidelines for disciplinary action can be prepared.

2. The study revealed that during innovation at the Turkish school, the staff developed uncertainty, misunderstanding about responsibility and authority, complained that their input was solicited but then ignored by their superiors. This situation caused passivity on the part of teachers who always expected their superiors to make decisions for them. To alter this situation change agents must help faculty to resolve such uncertainty, to move from confusion to coherence, to a new clarity in structure and function and in roles and relationships. The faculty should know what will be expected of them and what they can expect from others. They must know how the school will be organized, where power will reside, and how choices will be made. Designers of change must not only to think these things through in advance but also to do so from the point of view of implementers. Administrators should clarify roles and responsibilities as well as procedures. The school staff should be clear about decision-making processes, to know which decisions are the leader's and which are matters for collective input for true consensus (Evans, 1996).

3. The results of the study revealed that the administrators did not have enough administrative knowledge and experience, and also enough decision-making authority. The administrators at the Turkish school did not develop administrative knowledge and experience, because they never formulated decisions, but only carried out decisions made centrally. Therefore administrators should be offered in-service training to gain them the necessary skills to become not only managers but also leaders.

4. The results of the study showed teacher-to-administrator and teacher-to-teacher communication problems at the Turkish school. In this case teachers and administrators should receive training to develop effective communication skills. Especially administrators should learn how to communicate any educational decisions came from the central office to their staff, so that teachers do not hear them at second hand or on rumor basis, or through the newspapers. The school building should also be reorganized

to make it possible for better communication among teachers (Dean, 1987). To build a healthier communication between the school and the parents, parents can be introduced with the recent practices at the school and can be asked to partake in these activities. Like in the American school parents can be encouraged to assist teachers with classroom projects and activities. In this way they would not be alienated from the school, and need to not randomly intrude into the school affairs. It would be wise to make use of micro-technology for communication, maybe word processing in order to draft and redraft material before sending it, and also to personalize correspondence with very little effort (Dean, 1987)

5. The research study showed that the Turkish school initiated some reform practices such as TQM and strategic planning mandated by the Ministry of Education. For school structuring school staff needs to have necessary skills and competencies and need to work in and manage staff team in order to utilize resources. (Davies & Ellison, 1999) Therefore both the teachers and administrators at the Turkish school should be offered in-service training to help them become effective change agents. The planners of the innovative activities should be aware of the associated costs. School staff should find ways of increasing resource availability for the new practices. Furthermore TQM and strategic planning activities demand school-based management where staff is empowered to identify the problem areas, make decisions, develop an improvement plan, and work collaboratively. Thinking about the bureaucratic structure of the Turkish school, the school should be reorganized in order to create collective aspirations and obtain fruitful results from these activities.

6. Although the new principal gave his staff the opportunity to participate in the recent reform initiatives at the school, this attempt failed due to the embedded bureaucratic culture of the school. As Bauman (1996) said if schools are to become more effective with the current reforms the organization of the school, the distribution of authority, decision-making, and school culture needs to be altered (Quoted in Kowalski, 2003). It would be difficult to change the fundamental values of the school structure, but

like in the American school more democratic processes should be created for shared visions and shared decision-making.

7. The school staff complained that they were given abundant responsibilities, but not granted enough authority in the recent reform practices. Because of the centralized education system the administrators and teachers relied on higher-ranking officials at the Ministry to make the fundamental educational decisions. To bring balance in the authority and responsibility the school staff should be given greater autonomy in making educational decisions concerning the recent reform initiatives.

8. Despite the new reform practices at the school, which were mandated by the Ministry of Education, the state offered a limited state support for the realization of these efforts. The school staff complained that the poor physical conditions prevented the school from operating efficiently. It is widely known that reforms demand financing, and in centralized systems the state should be responsible for the school financing. Therefore the central government should prepare a school finance reform plan to improve the physical conditions of the school in order to implement the suggested reform plans.

9. The administrators complained about the central supervision and performance evaluation system, which they said never contributed to the school improvement. According to them the central office is outside the school system, and therefore the inspectors who supervise the school do not possess enough knowledge of the school and the performances of the staff. In this case it would be wise to suggest supervision and performance evaluation to be carried out at the local level in a collaborative manner among teachers and administrators like it happens at the American school. Lovell and Wiles (1983) recommend collaborative supervision for better schools for they say that the school members are capable of identifying their needs in certain areas, work collaboratively and come up with suggestions to improve their school. The same school members can also be engaged in peer evaluation to improve the performance within the school.

10. According to the administrators the administrator recruitment process was not carried in a democratic way, and also involved subjectivism. Despite the new applications in the selection process administrators still complained that even this new application was doomed to failure due to the weaknesses in the selection criteria. Therefore better criterion should be established in order to prevent subjectivism and to higher the standards in the selection process.

11. The results of the study revealed that parents were not involved in the formation of school policies since the sole decision-making authority was the central office. Parents were asked to support the school financially, yet they did not have any attachment with the educational activities at the school. This situation provoked parents to intrude untimely into the school affairs in order to follow their children's improvement and also to track down to which areas their donations were allocated. In order to prevent these intrusions, like in the American school parents should be encouraged to participate actively in the school experiences. Some of the educated parents can share their talents and interests by assisting teachers with classroom projects and activities. This way parents can be better informed about their children's improvement and how the school benefits from their financial support.

12. Setting change requires helping staff acquire new skills and competencies. The administrators noted that due to economical reasons at the Turkish school the staff was not offered any in-service training. The administrators also mentioned about some new initiatives in in-service training: the National Education Director of District plan to organize some courses for both administrators and teachers. In addition to this plan, as it happens at the American school teachers and administrators should also be given the alternative of attending courses offered at the Education faculties of the universities in Ankara.

5.2.2 Implications for Further Research

Based on the findings of the study the following implications are made for future studies on school management practices:

1. The researcher collected data from variety of subjects in two school cases for this study. The principal, assistant principals, and teachers were involved in interviews. However students, parents, administrative staff working at the Ministry of Education can be included in interviews since they are also part of the school system. Their perspectives and recommendations could be valuable to improve the school management practices.
2. These two case studies were conducted in two public elementary schools: one in Turkey and the other in the US. The case studies have some disadvantages. Because it is a detailed study of one or a few individuals or one or few settings, the results of a case study may not be generalized to a broader context. Therefore it would be more useful if the study were carried out at more schools in both countries in order to be able to generalize the results. Furthermore the same study can be carried out in private elementary schools, and the results can be compared to see the differences between state and private elementary schools in terms of school management practices.
3. The study in Turkey was conducted only in Ankara, and the study in the US was carried out only in Madison, the capital city of the state of Wisconsin. The further study can be conducted in schools located in different geographical regions of Turkey and in different states of the US. Therefore the results of the study would not be limited to one specific area.
4. A further extension of the study can be followed by interviews with staff working at the lower levels of the central authority such as the directories and district directories of National Education in Turkey and the local school districts in the US.

5. The same study can be extended with either a qualitative or quantitative research on educational ideologies of both countries to determine how these ideologies were reflected into the school management practices.

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APPENDICES

APPENDIX A

INTERVIEW SCHEDULE FOR THE AMERICAN SCHOOL For Teachers

Hello,

My name is Fatoş Silman, I am a PhD student from Turkey. Currently I am engaged in a research project on school management practices as part of my PhD dissertation. I am here to get your personal views on the subject. I believe that your great contributions will also help me gain insights about the managerial processes in your school. I would like to assure you that I will maintain your confidentiality. I would appreciate if you could allow me to tape our conversations. I would like to thank you in advance for your participation in this study. I will be available to answer your questions before we start the interview.

Thank you.

Administrative Processes

- 1.) a) What can you say about your motivation and that of your teacher colleagues at work?
 - b) Please identify some of the factors that helped or hindered your motivation at work.
 - c) In your opinion what can be done to improve your work motivation of the teachers?
- 2) a) How does the decision-making process work at your school?

- b) Please identify some of the factors that helped or hindered decision-making process at school.
 - c) In your opinion what can be done to make the decision-making process more effective?
-
- 3) a) How do you perceive your administrator as a leader?
 - b) What kind of skills and knowledge do you think your administrator should have in order to administer your school better?
-
- 4) a) What can you say about the communication process at your school?
 Probes: -teacher-teacher,
 -administrator-teacher
 -parent-administrator
 -parent-teacher
 - b) In your opinion what can be done to make the communication process more effective?
-
- 5) a) Are there total quality management and/or strategic planning activities at your school?
 Probes: -Could you please tell me about these activities?
 -Do you believe that these activities are effective methods for the improvement of your school?
 -What other activities/changes do you think can make your school effective?

Organizational Structure

- 6) Which of the following organizational structure do you think your school has?
 Probes: -Bureaucratic,
 -Participative
 -Why
- 7) Do you have enough authority and responsibility at school?

APPENDIX B

INTERVIEW SCHEDULE FOR THE AMERICAN SCHOOL

For Administrators

Hello,

My name is Fatoş Silman, I am a PhD student from Turkey. Currently I am engaged in a research project on school management practices as part of my PhD dissertation. I am here to get your personal views on the subject. I believe that your great contributions will also help me gain insights about the managerial processes in your school. I would like to assure you that I will maintain your confidentiality. I would appreciate if you could allow me to tape our conversations. I would like to thank you in advance for your participation in this study. I will be available to answer your questions before we start the interview.

Thank you.

Administrative Processes

- 1) a) What can you say about your motivation and that of your teacher colleagues at work?
 - b) Please identify some of the factors that helped or hindered your motivation at work.
 - c) In your opinion what can be done to improve your work motivation of the teachers?

- 2) a) How does the decision-making process work at your school?
 - b) Please identify some of the factors that helped or hindered decision-making process at school.
 - c) In your opinion what can be done to make the decision-making process more effective?

- 3) a) How do you perceive your administrator as a leader?
 b) What kind of skills and knowledge do you think your administrator should have in order to administer your school better?
- 4) a) What can you say about the communication process at your school?
 Probes: -teacher-teacher
 -administrator-teacher
 -parent-administrator
 -parent-teacher
 b) In your opinion what can be done to make the communication process more effective?
- 5) a) Are there total quality management and/or strategic planning activities at your school?
 Probes: -Could you please tell me about these activities?
 -Do you believe that these activities are effective methods for the improvement of your school?
 -What other activities/changes do you think can make your school effective?

Organizational Structure

- 6) Which of the following organizational structure do you think your school has?
 Probes: -Bureaucratic
 -Participative
 -Why?
- 7) Do you have enough authority and responsibility at school?

Educational Policies

- 8) What are the sources of the financial support for your school?
 Probe: -Local?
 -State?
 -Federal government?
- 9) Is there performance evaluation in your school? If there is, how do you evaluate your employees?
- 10) How does supervision/inspection work at your school?
 Probe: -Local
 -Centralized?

- 11) How were you appointed to the administrative position? What were the minimum criteria for this position?
- 12) Do the parents participate in the formation of the school policies? If so, how?
- 13) Is there in-service training provided for your staff at school? If so, could you please tell me about this training.

APPENDIX C

TÜRK OKULU İÇİN HAZIRLANAN GÖRÜŞME FORMU

Öğretmenler için

Merhaba,

İsmim Fatoş Silman, Orta Doğu Teknik Üniversitesi Eğitim Bilimleri Bölümü öğrencisiyim. Tezim gereği okul yönetimi uygulamaları üzerine araştırma yapmak istiyorum. Buradaki amacım bu konuyla ilgili görüşlerinizi almaktır. Görüşme sürecinin gizli tutulacağından emin olabilirsiniz. Görüşlerinizin okulunuzdaki yönetim uygulamalarını anlamama katkı sağlayacağına inanıyorum. Eğer görüşlerinizi kayıt etmeme izin verirseniz sevinirim. Katkılarınız için size şimdiden teşekkürler. Görüşmeye başlamadan önce sorularınız varsa yanıtlamaya hazırım.

Teşekkürler.

Yönetmelik Süreçler

- 1) a) Kendinizin ve diğer okul çalışanlarının iş motivasyonu konusunda neler söyleyebilirsiniz?
b) Motivasyonunuzu olumsuz yönde etkileyecek ne tür durum ve sorunlarla karşılaşıyorsunuz?
c) Sizin ve öğretmenlerin iş motivasyonunu yükseltme konusunda neler yapılabilir?
- 2) a) Okulunuzda karar alma mekanizması nasıl işlemektedir?
b) Karar alma sürecinde ne tür sorunlarla karşılaşıyorsunuz?
c) Sizin ve öğretmenlerin karar alma süreçlerine daha etkin katılımı konusunda neler yapılabilir?
- 3) a) Okulunuzda (okul içinde) iletişim sürecinde ne tür sorunlarla karşılaşıyorsunuz?

Ek Sorular: -öğretmen-öğretmen
-yönetici-öğretmen
-veli-yönetici
-veli-öğretmen

- b) İletişim sürecini daha etkili hale getirebilmek için sizce neler yapılabilir?
- 4) a) Okulunuzda toplam kalite yönetimi, stratejik planlama gibi faaliyetler var mı?
Ek sorular: -Bu faaliyetlerden biraz bahseder misiniz?
-Okulunuzun bu tür yöntemlerle iyileştirebileceğinize inanyormusunuz? Neden? --- ----
-Okulunuzu sizce ne gibi değişiklikler etkili hale getirebilir?
- 5) a) Yöneticinizi bir lider olarak nasıl görüyorsunuz?
b) Liderlik sürecinde en sık yaşadığınız sorunlar nelerdir?
c) Sizce okulunuzun daha etkili yönetilmesi için yöneticiler ne tür bilgi ve becerilere sahip olmalıdırlar?

Örgütsel Yapı

- 6) Sizce okulunuz şu iki örgütsel yapıdan hangisine daha yakındır?
Ek Sorular: Bürokratik?
Katılımcı?
Neden?
- 7) Size yetki ve sorumluluk verilmiş midir? Hangi alanlarda?

APPENDIX D

TÜRK OKULU İÇİN HAZIRLANAN GÖRÜŞME FORMU

Yöneticiler için

Merhaba,

İsmim Fatoş Silman, Orta Doğu Teknik Üniversitesi Eğitim Bilimleri Bölümü öğrencisiyim. Tezim gereği okul yönetimi uygulamaları üzerine araştırma yapmak istiyorum. Buradaki amacım bu konuyla ilgili görüşlerinizi almaktır. Görüşme sürecinin gizli tutulacağından emin olabilirsiniz. Görüşmelerinizin okulunuzdaki yönetim uygulamalarını anlamama katkı sağlayacağına inanıyorum. Eğer görüşlerinizi kayıt etmeme izin verirseniz sevinirim. Katkılarınız için size şimdiden teşekkürler. Görüşmeye başlamadan önce sorularınız varsa yanıtlamaya hazırım.

Teşekkürler.

Yönetimsel Süreçler

- 1) a) Kendinizin ve diğer okul çalışanlarının iş motivasyonu konusunda neler söyleyebilirsiniz?
b) Motivasyonunuzu olumsuz yönde etkileyecek ne tür durum ve sorunlarla karşılaşıyorsunuz?
c) Sizin ve öğretmenlerin iş motivasyonunu yükseltme konusunda neler yapılabilir?
- 2) a) Okulunuzda karar alma mekanizması nasıl işlemektedir?
b) Karar alma sürecinde ne tür sorunlarla karşılaşıyorsunuz?
c) Sizin ve öğretmenlerin karar alma süreçlerine daha etkin katılımı konusunda neler yapılabilir?
- 3) a) Okulunuzda (okul içinde) iletişim sürecinde ne tür sorunlarla karşılaşıyorsunuz?

Ek Sorular: -öğretmen-öğretmen
-yönetici-öğretmen
-veli-yönetici
-veli-öğretmen

b) İletişim sürecini daha etkili hale getirebilmek için sizce neler yapılabilir?

- 4) a) Okulunuzda toplam kalite yönetimi, stratejik planlama gibi faaliyetler var mı?
Ek Sorular: -Bu faaliyetlerden biraz bahseder misiniz?
-Okulunuzun bu tür yöntemlerle iyileştirebileceğinize inanıyorsunuz? -
Neden?
-Okulunuzu sizce ne gibi değişiklikler etkili hale getirebilir?
- 5) a) Kendinizi yönetici olarak nasıl görüyorsunuz?
b) Liderlik sürecinde en sık yaşadığınız sorunlar nelerdir?
Ek Sorular: -öğretmenlerle
-velilerle
-öğrencilerle
- c) Sizce okulunuzun daha etkili yönetilmesi için yöneticiler ne tür bilgi ve becerilere sahip olmalıdırlar?

Örgütsel Yapı

- 6) Sizce okulunuz şu iki örgütsel yapıdan hangisine daha yakındır:
Ek Sorular: -Bürokratik?
-Katılımcı?
-Neden?
- 7) Size yetki ve sorumluluk verilmiş midir? Hangi alanlarda?

Eğitim politikaları

- 8) Okul finansmanı nasıl karşılanmaktadır?
Ek sorular: -Bakanlık?
-Yerel?
- 9) Okulun performans ölçümü var mıdır? Varsa nasıl yapılmaktadır?
- 10) Okulda denetim/teftiş nasıl yürütülmektedir?
Ek sorular: Merkezi?
Okul merkezli?
- 11) Yöneticilik görevine nasıl atandınız? Atama için minimum ölçütler var mıdır?
Nelerdir?

- 12) Veliler temel okul politikalarının oluřturulmasına katılmakta mıdır? Nasıl?
- 13) Okulda hizmetiçi faaliyetler var mıdır? Varsa bu faaliyetlerden bahsedermisiniz?

APPENDIX E

Yapılandırılmamış Gözlem Formu

Tarih:.....
Öğrenci Sayısı.....
Saat:.....
Hafta:.....

Hedefler:

Saat:

Gözlenen olay ilgili detay

APPENDIX F

Unstructured Observation Form

Date:.....
Number of Students.....
Time:.....
Week:.....

Objectives:

Time:

Details about the observed phenomena

APPENDIX G

AN EXAMPLE OF CODED INTERVIEW SCRIPT

TÜRK OKULU İÇİN HAZIRLANAN GÖRÜŞME FORMU Öğretmenler için

Tarih: 29.5.2003

Merhaba,

İsmim Fatoş Silman, Orta Doğu Teknik Üniversitesi Eğitim Bilimleri bölümü öğrencisiyim. Tezim gereği okul yönetimi uygulamaları üzerine araştırma yapmak istiyorum. Burdaki amacım bu konuyla ilgili görüşlerinizi almaktır. Görüşme sürecinin gizli tutulacağından emin olabilirsiniz. Görüşlerinizin okulunuzdaki yönetim uygulamalarının gelişmesinde katkı sağlayacağına inanıyorum. Eğer görüşlerinizi kayıt etmeme izin verirseniz sevinirim. Katkılarınız için size şimdiden teşekkürler. Görüşmeye başlamadan önce sorularınız varsa yanıtlamaya hazırım.

Yönetmel Süreçler

- 1) a) Kendinizin ve diğer okul çalışanlarının iş motivasyonu konusunda neler söyleyebilirsiniz?

Ben kendim yaptığım çalışmalardan şikayetçi değilim. Bazen tabi ki okul çok büyük olduğu için bazılarında düşük oluyor. Bu yaşla da alakalı. Ama genel olarak iyi.

Motivation
- low motivation
related to age

- b) Motivasyonunuzu olumsuz yönde etkileyecek ne tür durum ve sorunlarla karşılaşıyorsunuz?

Genelde olmuyor, genelde iyi. Yönetici arkadaşlar da öğretmen arkadaşlar da yardımcı oluyor. Ufak tefek sorunlar çıkabiliyor ama onlar da çözülüyor.

- c) Sizin ve öğretmenlerin iş motivasyonunu yükseltme konusunda neler yapılabilir?

Ödül konulabilir. İdarenin tutumu farklı olabilir. Adı üstünde idare etmekten geliyor. Teftiş etmekten çok şey olmalı. Olumlu özellikleri

daha çok görebilmeliler. Sınıfınızdaki öğrenciler başarılı oldu, sizinle gurur duyuyoruz demeleri gibi. Olumsuz özellikleri görerek değil de olumluları pekiştirerek ilgiyi yöneltme olması gerekiyor. Bu kuruma kendinizi ait hissedebilmelisiniz. Her anlamda insan ilişkileri açısından burası bir aile yuvası olabilmeli. Burda çalışanlar ben kendi adıma önemli olduğumu hissetmeliyim.

Suggestions

- reward
- encouragement

2) a) Okulunuzda karar alma mekanizması nasıl işlemektedir?

Komisyonlar kuruluyor. O komisyonlara öğretmenler başvuruyorlar, onlara ne denli katıldığımı bilmiyorum. İdare elinden geldiğince katmaya çalışıyor. Biraz biz çekingen kalıyoruz. Bizim bu çekingenliğimizden idare alması gereken kararları kendi alıyor. İdareye suç atmamak lazım. Biraz da bizim çekingen kalmamızdan dolayı kararlar idare tarafından alınıyor.

Decision-Making

- committees
- Lack of teacher participation
- Administration makes decisions

b) Karar alma sürecinde ne tür sorunlarla karşılaşıyorsunuz?

Mesela okula bir malzeme alınması gerekiyor, bunun için ilçeye başvurulması gerekiyor vs. Yani bütün bunlar yapılacak şeyler. İşte biz kapılarımızı kapatıyoruz. Çalışmamız gereken işler var biz onlarla uğraşıyoruz. Öğrencilerle biz ilgileniyoruz, idari şeylere biraz uzağız.

Problems in D.M

- Bureaucracy
- Teacher distona to administration

c) Sizin ve öğretmenlerin karar alma süreçlerine daha etkin katılımı konusunda neler yapılabilir?

Bu komisyonlar aktif bir şekilde olabilmeli. Diyelim okulun duvarları boyanacak. O ilgili komisyon oturup ne zaman boyanacak, kimlerle boyanacak, ne kadar boya ihtiyacı olacak. Bu komisyonda çıkan kararlar esas alınıp herkesin imzası alınıp çıkan kararlar yürürlüğe konulduğu zaman öğretmenleri de motive eder. Bizim aldığımız kararları uygulamaya koyuyorsanız öğretmenler bu işi daha ciddiye alırlar, sorumluluğu üstlerine alırlar. Bu okulda bunlar olmuyor. Niye böyle oluyor bilmiyorum. Ben de komisyon üyesiyim. O komisyonun yapması gereken çalışmalar var onlar ortaya konuluyor. Ama bir boşluk oluyor. Nasıl bir boşluk oluyor bilmiyorum. Sanırım yeterince ağırlığımız olmuyor komisyondaki çalışmalarda. Yani şimdiye kadar herşeyi idareye bırakmışız karar almasını. Şimdi de yönetim aktif katılım verdiği zaman çok da katılım olmuyor. Ama yine yapılması gerekeni idare yapıyor.

Suggestions

- Teacher involvement in D.M
- Decisions should be implemented
- committees should be more active

3) a) Okulunuzda (okul içinde) iletişim sürecinde ne tür sorunlarla karşılaşıyorsunuz?

Ek Sorular: öğretmen-öğretmen, yönetici-öğretmen, veli-yönetici, veli-öğretmen

Öğretmenler arasında kopukluk yaşanıyor. İki farklı öğretmen odası olmasından dolayı, bir alt katta var, bir de üst katta. Ben üst kattayım. Genelde üst kattaki öğretmenlerle birlikteyim. Alt kattaki

Communication Problems

- Lack of communication among teachers due to two separate teachers' room

arkadaşları daha az görüyorum. İkincisi iletişimimizde bir kopukluk var. Biri ameliyat olmuş ben geç duyuyorum. Bu tür olaylar duyurulmalı. Bir arkadaşımızın yeğeni olmuştur, ya da çocuğu olmuştur, trafik kazası geçirmiştir. Bunlar panodalarda haber edilmeli. Bir arkadaşımızın annesi hastanede yattı, çıktı. Ben sonra öğrendim. İdare bizimle ilgileniyor ama kişisel olaylara fazla girmiyorlar. Derslere zamanında giriliyor mu, girilmiyor mu ona bakıyorlar. Ama kişisel neler yaşıyorlar, ne tür sorunları var, onları bilmedikleri için yaklaşım o zaman sert olabiliyor. Geçmiş yıllarda velilerde bir ön yargı vardı. Bazı velilerin öğretmenlerle sorunları olmuştur. Gelip öğretmenlerden hesap sorabiliyor, en ufak şeyden problem çıkartabiliyor. Burda veli direk rahatlıkla okula geliyor, birşeyler soruyorlar, yeterince bilgi donanımlı olarak gelmiyorlar ve tartışmalar çıkartıyorlar.

- Administration is not concerned with teachers' personal problems

- parent interference

c) İletişim sürecini daha etkili hale getirebilmek için sizce neler yapılabilir?

İdareci arkadaşların bizim içimizde olmaları sağlanabilir. Yani sabah ben genelde öğretmenler odasında 15 dk konuşmayı tercih ediyorum, neler oluyor duymak istiyorum. Öğrenci gelip "öğretmen bana bağırdı" diyor. "Allah Allah öğretmen bağırmaz, neden öyle yaptı" diyorum. Bakıyorum öğretmen gece boyu hiç uyumamış, çocuğu hastaymış, gergin bir günündeymiş. Direk gidip öğretmene "çocuğa bağırmışsınız" demek yerine onu anlamalıyız. İdarecilerin de böyle birşey yapması lazım. Öğretmenler odasına gidip arkadaşlar ders saatiniz başladı denilmemesi gerektiğini düşünüyorum. İşte sabah çay içiyor arkadaşlar, sohbet ediyorlar. Yöneticiler de gelip onlarla sohbet edip neler oluyor okulda, insanların eksiklikleri nedir onları anlamaları gerekiyor. Biri rahatsız olmuş, geçmiş olsuna gidilecek mesela. Bu tür şeylere zaman ayırmak zorundadırlar.

Suggestions

- Better admin. and teacher communication

4.) a) Okulunuzda toplam kalite yönetimi, stratejik planlama gibi faaliyetler var mı?

Ek Soru: Bu faaliyetlerden biraz bahseder misiniz?

Organizational Change

ÖGY iki gruba ayrıldı, teknoloji ve Hizmet içi eğitim grubu. Hizmetiçi grubunda geçen yıl görev almıştım. İşte öğretmen arkadaşlara kendilerini yenilemeleri için seminerler hazırlayacaktık. Üniversitelerle işbirliğine girmeye çalıştık. İş yoğunluğu sebebiyle reddedildik. Birkaç yerden uzman getirttik. Öğretmen arkadaşlara TKY eğitimi verildi. Çevre, temizlik ve görgü konularında çevreyi güzelleştirme adına kurduğumuz alt kurulda bu çalışmayla ilgili planlar hazırladık. 4 tane alt grup oluşturduk. Üniversitelerle işbirliği hala gündemde. Okulun açık alanlarını belirledik. Örneğin okulumuz ne durumda, açık alanlar neler, onlara

- committees

- No university - school collaboration

- MLO

Booklet

ait alt komisyonlar oluşturduk. MLO kitapçığı var. Ahmet bey yönetiminde biz toplanıyoruz, bu kitapçığın rehberliğinde yapmaya çalışıyoruz.

Ek Soru : Okulunuzun bu tür yöntemlerle iyileştirebileceğinize inanıyormusunuz? Neden?

Mutlaka faydası olacaktır. Ama dediğim gibi ÖGY'nin çok iyi anlaşılması lazım. Öğretmenlerin çok iyi anlaşılması lazım ve istekli çalışmaları lazım. Bir de ekonomik güçlükler var. Temizlik oluyor, çöp kovaları konacak bahçeye, okulun genel temizliğinin ve görüntünün iyi olması için tüm perdeler düzeltilecek, tüm panolar düzeltilecek, okul panoları boyanacak, çok ciddi maliyetler bunlar. Öğretmenlerin aktif olarak katılmamalarının nedeni bu herhalde. Ben yıllık planımı yaptım, okul müdürüne gidip perdeleri yaptırılım dediğimde "hocahanım paramız bu kadar" diyecek. O yüzden motive olamıyoruz.

- economical problems
- inactive teacher participation

Ek Soru: Okulunuzu sizce ne gibi değişiklikler etkili hale getirebilir:

Reklama önem verilmesi lazım, popülaritenin artırılması lazım, bir web sayfasının oluşturulması lazım okulumuzla ilgili. Anadolu lisesine giren öğrencilerimiz var, güreşte derece alanlar. İl bazında birincilik alan deneme sınavında bir öğrencimiz var. Biz onunla gurur duyuyoruz. Ama okuldaki birçok öğrencinin ve velinin bundan haberi yok. Bir iletişimsizlik var. Yani neyi kim yaptı, biz şöyle yapıyoruz, böyle yapıyoruz bilen yok. Bunu bilen aile kendini daha güvende hissedecek, çocuk ta buranın bir üyesi olmaktan gurur duyacak. Bakın böyle şeyler oluyor, biz üretken okuluz diyebiliriz. Ama bir şekilde iletişim eksik burda. Sadece bundan kaynaklanıyor, yoksa herkes işini çok iyi yapıyor. Sonuçlardan haberimiz olmuyor. Futbolda birinci olmuşuz benim haberim yok, bunu bangır bangır duyurulması gerekiyor.

Suggestions
- advertising
- web page
- Better communication tools.

5. a) Yöneticinizi bir lider olarak nasıl görüyorsunuz?

Müdür bey yeni geldi, o nedenle tam tanımıyorum müdür beyi. Ağırbaşlı bir insan ve ani karar almıyor, herşeyi yetiştiriyor. Böyle olması beni rahatlatıyor. Bununla birlikte onun gelmesiyle okulda bir düzelme var. İnsanlar kendilerini daha huzurlu hissediyor. Ama yapılması gereken daha çok şey var. İyi bir lider olduğunu düşünüyorum.

Leadership
- effective leader

b) Liderlik sürecinde en sık yaşadığımız sorunlar nelerdir?

Herkesin görev alanlarını belirledi arkadaşlar. "Ben bu görevi almam, başka arkadaşlara götürüyorum dendi. En sonunda kayboldu işler. Bir defa bir öğretmenin ek dersinin yapılması konusunda sorun yaşandı. Ciddi bir organizasyon olması gerekir. Kim nerden sorumlu, herkes kendi alanlarını bilmeli. Benim bir problemim olduğunda hangi mercie gideceğimi bilmeliyim. En önemli sorunlardan biri bu.

Problems
- Problems with planning and organization

c) Sizce okulunuzun daha etkili yönetilmesi için yöneticiler ne tür bilgi ve becerilere sahip olmalıdırlar?

Bir defa mevzuat açısından tam donanımlı olmalılar. Yıllık planları olmalı, çalışma planları olmalı, şu yapılacak demeli

Suggestions
- They should be better planners and organizers

Örgütsel Yapı

6) Sizce okulunuz şu iki örgütsel yapıdan hangisine daha yakındır: Bürokratik, katılımcı. Neden?

Katılımcı. Yeni müdür bizi katılımcı yapmaya çalışıyor. Müdür yardımcılarına daha çok görev ve sorumluluk verdi, herkesin görev alanlarını belirledi, komisyon oluşturup öğretmenlere sorumluluk vermeye çalışıyor.

Org. Structure
- Participatory management

7) Size yetki ve sorumluluk verilmiş midir? Hangi alanlarda?

Kendi görevimle ilgili sorumluluğum var. Öğretmenlikle ilgili çıkacak sorunlarla direk biz ilgileniyoruz. Böyle bir sorun olduğunda aynı zamanda müdür bey bizi arar, bizim aldığımız kararlar verdiğimiz öneriler çok önemlidir, onlar ciddiye alınır.

Authority and Responsibility
- Many responsibilities

APPENDIX H

AN EXAMPLE OF CODED OBSERVATION SCHEDULE

Tarih: 29.5, 2003

Ders: Matematik

Sınıf: 5

OBSERVATION

CODES

Saat: 10:20

Ders zili çalar çalmaz öğrenciler sınıfa girdiler. Öğrenciler öğretmeni ayakta karşıladılar. Öğretmen onlara oturun dedi. Öğretmen sınırlı bir şekilde öğrencilere “matematik defterlerini çıkar, konuşma artık” dedi.

- Teacher anger

OC: 39 kişilik bir sınıf. Sıralar iki kişilik ve öğretmen masasını görebilecek şekilde arka arkaya sıralanmış. Sınıf sayısına göre küçük kalmış. Bazı sıralarda erkek ve kız öğrenciler karışık oturuyorlar. Pencereilerin alt kısımları buzlu cam olduğu için öğrenciler oturdukları yerden dışarısını göremiyorlar. Sınıfın duvarlarında çatlaklar var. Pencerelerden çok az ışık geliyor. O yüzden sınıfta floresans lambalarının biri açık tutuluyor. Sınıfın duvarlarında mevsimlerle ilgili resimler, Atatürk resimleri var. Tahtanın üst kısmında büyük bir Atatürk portresi, sol tarafında “gençliğe hitabe,” sağ tarafta ise İstiklal Marşı ve Atatürk portresinin üzerinde kağıttan yapılmış büyük bir Türk bayrağı asılı.

- Atatürk portraits
- Problems with the physical atmosphere of the classroom
- Turkish flag
- National anthem
- Atatürk's address to the Turkish youth

Öğretmen dünki dersle ilgili hatırlatma yaptıktan sonra Evde çözemedikleri problemleri derste çözmeye başladılar. Öğretmen belirli öğrencilere problem sonucunun ne olduğunu sordu. Bu arada gürültü yapan

- Teacher allows for a limited student participation

öğrencilere eliye ağzını kapatıp susun işareti yaptı.
Bir öğrenci tahtada problemi çözerken o sırada kapı çalınip içeriye bir müdür yardımcısı giriyor. Müdür yardımcısı öğretmenden ders sonrası söyleşi ve kitap satışı için öğrencileriyle birlikte gelmesini rica etti.

- Interference of the assistant principal

Öğretmen tahtada yazılı problemin üzerinden giderek anlatmaya çalışıyor. Öğrenciler problemle ilgili kendi görüşlerini söylüyorlar ancak öğretmen onları dinlemeden problemi çözmeye devam ediyor. Bir öğrenci "öğretmenim bu problemi böyle yapabilir miydik" diye sorunca o da "hayır öyle yapamayız, mantıksız olur" diyor. Başka bir öğrenci söz almak istiyor, ancak öğretmen onu dinlemiyor. Bu arada kızgın bakışlarla iki öğrenciye defterlerinin nerde olduğunu soruyor.

- Teacher does not allow for active participation of students

- Teacher anger

O sırada kapı çalınip birisi öğretmeni sınıf dışarıya çağırıyor.

OC: Ders sonrası bu kişinin kim olduğunu öğretmene sorduğumda bana bir öğrenci velisi olduğunu ve kendisinden çocuğu hakkında bilgi istediğini söyledi.

- parent interference

Sınıfa giren öğretmen yine tahtada soruların çözümüne devam ediyor. O sırada yine kapı çalınip bir öğrenci içeriye giriyor ve öğretmene kantinden istendiğini haber veriyor. Öğretmen dışarıya çıkar çıkmaz sınıfta gürültü başlıyor. Öğretmen içeriye giriyor ve tahtaya yönelip tahtada yazılı rakamaların üzerinden gidiyor. Problemin çözümünün başka yolu olup olmadığını öğrencilere soruyor. Öğrenciler bir ağızdan cevap vermeye çalışıyorlar.

- student interference

- Noise

- Ineffective student-teacher interaction

Öğretmen bir kız öğrenciyi tahtaya kaldırıyor ve ciddi bakışlarla arkada oturan bir öğrenciye "senin cevabın neydi" diye soruyor. Aynı soruyu tahtaya kaldırdığı kız öğrencinin çözmesini istiyor. Kız soruyu çözerken diğer taraftan sorunun nasıl çözülmesi gerektiğini anlatıyor. Sınıftaki diğer öğrenciler bir ağızdan çözümle ilgili yorumlar yapıyorlar. Öğretmen onlara "soru çok kolaymış" diyor.

- Teacher discouragement

Daha sonra başka bir kız öğrenci tahtada başka bir problemi doğru olarak çözüyor. Yanıt doğru olunca öğretmen ona "çok kolaymış canım" diyor.

- routine instructional method

Bir öğrenci öğretmene "bilgisayar dersimiz olacak mı?"

diye soruyor, ancak öğretmen yanıt vermiyor. Bir başka öğrenciyi tahtaya kaldırıyor ve ona bir problemi tahtaya yazmasını söylüyor. Bu arada problemle ilgili öğrencilere sorular soruyor, ancak öğrencilerin yanıtlanmasını beklemeden soruları kendisi yanıtlıyor. Bu soruyu doğru yanıtlanmadığını söyleyen bir öğrenciyi azarlıyor. Başka bir öğrenciyi soruyu çözmesi için tahtaya kaldırıyor. Öğrenci soruyu doğru çözünce ona bakarak gülümsüyor.

- No teacher response
- Teacher does not allow for active participation of students
- routine instructional method

Bu arada bir öğrenciyi bakıp "sen niye onunla konuşuyorsun, ben onunla kimse konuşmayacak diye ceza vermemiş miydin?" diye öğrenciyi azarlıyor. Bu arada sınıfta gürültü var.

- Teacher anger
- Noise

OC: Öğretmen ders süresince ya tahtanın yanında duruyor, ya da öğretmen masasında oturuyor. Sınıfta pek dolaşmıyor. Ders bitiminde öğretmen öğrencilerin tek bir sıra halinde kapıda durmalarını söylüyor ve onlara söyleşi ve kitap satışı için bir yere gideceklerini söylüyor.

- Teacher stands in front of the class
- Teacher does not walk about the room

* OC: Observer's comments

APPENDIX I

UNIVERSITY OF WISCONSIN-MADISON INFORMED CONSENT FOR TEACHERS AND ADMINISTRATORS

School Management Practices in the US: A Case Study

Purpose of the research:

The main purpose of this research is to learn about the school management practices in an elementary school in the US. This study will use only qualitative method (interviews, observation, and written document analysis) to gain deeper understanding of the school management practices. Participants will include only teachers and administrators. Observational data will be collected from the school site (e.g a few classrooms, hallways). I will not be observing and recording individual student behaviour, and therefore students would not in any way identified.

What will you be asked to do in the study?

You will be asked to answer some questions on the school management (e.g administrative processes, organizational structure, educational policy). You do not have to answer any question that make you feel uncomfortable.

Time required

The interviews are estimated to take around 30-35 minutes for teachers, and 40-45 minutes for administrators.

Risks and Benefits

There are no anticipated risks to you as a participant in this study. You do not have to answer any question that you do not wish to answer. Your participation in the study may provide you a better understanding of your needs, and what changes might be necessary for the improvement of your school.

Confidentiality

Your identity will be kept confidential. Your information will be assigned a code number and your name will be kept anonymous. Your name will not be used in any report. Your name will not be identifies in public dissemination of research results. The interviews will take place in safe rooms of the school building to make sure that there will be no any distraction, and that anyone else could not hear what the participant was saying. Data will be stored in locked file cabinets and archives solely available to the co-investigator.

Voluntary participation

Your participation in this study is completely voluntary. You have the right to withdraw from the study at any time without consequence. Your refusal to participate involves no penalty or loss of benefits.

Whom to contact if you have any questions about the study:

Fatos Silman, Visiting Research Scholar, Department of Educational Policy Studies, Educational Building, University of Wisconsin-Madison, PO Box: 53706. Phone: 608- 236-4530, fsilman@wisc.edu.

Whom to contact if you have any questions about your rights as a research participant:

Research Institutional Review Board at 608-262-9710

TURKISH SUMMARY

GİRİŞ

Bu karşılaştırmalı çalışmanın amacı bir Amerikan ilkokulu ve bir Türk ilköğretim okulunda yer alan okul yönetimi pratiklerini Anglo-Saxon ve Napolyonik yönetim geleneği ışığında karşılaştırmaktır.

Tez kuramsallaşma teorisi temel alarak hazırlanmıştır. Okullar açık bir sistem oldukları için dış çevreyle sürekli etkileşim halindedirler. Rowan ve Miskel (1999) kuramsallaşma teorisini tartışırken örgütlerin yönetim yapılarının tarihsel, politik ve ekonomik koşullardan etkilendiği görüşüne yer vermektedirler. Okullar da aynı şekilde bu koşullardan etkilenmektedirler. Rowan ve Miskel (1999) bazı önde gelen eğitim bilimcilerin yaptıkları araştırma sonuçlarına dayanarak okul yönetimi süreçlerinin bazı politik geleneklerle şekillendiğini belirterek Almanya, Amerika, Fransa ve Latin Amerika örneğini vermektedirler.

Bu çalışma Amerikan ve Türk okul yönetimi pratiklerinin Anglo-Saxon ve Napolyonik politik gelenekleriyle nasıl şekillendiğini karşılaştırmalı olarak incelemektedir.

Napolyonik Yönetim Geleneği ve Türk Okulları

Napolyonik geleneği devlet oluşumu ve merkezîyetçi üniter devlet yapısı gibi kavramlarla ilişkili olup Türkiye ve Fransa gibi ülkelerde görülmektedir.

Türk eğitim sistemi de bu gelenekten etkilenmiştir. Atatürk Fransa'dan etkilenecek Kurtuluş savaşı sonrası Türk milli birliğini sağlamak amacıyla yönetim yapısını merkezîyetçi bir anlayışla oluşturmuştur. Türk eğitim sistemi de merkezîyetçi bir yapıya sahip olup, okullar Milli Eğitim Bakanlığı tarafından koordine edilmektedir. Devlet oluşumu kavramı önem taşıdığından okullar Atatürk'ün oluşturduğu üniter

devlet yapısını korumacı bir görev üstlenmiştir. Okullar bu görevi bir takım sembollerle ve okul binasında düzenli gerçekleştirilen ritüellerle yerine getirmeye çalışmaktadırlar.

Son zamanlarda okullarda bir takım reform çalışmaları yapılmaktadır. Avrupa birliğine giriş sürecinde okulları batı standartlarına ulaştırma amacıyla özellikle Müfredat Laboratuvar Okullarında Milli Eğitim Bakanlığının öngördüğü Toplam Kalite Yönetimi ve Stratejik Planlama alanlarında pilot çalışmalar yapılmaktadır. Ancak Napolyonik yönetim geleneğinden etkilenen Türk eğitim sisteminde reform çalışmaları da merkezden yönetilmektedir. Bilindiği gibi bu tür çalışmalar merkeziyetçi bir yönetim yerine okul merkezli bir yönetim gerektirmektedir. Zira böyle bir yönetimde okul çalışanlarının okul ihtiyacını ve sorunlarını daha yakından tanıdıkları için takım çalışmasıyla ve ortak karar alma yoluyla daha verimli çalışacaklarına inanılmaktadır.

Anglo-Saxon Yönetim Geleneği ve Amerikan Okulları

Anglo-Saxon geleneği Napolyonik geleneğinin anti-tezi olup adem-i merkeziyetçilik, demokrasi, otonomi ve egemenlik gibi kavramlarla ilişkilidir. Bu gelenek İngiltere, Amerika Birleşik Devletleri ve diğer Anglo-Amerikan sistemlerinde görülmektedir. Napolyonik geleneğinin aksine Anglo-Saxon geleneğinde devlet ve toplum arasındaki sınır daha belirsiz ve daha esnek olmaktadır. Ayrıca karar verme gücü merkezi yönetimden yönetimin daha alt kademelerine aktarılmıştır. Bu gelenek Amerikanın koloni dönemleri olan 16' ve 17' yy sonlarında İngiltere'deki baskıcı oligarşi rejimine karşı çıkan bir grup çiftçi ve sanatçının Amerika'ya gelerek özellikle Maine ve Georgia eyaletleri arasındaki bölgelerde liberal ve adem-i merkeziyetçi bir yapı oluşturmasıyla ortaya çıkmıştır. 17. ve 18. yy da Avrupa'da gelişen düşünce özgürlüğü akımı Amerika'yı da etkilemiş ve bu adem-i merkeziyetçi yapıyı da güçlendirmiştir.

Amerikan eğitim sistemi de bu gelenekten etkilenmiştir. ABD'de Federal Hükümetin eğitim Sistemi üzerinde pek bir etkisi bulunmamaktadır. Bütün eyaletler kendi eğitim departmanlarını oluşturmuştur. Ayrıca her eyalet kendi eğitim politikasını kendisi tespit etmektedir. Okul meclisleri, okul bölgesi için genel politikaları belirlemektedir.

Ancak son zamanlarda Amerikan eğitim sisteminde merkezileşme eğilimleri gözlenmektedir. 1990 lı yıllarda Başkan George Bush yönetimi tarafından eğitim sistemini merkezileştirme yönüne gidilmiş ve federal hükümetin amaçları doğrultusunda ulus-devlet politikası yaratma çabaları olmuştur. Bush tarafından 2001 yılında imzalanan “Hiçbir Çocuk Geride Kalmasın” yasasıyla eğitim sisteminde standardlaşmaya gidilmiş ve bunun sonucunda Federal Hükümet yerel eğitime müdahale etmiştir.

Türk eğitim sisteminde olduğu gibi Amerikan okullarında da Federal Hükümetin öngördüğü bir takım reform çalışmaları yapılmakta ve farklı eyaletlerde yer alan öğrenciler arasındaki başarı uçurumları en aza indirgenmeye çalışılmaktadır.

Okul Reformları ve Okul Yönetimi Üzerine Yapılan Çalışmalar

Chan ve Mok'un 2001 yılında Hongkong ve Çin'de yaptıkları karşılaştırmalı çalışma bazı dış etkenlerin okullarda yer alan reformlara olan etkilerini gösterme açısından iyi bir örnek teşkil etmektedir. Bu araştırmacılara göre 1980'li yıllarda gelişen “serbest piyasa ekonomisi” süreci dünya ülkelerinin sosyal politikalarının oluşumunda etkili olmuştur. Bu açıdan ülkeler uluslararası pazarların ihtiyaçlarını karşılayabilmek için rekabete girişmiştir. Bu durum eğitim sistemlerine de yansımış, Çin ve Hongkong birçok yollar deneyerek eğitim sistemlerini geliştirme yoluna girişmişlerdir. Çin adem-i merkezietçi yapıyı benimserken, Hongkong “managerialism (yönetimsel)” prensibini uygulamış ve bu iki ülke artan piyasa taleplerini karşılamak için eğitimde kaliteyi artırma çabasına girmişlerdir.

Endo (2003) Japon araştırmacılardan oluşan ekibiyle Rusya'da yaptığı araştırmada Sovyet rejiminin çöküşünden sonra planlanan “eğitimde ve kültürde çeşitlilik” politikasının ülkede yarattığı sonuçları incelemektedir. Araştırmacıya göre politik dönüşüm, ekonomide gerileme ve buna ek olarak ademi-merkezietçi yapının doğuşu ve yönetim özerkliğinin genişlemesi yerel kuruluşların ve okulların varlıklarını sürdürebilmeleri için kendi kendilerini yönetebilme yeteneğini geliştirmelerini gerektirmiştir. Sovyet rejiminin çöküşü ve serbest piyasa ekonomisinin yükselişiyle ademi-merkezietçi yönetim benimsenmiş ve bu durum yerel bölgelerde bir takım dengesizliğe sebebiyet vermiştir. Endo'ya göre bu

dengesizlik ancak yeniden merkezileştirme (recentralization) çalışmalarıyla düzeltilebilecektir.

Aytaç (2000) son yıllarda ortaya çıkan okul-merkezli yönetim yaklaşımından bahsederek, bu yaklaşımın okullarda gerçekleştirilen reform çalışmalarının temelini oluşturduğundan söz etmektedir. Aytaç'ın Ankara genelinde yaptığı çalışmasının amacı okul-merkezli yönetimi yaklaşımının ortaöğretim kademesinde uygulanabilirliğini ölçmektir. Araştırma bulguları stratejik yönetim süreçleri olan stratejik planlama, okul gelişim planı, vizyon ve misyon gibi uygulamaların genel, teknik, ve meslek liselerinde pek geçerli olmadığını, özel liselerde daha çok uygulanabilir olduğunu ortaya koymuştur.

Akarsu (2000) Türkiye'de planlanan eğitimde yenileşme süreci üzerine yaptığı durum değerlendirmesinde, Türkiye'de uygulanan eğitim felsefelerini, eğitim politikaları ve diğer toplumsal ve eğitimsel konuları tartışmaktadır. Akarsu'ya göre merkeziyetçi yapının birer sonucu olan eğitim sistemindeki tekdüzelik ve katılık, ve yöneticilerin yönetim becerilerinin eksikliği eğitim sisteminde yapılmaya çalışılan reform çalışmalarını zora sokmaktadır.

Araştırma soruları

1. Amerika Birleşik Devletleri'nde ve Türkiye'de seçilen okulların yönetim süreçlerinin temel özellikleri nelerdir?
2. Bu okulların örgütsel yapısı nasıldır?
3. Bu okulların okul finansmanı, performans değerlendirmesi, denetim, yönetici atama, veli katılımı ve hizmet-içi eğitim ile ilgili temel eğitim politikaların oluşturulmasındaki rolleri nelerdir?
4. Her iki ülke okullarının örgütsel kültürü nasıldır?

Yöntem

Araştırmada karşılaştırmalı nitel durum çalışması deseni kullanılmıştır. Bu çalışma için yönetici ve öğretmenler için ayrı ayrı hazırlanmış açık uçlu görüşme formu hazırlanmıştır. Bu formlar eğitim yönetimi literatürü temel alınarak hazırlanmış ve uzman görüşü alınarak modife edilmiştir. Gözlemler için ise açık gözlem formu kullanılmıştır. Açık uçlu görüşme formu aracılığıyla katılımcılardan detaylı veri toplanmasına çalışılmıştır. Görüşme gözlemlerin yanısıra doküman analizi de yapılmıştır.

Örnekleme

Çalışmanın örnekleme Türkiye’de Ankara ilinde yer alan bir ilköğretim okulu 13 öğretmen ve 4 yöneticiden oluşmaktadır. ABD’de Wisconsin eyaletinin başkenti olan Madison’da bir ilkokulda yapılan çalışmada ise çalışmanın örneklemini 10 öğretmen ve 1 yönetici oluşturmaktadır.

Verilerin Toplanması

Bu çalışma haftada yaklaşık 25 saat olmak üzere Türkiye’de 5 haftada, ABD’de ise 4 haftada gerçekleştirilmiştir. Bu süre zarfında veriler görüşme, gözlem ve doküman analizi yoluyla toplanmıştır. Görüşmeler gizlilik ilkesi temel alınarak kapalı ortamlarda birebir yapılmıştır. Her iki okulda da gözlemlere 15 gün ayrılmıştır. Araştırmacı sınıfları, okul binasını ve çevresini detaylı olarak gözlemlemiştir.

Verilerin Çözümlemesi

Görüşme, gözlem ve doküman analizi sonucu elde edilen veriler içerik analizine tabi tutulmuştur. Araştırmanın geçerlik ve güvenilirliği için birden fazla veri toplama aracı kullanılmış ve görüşme formları için uzman görüşü alınmıştır.

Bulgu ve Sonuçlar

Bu bölümde ABD ve Türkiye’de yapılan çalışmalardan elde edilen bulgular karşılaştırmalı olarak sunulmuştur.

Birinci Araştırma Sorusu Bulguları

Birinci araştırma sorusuyla ilgili bulgular Türk eğitim sisteminin merkeziyetçi yapısından dolayı okuldaki yönetim süreçlerinin (liderlik, motivasyon, karar verme, iletişim, ve örgütsel değişim) etkili bir şekilde yerine getirilmediğini ortaya koymuştur. Diğer taraftan adem-i merkeziyetçi bir yapıya sahip olan Amerikan eğitim sisteminden dolayı Amerika'daki okulda bu süreçlerin daha etkili uygulandığı görülmüştür. Son zamanlarda Amerika eğitim sisteminde merkeziyetçiliğe doğru bir yönelim olmasına rağmen okulda yerleşik bir adem-i merkeziyetçi anlayış olmasından dolayı süreçlerin sekteye uğramadan etkili bir şekilde yerine getirildiği bulunmuştur.

İkinci Araştırma Sorusu Bulguları

Bulgular Türk okulunda eğitim sistemin merkezi ve bürokratik yapısına rağmen katılımcı bir yönetim anlayışının uygulanmaya çalışıldığını ancak pek başarılı olunamadığını ortaya koymuştur. Ayrıca okulda yürütülmeye çalışılan reform çalışmaları okul çalışanlarına aşırı bir yük getirmiş ancak kendilerine verilen sorumluluklar karşısında yetkilerinde herhangi bir artış olmadığı görülmüştür. Amerikan okulunda ise bürokratik yapıya rağmen katılımcı yönetimin başarıyla gerçekleştiği görülmüştür. Bulgular son zamanlarda eğitim sisteminde merkeziyetçi yapıya doğru yöneliş sonucunda merkezin okulda öngördüğü reform çalışmalarındaki görevlerinin artmasına karşın çalışanların ortak karar alma ve işbirlikçi anlayışa sahip olmaları nedeniyle bu artan görevlerin üstesinden başarıyla geldiklerini ortaya koymuştur.

Üçüncü Araştırma Sorusu Bulguları

Türk okuluyla ilgili bulgular okul finansmanı, performans değerlendirmesi, okul denetimi, yönetici atama, okul politikalarının oluşturulması ve hizmet içi eğitim konularıyla ilgili kararların merkezden alınması dolayısıyla okulda başlatılan reform girişimlerinin sekteye uğradığını göstermiştir. Amerikan okuluyla ilgili bulgular Türk okulunun aksine okul finansmanı, performans değerlendirmesi, okul politikalarının

oluşturulması ve hizmet içi eğitim konularıyla yerel yönetimin ilgilendiğini ortaya koymuştur. Ancak son zamanlarda Wisconsin eyaleti okul bölgelerinde karşılaşılan mali sıkıntı okulları zor duruma sokmuş okul çalışanları başka finansal kaynaklar bulma yoluna gitmek zorunda kalmışlardır. Bulgular ayrıca yönetici atamalarında katı bir bürokratik bir sürecin uygulandığını göstermiştir.

Dördüncü Araştırma Sorusu Bulguları

Bulgular her iki ülke okulunda devlet oluşumu kavramına önem verildiğini ve bu okulların devletin üniter yapısını korumaya yönelik birtakım görevler üstlendiğini ortaya koymuştur. Her iki okul da bu görevi bir takım sembollerle ve okul binasında düzenli gerçekleştirilen ritüellerle yerine getirmeye çalışmaktadırlar. Okul iklimiyle ilgili farklı sonuçlar elde edilmiştir. Türk okulunun Amerikan okuluna nazaran daha kapalı bir iklime sahip olduğu ve dolayısıyla dış çevrede yer alan değişimlere daha zor adapte olduğu gözlenmiştir.

Özet olarak bulgular Bulgular Napolyonik yönetim geleneğinden etkilenen merkeziyetçi Türk eğitim sisteminden dolayı Türk okulunda okul yönetim uygulamalarının etkili bir şekilde yerine getirilmediğini göstermiştir. Buna karşın bulgular Amerikan eğitim sisteminde son zamanlarda merkeziyetçiliğe doğru bir yönelim olmasına rağmen, Anglo-Saxon yönetim geleneğinden gelen yerleşik bir adem-i merkeziyetçi anlayıştan dolayı Amerikan okulundaki okul yönetim uygulamalarının başarıyla gerçekleştirildiğini ortaya koymuştur.

Çalışmanın Önemi ve Öneriler

Bu çalışma Anglo-Saxon ve Napolyonik yönetim geleneklerinin her iki ülkenin okul yönetim uygulamalarını nasıl etkilediğini görmek açısından önem taşımaktadır. Ayrıca eğitim sistemlerinin karşılaştırılması her iki sistemin olumlu ve olumsuz taraflarını görmek ve olumsuzlukların en aza indirgenmesi için öneriler getirmek açısından önemlidir.

Araştırmacı elde edilen bulgular sonucunda Türk okulu için aşağıdaki önerileri getirmiştir.

1. Okul çalışanlarına takım ruhunu ve katılımcı karar alabilme yetilerini geliştirmeleri için hizmet-içi eğitim verilmesi
2. Öğretmen motivasyonunu artırmak için ödül sisteminin oluşturulması
3. Öğretmenlere kendi ders programlarını hazırlamaları için fırsat verilmesi
4. Veliler ve okul arasında daha sağlıklı iletişim kurulması
5. Yönetici atamalarında daha adil bir prosedür uygulanması
6. Okul finansmanı ile ilgili kararların yerel yönetime bırakılması
7. Okullarda reform çalışmaları ile ilgili kararların okul merkezli olması
8. Öğretmenlerin performans değerlendirmelerinin merkez yönetim tarafından değil okul yöneticilerince yapılması.

VITA

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EDUCATION

Degree	Institution	Year of Graduation
Certificate	Manchester University, English Language Teaching	1998
MA	EMU English Studies	1996
BA	EMU English Language and Literature	1994

WORK EXPERIENCE

Year	Place	Enrollment
2004-Present	Near East University	Senior Lecturer
2003-2004	University of Wisconsin-Madison	Honorary Fellow
2002-2003	METU	Research Assistant
1995-2000	EMU	Lecturer
1994-1995	EMU	Teaching Assistant

SCHOLARSHIPS AND FELLOWSHIPS

Scholarships offered for high honor students who score higher than 3.50 GPA.

Honorary Fellowship from University of Wisconsin-Madison to conduct a research study for one academic year.

CONFERENCES ATTENDED

International Conference on ELT, Trakya University, Edirne, June 2003. Paper: The Significance of Reflective Thinking in English Language Teaching.

National Conference on Educational Studies, Near East University, Nicosia, October 2002. Paper: The Turkish Educational Administrators of Today.

International Conference on Educational Studies, Eastern Mediterranean University, Magosa, May 2002. Paper: The Impact of Socio-Economic Status of Students on their Self-esteem and Locus of Control.

International Conference on Learning, University of Granada, Spain, July 2005. Paper: The Impact of SES on the Self-esteem of Young Adolescents in the TRNC.