College Teachers' and Administrators' Perceptions Regarding Organization Levels of Schools

Percepciones de profesores y administradores universitarios sobre los niveles de organización de las escuelas

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Abstract
The aim of this study is to analyze college teachers' and administrators' perceptions regarding organization levels of schools. For this purpose, the opinions of 32 teachers who were teaching in the 10th, 11th, and 12th grades and 18 administrators at 9 colleges (government and private) in which the college program has been conducted in four cities in TRNC have been taken. After the literature review, specialists' opinions were taken to develop the scale form of the qualitative study. With this scale form opinions of administrators and teachers teaching in classes 10th, 11th, and 12th (IGCSE, AS and A-Level) were analyzed qualitatively. Data obtained by semi-structured interview form was analyzed using NVivo 12 Plus Program. The Kappa Reliability Coefficient was found as 0.89. As a result of the qualitative study, it was found that school principals have the most important responsibility for the effective organizations at school. Therefore, it can be said that school principals should be able to define the school goals well and balance the relationship between the school stakeholders. It has been concluded that the correct organization has a positive effect on the academic success of the students.

Keywords: Administration theories, theoretical structures, functions of management, organizing.

Resumen
El objetivo de este estudio es analizar las percepciones de profesores y administradores universitarios sobre los niveles de organización de las escuelas. Para ello, se han tomado las opiniones de 32 docentes que estaban enseñando en los grados 10, 11 y 12 y 18 administradores de 9 colegios (gubernamentales y privados) en los que se ha realizado el programa universitario en cuatro ciudades de TRNC. Después de la revisión de la literatura, se tomaron las opiniones de los especialistas para desarrollar la forma de escala del estudio cualitativo. Con esta escala se analizaron cualitativamente las opiniones de administradores y docentes que imparten docencia en las clases 10, 11 y 12 (IGCSE, AS y A-Level). Los datos obtenidos mediante el formulario de entrevista semiestructurada se analizaron mediante el programa NVivo 12 Plus. El coeficiente de confiabilidad de Kappa fue de 0.89. Como resultado del estudio cualitativo, se encontró que los directores de escuela tienen la responsabilidad más importante de las organizaciones efectivas en la escuela. Por lo tanto, se puede decir que los directores de escuela deben poder definir bien los objetivos de la escuela y equilibrar la relación entre las partes interesadas de la escuela. Se ha concluido que la correcta organización tiene un efecto positivo en el éxito académico de los estudiantes.

Palabras clave: teorías de la administración, estructuras teóricas, funciones de gestión, organización.

Introduction

The word education in the English language means the process of acquiring knowledge (Crystal, 2005). Human beings, due to their structure and character shape their behaviours and thoughts in relation to enlightenment and development necessary for society by education. Schools and education systems interact directly with educational institutions, students, teachers, parents, educational administrators and politicians because of their relations with each other. One of the most important parts of education is the educational administrators who work in various fields and levels of education. The educational administrators have many missions such as managing, directing, planning and organizing. In this context, educational administrators should educate themselves as effectively and efficiently as possible to fulfil all of these missions and to carry out and prepare themselves (Deniz, 2006).

At the beginning of the twentieth century, with the opening of the departments in the universities of US, academic studies started in educational administration for the first time and then these studies have been implemented in all countries of the world (Papa, 2009). Attention was drawn to working together in order to achieve educational objectives in educational administration (Sergiovanniand et al.1987).

School culture, school values and professional principles contribute to the formation of paradigms related to school administration. The main purpose of the theories in Education Administration is to understand and explain the organizational and managerial behaviour. The recognition, understanding and application of these theories by school administrations contribute to identifying and solving the administrative problems that may arise. (Şenol, 2013).

Functions of administration are defined as administration Planning, Organization, leadership, coordination, personnel administration, public relations, budgeting and auditing. (Koçak, 2010). Aydın (2001) and Tortopet et al. (2007) define these functions as follows planning, organization, administrate / orientation, coordination and supervision (PÖYED).

Organizing is the basic element of organization (Koçak, 2010). Organizations can reach their goals in line with the actions of people. Communication is the process that opinions and thoughts are transferred from people to people (Wiersma &Jurs, 2005). An administrator communicates with the staff by a communication device. In this case, we can talk about organizational communication. Communication can be described as a technical tool which influences individual behaviours and provide administrative and organizational structure to work properly (Tortop and Ark, 2007).

According to Buluç (2014), organizations are the most important element of administration. Individuals cannot meet all their needs alone, so they need organizations. Köprülü and Öznacar (2017) stated that the precondition for the organizations to be productive and successful is to be established and run as based on organizational principles. Individuals are human beings who usually have to live together in the society. As a society, institutions related to life should be established and kept alive. Educational organizations have to show continuity because scientific and technological development effects the education.

The school that meets the needs of society is an educational centre. Therefore, school can be seen as a treasure that meets the needs of society and environment (Aytaç, 2000). The mission of the administration is to maintain the life of the organization in line with its objectives. Therefore, school administrative concept and processes must be well recognized to use human and material resources efficiently within the organization (Bursalıoğlu, 2010).

The main problem

While there is a constant change in the world, in parallel with this, even if the pace of change cannot be adequately kept up with the educational systems, great changes are taking place from time to time. That's why, when the recent researches related to the subject are examined; first of all the researcher conducted management functions, then management functions and success, management functions and organization, success and organization and finally management functions, success and organization in an order. Two recent researches were found. Gül (2017), aimed to develop a valid and reliable scale to examine the effectiveness of management processes according to the opinions of teachers". When the results are examined, it is concluded that the scale of the effectiveness of management processes in school management is a valid and reliable scale that can be used to determine teacher views. Memduhoğlu and Turhan (2016) conducted a research of "levels of use of organizational power resources of primary school principals according to teachers' views". The aim of this study is to use the organizational

power resources of the leaders of the institutions and to use the levels of social power resources. The findings revealed that managers were the most compassionate and least attractive. School principals often used their coercive power when exercising their legal power, expertise and charismatic power. They said that secondary schools were more likely to use expertise and charismatic power than those in primary school.

It is clearly seen that the researches which has been done in the recent years' do not analyze the evaluation of the teachers' and administrators' opinions on organizational levels of schools. That's why it is believed that this research will contribute to the field.

The main problem discussed in this study is the determination of the impact and relationship between the academic success of the students in the management functions of the schools in the context of organization according to the views of teachers and administrators in the government and private secondary education colleges of TRNC-National Education and Culture on the academic success of the students. In this context, the question "how do the academic achievements of the students in the schools implementing the College Program change the school organization perceptions of teachers and administrators?" has been sought.

Aim

When studies in the field of Education management, supervision, planning and economics were examined, there were no studies on the success effect of organizing in the management functions of the school administrations of secondary schools or primary schools in TRNC. Therefore, the research is expected to make significant contributions to the field paper. In addition, the question of why organizing in management functions is so important is addressed to the opinions of experienced teachers and administrators, 10., 11. ve12. All private and government colleges covering (IGCSE, AS and A-Level) grades have been covered, and schools in all regions have been included in the research.

The aim of this study is to analyze college teachers' and administrators' perceptions regarding organization levels of schools. In order to reach this aim, answers of the following questions are searched:

1.   What are the views of teachers and administrators on fair distribution of work in schools?
2.   What are the views of teachers and administrators on continuity and stability required in the vision of the school?

Methods

Model of the Study

The qualitative research method has been increasingly and frequently preferred in the Social Sciences in recent years. Özdemir (2010), stated that qualitative study is one of the ways generating information that was developed to find the depths of the social system shaping by individuals' own limit and effort. Qualitative research, based on an interdisciplinary holistic perspective, adopts an interpretive approach to the problem. The cases and events investigated are considered in their own context and interpreted in terms of their meanings (Altunışık et al., 2010).

In this study, a semi-structured interview form was used to determine the views of teachers and administrators on the level of Organization of schools. Thus, the semi-structured interview form was used on the basis of this research consists of 7 open-ended questions.

Universe of the Study

32 teachers who were teaching in the 10th, 11th, and 12th grades and 18 administrators at 9 colleges (government and private) in which the college program has been conducted in four cities in TRNC were formed the sample of the study. Criterion sampling from purposeful sampling was used to determine schools in which these teachers and administrators work.

Study Group

In the qualitative part of the research, 10 colleges (government and private) programs were conducted in 9 colleges in four districts in TRNC., 11. and 12. 32 teachers serving in their classes and 18 administrators responsible for the education of these classes were selected as working group universes. The schools in which these teachers and administrators work were determined using the criteria sampling method for the purpose of sampling methods. Bacanak (2013) highlighted the criterion as the study of all situations that meet a set of criteria previously determined by the principal idea in the sample. According to Büyüköztürk (2012), criterion sampling is the creation of the sample from individuals, cases, situations or objects with limited qualifications in relation to the problem.

In this study a questionnaire and face to face interview technique were used. Researchers obtained the data in the spring semester of the 2017-2018 academic year. From 4 cities total 18 school administrators 9 of them were school principal and 9 of them were vice-principal and 32 teachers 26 from Nicosia, 12 from Famagusta, 6 from Kyrenia and 6 from Omorpho participated in

the study group. 32 teachers taught in IGCSE, AS and A level classes.

Data Collection Tools

In this context, a semi-structured interview form was prepared to get the opinions of the participants. Then a relevant introduction to the research was written. In the first part of the interview form, information about the schools where the participants work and their responsibilities at school was given. In the second part of the interview form, there were semi-structure questions prepared to reach the goal of the study.

Data Collection Process

In this study a questionnaire and face to face interview technique were used. Researchers obtained the data in the spring semester of the 2017-2018 academic year. At least 4 or 5 hours were spent in each school to obtain data for the study. On the other hand, the research was carried out using qualitative interview forms with 4 teachers and 2 administrators working in every school (IGCSE, AS or A-Level).

Researcher's Role

A qualitative research depends largely on the skill of the researcher. A qualitative research depends largely on the skill of the researcher. The basic qualities and competencies of the qualitative researcher must be well developed to establish processes such as mutual trust, building and maintaining good relationships, mutual respect, and paying attention to sensitive ethical issues. It should also have the capacity and ability to predict and understand the researcher's other concepts and processes. Qualitative researchers often collect data from areas where they are working or experiencing problems (Creswell, 2013). In this study, the Working Group from which the data are obtained are members of the epistemic society, who have a problematic situation to conduct research in the field of educational management, work, and experience all processes in the region. The researcher is a member of the histemic community.

Validity and Reliability

Since qualitative research is directly related to human behaviour and human behaviour is not static, qualitative research is inferred from the conclusion that the results of such research are not seen in quantitative research.

Findings

Merriam (2013) used the concept of reliability in qualitative research and consistency is just the success of others, but also the employees and collecting data on the results consistency and reliability. In line with all these explanations, explanations on the validity and reliability of the research are explained briefly below:

In the method section of the third part of the study, the research model, the demographic characteristics of the participants, the data collection process and the processes involved in the analysis of the data are presented in detail.

The collected data, how these data were collected, the data analysis process, how the codes were generated and how the researcher reached these data were reported and detailed information about the interviews were conducted, how the data was recorded, how the results were combined and presented were explained.

The data obtained are largely in line with the pre-formed theoretical and conceptual framework, and the data is treated as a guide within this framework. The theoretical and conceptual frameworks and assumptions used in data analysis are introduced in detail in the study.

The data obtained was first presented as a descriptive approach and then interpreted.

Threats such as false positives and imperfections are prevented by the voice recording, backup and encryption of voice recordings.

Data Analysis

In this study, data collecting tool which is the interview was analyzed by qualitative data analysis. In a qualitative study, the most preferred way to analyze the data is the simultaneous analysis of data with data collection (Merriam, 2013).

In this research, content analysis method is used. Obtained data was summarized and interpreted by descriptive analysis. By analyzing the summarized and interpreted data with content analysis deeply new concepts are emerged. Semi-structured interviews with 1 principal, 1 vice-principal and 4 teachers from each school were taken place in a quiet and physically suitable place. Semi-structured interviews were analyzed using NVivo 12 Plus qualitative data analysis program. With the help of "Coding Comparison Query" in the NVivo 12 Plus program, the percentage of the congruence between the researcher and the encoder and Cohen's Kappa coefficient were calculated.

In the study, the percentage of correspondence between encoders in the interviews with the teachers and administrators were found to be 0.98 and the Kappa coefficient was 0.89.

Tablo 1. Equal Distribution of work at school

Theme	f	%
A. Teacher		
4.1. I believe in distribution of work is fair	24	41.4
4.2. I don't believe that distribution of work is fair	7	12
4.3. I believe that an adequate and effective organizational structure is established	3	5.2
4.4. I don't believe that distribution of work is fair	1	1.7
B. Administrator		
4.1. I believe in distribution of work is fair	14	24.2
4.2. I don't believe that distribution of work is fair	4	6.9
4.3. I believe that an adequate and effective organizational structure is believed	5	8.6
Total (teacher+ administrator)	58	100

As shown in Table 2, the equal distribution of the division of labour in schools takes place in 4 sub-themes mentioned by teachers. It is the sub-theme of "I believe that the distribution of work is fair" has the highest frequency with 24 frequencies (41.4). The sub-theme "I don't believe that an adequate and effective organizational structure has been established" has been determined as the least used opinion.

Similarly, as shown in Table 2, 1st sub-theme related with administrators is often the highest with 14 frequencies. Contrary to the teachers, the fourth sub-theme did not express opinions on the statement "I do not believe that an adequate and effective organizational structure has been established."

"I believe that an adequate and effective organizational structure has evolved in the context of the distribution of work and organizational structure of teachers and administrators. I believe that there is a fair enough distribution of work according to the number of teachers and managers. However, I believe that the number of administrative staff should be increased as the school grows." OY3

"Collaboration and distribution of work is very important. Teamwork makes it fair and more constructive. This enhances vision. We're an investigative school. Everyone follows what is done both on the island and abroad." OY10

Table 2. Perspectives on the Continuity and Stability of the School Vision

Theme	f	%
A. Teacher		
5.1. Importance is given to continuity and stability in terms of quality and student success in education	22	37.9
5.2. Importance is not given to continuity and stability in terms of quality and student success in education	3	5.3
5.3. Effectiveness and control are very important in terms of how things work	8	13.8
B. Administrator		
5.1. Importance is given to continuity and stability in terms of quality and student success in education	18	31
5.2. Effectiveness and control are very important in terms of how	7	12

things work		
Total (teacher+ administrator)	58	100

In Table 3, the views regarding continuity and stability are expressed in line with the school vision. When sub-themes are examined, teachers (37.9%) and managers (31%) have agreed on the 1st theme which is "importance is given on the quality of education and student success in terms of continuity and stability". The 2nd theme, which is "importance is not given to continuity and stability in terms of quality and student success in education" is the least reported opinion.

"Yes, it is very important. Our mission is to educate qualified students Our vision changes every 5 years. "OY3
"Yes. In line with the feedback we received, we know where our graduate students are and what they are doing. This is very important in terms of effectiveness, control and functioning. Our vision is to train students who can stand on their own feet and who have motivation in achieving success."
OY7

Discussion and Conclusion

In the scope of this research, the interview form for teachers and administrators was prepared by the researcher and the final version of the interview form was included in line with the opinions of the experts in the field of Education. Interviews were conducted one-to-one by the researcher. After the participants' responses were recorded, the data was analyzed and the analyses were performed using the NVivo 12 Plus program.

Teachers have emphasized the importance of teamwork, human resources development and commitment. During the teamwork phase, the personnel reported that the management had knowledge of what their demands were and how they would be met. For this reason, it can be said that team work increases success (Pollard, 1998). In addition, the provision of performance standards advocated a positive impact on school organization management. Teachers stated that communication is an impressive factor in the management of an effective school organization. In her research, Taşkaya (2012) argued that teachers' communication skills should be at the desired point because the most important position in communication in the field of education is teacher. Çelik (2013) concluded that communication is significantly effective, school administrators good communication with teachers increases their motivation and that their exhaustion is reduced. Burns et al. (1992) emphasized the importance of systematic communication between parents and

teachers. In particular, questions like teachers-parents-managers and students must be cooperative, focused on problem solving, social environment and activities should be organized and there shouldn't be strict rules answered in a very little number which indicates that teachers do not care very much these sub-themes in the management of effective school organization. Argon, T., Kurt, A. & Yıldırım, F. (2014) reported that school administrators sometimes use their personal powers, do not apply coercive force and rarely use legal force. Do not apply coercive force, and rarely use legal force. It has been observed that 17 managers who participated in the study and expressed their views in the management of an effective school organization emphasize the theme of teamwork, human resources development and commitment, and they agree with the teachers in this direction. They also mentioned the continuity of performance standards and the effectiveness of school administration. Teachers cannot be expected to have the same performance. There are differences between people's skills, their interests and their adaptability to what they do. However, in order to evaluate performance, the expected responsibility and duties of the individual must be determined beforehand (Akşit, 2006). When the question "Are you convinced that teachers and administrators have an adequate and effective organizational structure within the scope of the distribution of work and organizational structure at the school, and in this context, do you think that the distribution of work has been sufficiently fair?" asked, the participants of the study reported that they believed that work in schools was equally and fairly distributed. The most important attribute to be found in a successful manager is that he behaves equally and fairly in his work. As long as this is achieved, it has been concluded that the problems that occur or will occur within the school can easily be overcome, the groundwork for the disciplined working environments can be prepared, and the communication between the school stakeholders can be stronger. As a result of interviews with researchers, they emphasized the role of the non-fair practice in schools, the differences between the duty hours, lesson hours, and the relations between the administrator and the teacher. As a result of the views of teachers and administrators on the theme of equal distribution of work in schools, the results obtained were scanned and the relevant literature was found to be consistent. According to Tan (2006), who emphasizes the importance of justice factor, the course, awards and social events are unfair in schools and the performance of all school

stakeholders is adversely affected. As a result of another research, it was emphasized that if school teachers believe that the decisions taken and applied by the administration in a fair way, they felt more confidence in administrators and increased loyalty to the organization (Özgan & Bozbayındir, 2011). According to Yerlikaya (2008), there is an increase in the satisfaction of the staff only if there is an increase in organizational justice perceptions.

Recommendations

As a result of this research, the following suggestions have been proposed to help teachers and administrators meet their expectations in line with their views for the structure of a more effective educational system:

a. It should be determined beforehand whether the deficiencies in the areas that are required to be taught are caused by educational equipment, laboratory deficiencies or lack of course hours in certain areas and solutions for the elimination of deficiencies should be produced. In addition, it is thought that the supply of these needs before the start of the new semester of education will have positive results. Moreover, differences or discrepancies between state and private school curricula should be eliminated, and if there are significant differences, they should be researched and corrected in advance.

b. MEKB should determine and organize in-service trainings according to the needs of each school. If necessary, universities around the island should be asked to work on in-service training programs.

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