A Descriptive Analysis of Decision Making Processes in Public Education

Centers in Istanbul

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ABSTRACT

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The aim of the this study was to analyze the decision making process of Public

Education Centers (PECs) in İstanbul in terms of ways of decision making,

participation, effect of outsiders and environment, problems in decision making

process, and democracy and happiness level. To reach this aim, 12 research questions

were formulated.

Out of 33 PECs in İstanbul, 12 centers were selected purposefully according to

complexity level. From 12 PECs, 176 educators (10 principals, 4 head of vice-

principles, 19 vice-principals, 2 counselors, 45 full-time teachers/tutors, and 96 part-

time teachers/tutors) were included in the study. Data was gathered through a

questionnaire developed by the researcher. Quantitative and qualitative methods were

utilized to analyze the data.

Results demonstrated that decision making process in PECs in Istanbul was

described as an autocratic process, in which majority of the decisions were made by

the principals, except decisions related to course programs and participants. Limited

participation was allowed for the full-time and part-time teachers and tutors and

involvement of participants in decision making was very limited as well.

Characteristics of the environment in which PECs exist were taken into consideration

in forming the programs and activities; governmental institutions, like Provincial and

Sub-provincial Directorates of National Education, governor of province and sub-

provinces, NGOs and headman of the district had an effect on the decision making. The biggest problem of decision making indicated was lack of collective decision making. However, it is interesting that decision making process was considered democratic by the subjects and they reported that they were very happy to work in public education centers.

KISA ÖZET

İstanbul'da Bulunan Halk Eğitim Merkez'lerindeki Karar Alma Süreçlerinin

Betimsel Analizi


Filiz Keser


Bu çalışma, İstanbul'daki Halk Eğitim Merkez'lerinin (HEM) karar alma süreçlerini, karar alma yöntemleri, karara katılım, içinde bulundukları çevrenin ve mahallenin etkileri, olası problemler, ve demokrasi ve mutluluk düzeyleri açısından analiz etmeyi amaçlamaktadır. Bu amaca yönelik 12 araştırma sorusu oluşturulmuştur.

İstanbul'da bulunan 33 HEM'den gelişmişlik düzeylerine göre amaçlı örneklem yöntemi ile seçilen 12 HEM araştırmanın örneklemini oluşturmaktadır. 12 merkezden 176 eğitimci (10 müdür, 4 müdür baş yardımcısı, 19 müdür yardımcısı, 2 rehber öğretmen, 35 kadrolu öğretmen, 10 kadrolu usta öğretici, 82 yarı zamanlı usta öğretici ve 14 yarı zamanlı öğretmen) araştırmaya katılmıştır. Verilerin toplanmasında araştırmacı tarafından geliştirilen anket uygulanmış ve elde edilen bilgiler hem nicel hem de nitel analiz yöntemleri kullanılarak değerlendirlimiştir.

Araştırmanın bulguları göstermektedir ki, İstanbul'daki HEM'lerde kurs programları ve kursiyerlerle ilgili kararlar dışında, kararların büyük çoğunluğunun müdür tarafından alındığı otokratik bir karar alma süreci hakimdir. Kadrolu ve yarı-zamanlı öğretmenler ve usta öğreticilerin karar alma sürecine katılımı yeterli bulunmakla birlikte, hem idare hem de kendileri tarafından karar alma sürecine çok sınırlı bir şekilde katılımları öngörülmektedir. Kursiyerlerin karar alma sürecine katılımı olumlu karşılanmasına rağmen, karar almaya katılabilecekleri konular sadece kurslarla sınırlandırılmıştır. HEM'lerin içinde bulunduğu çevrenin özellikleri karar

alma sürecini etkilemekte, ve etkinlikleri ve programları düzenlerken dikkate alınmaktadır. Karar alma sürecini etkilyen kurumların başında il ve ilçe milli eğitim müdürlükleri, valilik, kaymakamlık, sivil toplum kuruluşları ve mahelle muhtarları gelmektedir. HEM'lerdeki karar alma sürecine ilişkin en önemli sorun ortak karar alınamamsı olarak belirtilmiştir. Bununla birlikte, katılımcılar HEM'lerdeki karar alma süreçlerini demokratik olarak nitelendirmiş ve HEM'lerde çalışmaktan oldukça multu olduklarını belirtmişlerdir.

# TABLE OF CONTENTS

# LIST OF FIGURES

# LIST OF TABLES

# CHAPTER 1

# INTRODUCTION

In this chapter, background to the problem, purpose of the study, definitions of the related terms, research questions and significance of the study are presented.

## 1.1. Background to the Problem

The growth of adult education has been accelerating due to rapid changes in sciences and technology and other factors of modern life, including industrialization and urbanization. The "modern" urbanized, industrialized social settings have brought about citizens who are in urgent need for education. However, here the situation is two-sided; one side is related to the unequal access to the formal education system due to economical, social and political factors; and the other is related to the need of acquiring new knowledge and skills that are becoming vital in society. In order to meet the needs of the citizens related to education, countries have been trying to expand learning opportunities beyond formal education with strong emphasis on adult education.

Turkey is one of those countries in which the importance of adult education has been gaining much more attention (Türk, 1999, p.126). Adult education in Turkey is defined and constituted by laws and regulations. The Basic Law of National Education, enacted in 1973, no: 1739, indicates that the Turkish Educational System consists of two main parts as formal and non-formal education which includes adult education. Adult education provides activities for those who are still attending school or have already completed it in order that they can obtain the required knowledge, skills, and abilities to increase their social, economic and cultural development.

In Turkey, different educational institutions offer different range of educational facilities for adults. These institutions range from governmental agencies to unions, from companies to non-governmental organizations (NGOs) and from private education centers to army (Okçabol, 1996, p.115). Despite this diversity of the adult education providers, the governmental agencies and especially the Ministry of National Education (MONE) is the most important adult education provider. MONE is responsible of coordinating all adult education programs of general and specialized nature conducted by public institutions and regulating and supervising the private educational institutions which offer adult education.

Among all these institutions, Public Education Centers (PECs; Halk Eğitimi Merkezleri) are the leading institutions in terms of provision of adult education as a public responsibility. They have the biggest portion both in the number of institutions and the number of participants who attend courses. There exist 922 PECs in provinces, sub-provinces and districts (www.meb.gov.tr/index). According to 2004 statistics of the MONE, 1.617.457 people attended to public adult education institutions, and (69.62%) of these people were the participants of PECs. This number indicates the important and the central role of PECs in adult education in Turkey.

Public Education Centers are special educational organizations which aim to meet the needs of adults in different areas of interest, who are in or out of the formal education process. They are neither schools, nor universities, foundations, nor associations. PECs serve to a very different group of learners as an adult education agency. Knox (1982) states that "The main purpose of the adult education agency is to help adults learn and to directly utilize their increased proficiency in family, work and community living some." It is clear that with this main and distinctive function,

PECs should have a different organizational structure and administrative process than the formal education institutions, as Knox (1982) emphasized that "some features of adult education administration such as goals and participants distinguish it from administration in other fields" (p. 10). Thus, the administration of these centers becomes a crucial issue, due to the fact that effective functioning of the administration processes plays a critical role in the effectiveness of PECs like any other educational or business organization.

Administrative processes identified by Lunenberg and Ornstein (2000) as; decision making, communication, organizational change, motivation and leadership. These are the main activities for every kind of organization, and "any action within the organization is related to one of the administrative processes" (Kondakçı, 2000, p.19).

Among these five administrative processes, decision making process is at the heart of the organization (Owens, 2001; Griffiths, 1969). As Griffiths (1969) indicates some writers even argue that decision making is central to administrative process and all other functions can be interpreted in terms of decision making process. Griffiths (1969) also states that "the structure of an organization is determined by the nature of its decision making process" (in Morphet et al., 1967, p.89). Moreover, "every organization, in order to be effective, must have ability to make appropriate decisions. These decisions may be made by the leader, the group, by the authorities external to the group, or a combination of these, and decisions must be made concerning what goals, purposes, objectives, policies, and programs will be accepted by the organization as legitimate" (Morphet et al., 1967, p.88).

Within this frame, it is obvious that it is crucial to study decision making process in order to understand the administration of PECs. At the macro level, PECs

are part of a very bureaucratic educational system which is based upon centralization and deconcentration through the highly centralized decision making process (Duman, 2001, p.2; Okçabol, 2001, p.9). Centralization does not allow principals to function efficiently, and to have flexibility and quickness to meet the demands (Okçabol, 2001, p.9). Although they are subjected to the same laws, regulations and by-laws, centers vary in their organizational complexity and educational activities they offer. Some may offer 349 courses; whereas some other may offer only 12. Then it is clear that, there should be some processes that operate differently at the micro level that changes from center to center. Through the researcher's visits to different PECs in Istanbul, it was observed that the difference among the centers is related to the administration process especially to decision making process.

Since "decision making process plays an important role in motivation, leadership, communication and organizational change" as emphasized by Lunenburg and Ornstein (2000, p.155), the way of making decisions, the decision maker, types of the decisions made are all important parts of the effective administration of an organization. Thus, it is critical to understand the decision making process in PECs for analyzing the administration of PECs and for being able to consider the effectiveness of the PECs.

However, little attention is given to adult education research in Turkey, and there does not exist any study tapping these issues (Duman, 2001, p. 3). Through the survey of the related literature, it has been seen that the administration of PECs has not been studied. Only study on this issue is conducted in 1982 by Kılıç.

## 1.2. Purpose of the Study

The aim of the current study is to analyze the decision making process of public education centers in terms of ways of decision making, participation, effect of outsiders and environments, problems in decision making process, and democracy level to depict the situation in centers in terms of decision making.

## 1.3. Definition of Related Terms

In the study the definitions of the following terms are provided as;

*Decision making* in this study is defined as "making choice between alternative courses of action designed to produce a specified result in terms of administrative functions (Knezevich, 1969) as; staffing, allocating resources (financial and physical), educational process, public relations, and logistic support by principal, vice-principal and the teachers".

*Administrative functions* consist of the following concepts;

*Educational process* means dealing with issues related to courses, course programs, education and instruction. It consists of three sub categories as; course related, participant related, and course programs. Examples are program development, opening or ending courses, quotas for the courses, procedures and requirements for the applications and admissions and determining the content of the courses.

*Allocating resources* means using and organizing physical and financial resources. It consists of three sub-categories as: buildings, financial resources, physical resources. Examples are budgeting, purchasing necessary equipments, building new parts or repairs and using existing resources as supplies, equipments, materials or buildings.

*Staffing* means determining necessary personnel qualifications, statuses and numbers and hiring of the personnel; teachers, tutors (usta öğretici), and others.

*Public relations* means contacting with local community, setting relations with professional organizations such as non-governmental organizations, and meeting the needs of the local community.

*Logistic support* includes security, and maintenance in the centers.

*Teachers*: Instructors who holds BA degree. They can be full-time as working permanently at the centers as civil servants; or they can work on part-time basis just offering one or two courses in the center.

*Tutors:* Instructors who do not need to be a university graduate. Being a primary school graduate is enough to be eligible as a tutor, but being an expert in an area is a must. They can work on full-time basis, as a permanent member of the center, or part-time basis, offering only one or two courses.

*Counselors:* Teachers who help the tutors and teachers in program developing, and other issues. They do not offer courses.

*Administrators:* Principals, head of vice-principals and vice-principals

*Participants:* People who attend course(s) in PECs

*Organizational complexity*: The classification of PECs according to the number of courses that are offered by the PECs. It will be considered in three main categories as complex, medium, and simple.

**1.4. Research Questions**

This study aims at analyzing the decision making process in selected PECs in İstanbul on the framework drawn above, and will answer the following questions.

1) How are the decisions specified under each administrative function made in PECs?

2) Are there any significant differences of the subjects' responses related to the ways of decision making in according to centers and demographic characteristics of the subjects as age, gender, status, education level, subject matter area, experience, and in-service training.

3) What is the level of teachers' participation in decision making process in centers?

4) What is the level of part-time tutors' participation in decision making process in centers?

5) What are the general views about the participants' involvement in decision making process of centers?

6) Are there any other persons or institutions that take part in the decision making process of the centers?

7) How the decisions are made regarding which courses will be opened?

8) Is there any effect of environment and district in which the centers exist on decision making process?

9) What is the most effective way of making decisions in PECs according to administrators, teachers and part-time tutors?

10) What are the problems in decision making process in PECs that are faced by administrators, teachers and part-time tutors?

11) How democratic is the decision making process in PECs?

12) What is the level of perceived happiness in PECs?

## 1.5. Significance of the Study

Public Education Centers are the main provider of adult education in Turkey for more than 50 years. Each year more than one million people participate in the activities in PECs. In terms of their administration, they are part of a highly centralized and bureaucratic system of national education, and they are bound to act within the limits drawn by the laws, by-laws and regulations. This study might provide necessary information to examine what is happening inside the centers in order to get a better insight of the operation and improvision of the centers. One way of achieving this aim is to analyze the administration of PECs, in terms of decision making process. Thus, results of the study might provide solution to possible problems that centers face with in administrative processes, especially in decision making.

Moreover, considering the lack of research related to administration and organization of PECs, this study is important to provide the necessary data to fill the missing part related to administration of adult education.

# CHAPTER 2

# REVIEW OF LITERATURE

In this chapter, the related theories and studies are provided in three parts. First concept of adult education, in the world and in Turkey, is dealt with. Further, Public Education Centers are described and reviewed with the relevant studies. Finally decision making process is discussed.

## 2.1. Adult Education

Adult education, as Darkenwald and Merriam (1982) state, has no universally acceptable definition. However, the most widely used definition is made by the UNESCO (1979) as the following:

> ...the term denotes the entire body of organized educational process, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behavior in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development.

The definition of Darkenwald and Merriam (1982) is also comprehensive: "adult education is a process whereby persons whose major social roles are characteristics of adult status undertake systematic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes, values, or skills" (p.9). These definitions indicate that adult education is the process in which individuals defined as adults by their society have opportunities and activities to develop themselves in social, economic and cultural domains by either acquiring a new skill, or having knowledge in a certain domain, or developing-changing attitudes

toward an issue. The two main issues covered in definitions are related to the purpose of the adult education. Adult education aims at developing individuals culturally, socially and economically to adopt changing world as well as the compensating and strengthening the individual weaknesses and deficiencies.

Parallel to this, Knowles (1980) emphasizes the importance of providing an educative environment in adult education, and lists the characteristics of an educative environment as follows; 1) respect for personality, 2) participation in decision making, 3) freedom of expression and availability of information and 4) mutuality of responsibility in defining goals, planning and conducting activities and evaluating. He also states that the democratic philosophy is the key for organization of adult education, and argues that:

> When applied to organization of adult education, a democratic philosophy means that the learning activities will be based on the real needs and interests of the participants; that the policies will be determined by a group that is representative of all participants, and there will be participation by all members of the organization in sharing responsibility for making and carrying out decisions (p.67)

### 2.1.1. Adult Education in Turkey

When the adult education process in Turkey is examined, it is clear that the same way of understanding is existed. Although adult education and non-formal education are sometimes interchangeably used, non-formal education is a more comprehensive term than adult education and encompasses the adult education with other educational activities offered to all age groups out of the formal education system or in accordance with formal education. This includes children and adolescence that are both in and out of formal schooling as well (Okçabol, 1996, p.7).

Even though the Ministry of National Education uses the term "non-formal education (yaygın eğitim)" in the laws and regulations (Basic Education Law No 1739 and the by-law of Non-Formal Education Institutions), the definition of the non-formal education is parallel with the definitions of adult education and used interchangeably with adult education (Okçabol, 1996; Celep, 1995). MONE defines non-formal education in the by-law of Non-Formal Education Institutions as "the whole of educational, counseling, and application activities in different levels which are designed on the basis of the needs and interest of the individuals who are out of or never included in formal-education system in order to make them gain certain skills and knowledge to develop socially, economically or culturally".

The purpose of non-formal education was stated by the Ministry of National Education as "to provide educational services, in line with the general purposes and basic principles of national education, along with or apart from formal education to people who have never received, are at any level of or have left at any level, the formal education system" (www.meb.gov.tr/index).

Services given by non-formal education are; to teach reading-writing, to provide continuing education opportunities for students to finish their incomplete education; to provide education opportunities that shall facilitate the students' adaptation to scientific, technologic, economic, social and cultural developments; to give education that protects, improves, introduces and comprises our national cultural values; to help students acquire the concepts and habits of collective living, supporting, helping, working and organizing collectively; to provide opportunities that shall ensure acquisition of professions in line with the economic development and employment policy; to teach balanced nutrition and a healthy life style; to teach people from various professions the knowledge and skills they need to improve

themselves; to provide the habit of using one's free time in a useful way

(www.meb.gov.tr)

Provision of adult education in Turkey is provided by three main groups as governmental agencies, civil society institutions, and private sector which offer different range of educational facilities to improve individual's life in the span of their interests and energy. They are organized in a way that is complementary with formal education institutions (Okçabol, 1996, p.115). Governmental agencies, especially MONE are the main providers of adult education in Turkey. According to 2004 data, MONE provides adult education in different parts of Turkey by the following institutions (www.meb.gov.tr/index):

Public Education Centers (Halk Eğitim Merkezleri),

Apprenticeship Training Centers (Çıraklık Eğitim Merkezleri),

Adult Technical Training Centers (Yetişkin Teknik Eğitim Merkezi),

Vocational Training Center (Mesleki Eğitim Merkezi),

Practical Trade Schools for Girls (Pratik Kız Sanat Okulları),

Education and Application Schools (Eğitim ve Uygulama Okulları),

Private Classes (Özel Dersaneler),

Private Courses (Özel Kurslar),

Industrial Practical Schools of Art (Endüstri Pratik Sanat Okulları),

Maturation Institutes (Olgunlaşma Enstitüleri),

Science and Art Centers (Sanat ve Bilim Merkezleri),

Vocational Courses (Mesleki Kurslar), and

Open Elementary School and Open High School (Açık İlköğretim ve Açık Lise). The number of these institutions and participants are given in Table 2.1.

Table 2.1. *Number of Institutions, Participants and Teachers in Non-Formal Education in 2003-2004 Academic Year*

| Type of institution/ centre | # of institutions | # of participants | # of teachers |
|---|---|---|---|
| Practical School of Art for Girls | 366 | 88.336 | 193 |
| Maturation Institute | 12 | 1.681 | 312 |
| Technical Training Centers for Adults | 12 | 155 | * |
| Public Education Centers | 922 | 1.126.103 | 5.079 |
| Vocational Education Centers | 359 | 333.255 | 4.555 |
| Total of Special education | 285 | 9.654 | 1.761 |
| Training and Application Schools | 101 | 4.060 | 1.282 |
| Center of Vocational Education | 54 | 1.622 | 201 |
| Center of Business Education | 105 | 1.787 | 41 |
| Center of Science and Art | 25 | 2.185 | 237 |
| Vocational Courses (as per the Law no 3308) | ** | 48.619 | ** |
| Total of Public Non-Formal Education Institutions | 2241 | 1.617.457 | 13.661 |
| Private Courses | 3.704 | 1.059.147 | 15.313 |
| Private Teaching Institutes | 2.984 | 784.565 | 30.537 |
| Total of Private Non-Formal Education Institutions | 6.688 | 1.843.712 | 45.850 |
| General Total | 8.929 | 3.461.169 | 59.511 |

Source: http://www.meb.gov.tr/indexeng.htm

As it is clear from the table 2.1 that, among all these institutions Public Education Centers (PEC) have the biggest part both in the number of institutions (922) and the number of participants (1.126.103). 32.54% of the total participants, who took education from any adult education institution, private or public, attended to 922 PECs in all around Turkey.

## 2.2. Public Education Centers

### 2.2.1. Historcial Backgorund of PECs

Prior to the establishment of Public Education Centers in Turkey, a very important institution providing adult education was People's Houses (Halkevleri). These institutions were founded with the leadership of Atatürk in 1932 in order to "dissolve the gap between the state and the public and between the intellectuals and the citizens, to educate people in accordance with the aims of the Turkish revolution, to promote the intellectual, cultural, and social development of the people and to

reinforce the national unity" (Şimşek, 2002, in Okçabol, 2005, p. 45). They provided

many different educational activities ranging from art to music, from literacy to

agriculture, history to sports. In addition to the People's Houses, People's Rooms

(Halk Odaları) were established in 1939 in order to carry on the work of the People's

Houses to smaller towns, districts and villages (Okçabol, 2005; Başaran, 1998). As

Gök states (2003), People's Houses and People's Rooms were socialization attempts

for adult population towards the realization of a political socialization. In 1951, when

these institutions were terminated, there were 478 People's Houses and 4327

People's Rooms that were serving to thousands of people (Okçabol, 1996, p.100;

2001, p.3.)

After the termination of the experience of People's Houses, in 1952 the

Ministry of National Education founded the Bureau of Public Education and opened

the Public Education Centers at the buildings of People's Houses (1945 Yılında

Halkevleri ve Halkodaları,1946).

The first Public Education Center in Turkey was established in 1956, and

their numbers reached at 19 in 1960, to 587 in 1980, and to 767 in 1991 (Okçabol,

1996; p.128). Today there are 922 PECs all around Turkey, in provinces, districts,

sub-districts and even villages. In the organization of Ministry of National Education,

PECs were attached to the General Directorate of Public Education in 1960 and that

directorate was modified under the name of "General Directorate of Non-formal

Education" in 1978.

*2.2.2. Administration of Public Education Centers*

Presently, in the organizational hierarchy of the Ministry of National

Education, Public Education Centers are managed under the General Directorate of

Apprenticeship and Non-formal Education which is responsible for planning,

administration, organization, coordination, cooperation, and collaboration of the

adult educational services provided by MONE. At the local organization of MONE,

they are managed under the National Education Director of Province (İl Milli Eğitim

Müdürlüğü) (Okçabol, 1996; 128, Duman, 1995, p. 45)

Figure 2.1. *Organizational Hierarchy of Public Education Centers in Turkey*
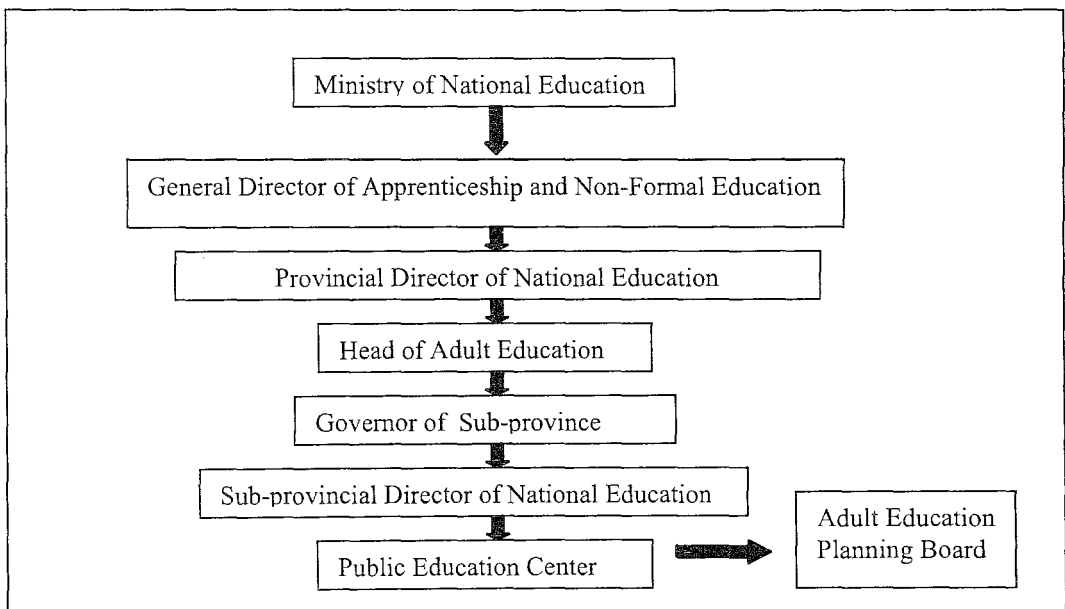


Source: From A Study of the Competence Levels of the Heads of Adult Education in Turkey by A. Duman (1995). Conference Proceeding, 25th Annual Conference of the SCUTREA

MONE has a highly centralized and bureaucratic organization structure. As

Okçabol (2001) states, the relationship between the institutions and the central

organization is highly bureaucratic. There is almost no interaction among the

educational institutions. Figure 2.1 shows the organizational hierarchy for public

education centers. The relationship between these levels are hierarchal, as Duman

(1995) indicates administrator of public education center is not able to do something without the permission of the one of the authorities in this hierarchy. Moreover, Okçabol (2001) emphasizes that bureaucracy and centralization limits the activities of public education center. He adds that "Administrators of public education centers cannot function efficiently and do not have the flexibility and quickness to meet the demands due to bureaucratic procedures" (p. 9)

Two boards are included in the administration of the PECs other than the authorities in the hierarchy. These are "The Adult Education Planning and Co-operation Board" in the local organization of education (in each province and sub-province) and "Public Education Centre Planning Board" in each center. Okçabol (1994) states "these boards are composed of representatives from various organizations in the local area, and they have the responsibility of planning and coordinating adult education activities in an effective and productive manner". Okçabol (1994) also adds that "However these boards cannot work efficiently, as they only exist on paper and they do not have any authority to implement their decisions" (p. 48).

Public education centers are managed according the "By-law of Non-formal Education Institutes" issued in 1979 by the Board of Education. This by-law proposes the management, programs, use of resources, goals and functions of the centers, basic principles about the foundation of the centers, about teaching and learning process, staff of the centers and their rights and responsibilities.

According to this by-law, staff of the public education centers consists of principals, head of vice-principals, vice-principals, counselor, full time teachers, full –time tutors, part-time teachers and part-time tutors, secretary, technicians, drivers and support personnel.

*2.2.3. Educational Activities Offered in PECs*

The activities offered in these centers are free on the regulations, and open to everybody. However, in some programs age or education level could be considered. PECs provide four types of educational activities as categorized by MONE: vocational courses, socio-cultural courses, literacy courses, and socio-cultural (leisure) activities (www.meb.gov.tr/index). According to MONE 2005 data, courses about 700 different areas have been provided in vocational-technical and social-cultural areas.

The first type of educational activity organized by PECs is vocational courses. They are offered in order to prepare the people who have left the formal education system and do not possess the qualifications required for employment for any vacant statuses in the business sector. In vocational courses, if practical training is given in the workplaces, the working principles for the participants are defined in a protocol to be signed between the school or training center and the workplace. Some example courses are; clothing, skin-caring, auto-electric, upholstery, carpentry, rug weaving, silver work, tourism and hotel management.

The second type of educational activity is socio-cultural courses. The aim of these courses is to promote, maintain and expand cultural values and to provide citizens with the information they need in general education subjects. Some example courses are music, painting, folklore, foreign languages, mother-child education, sports, dance, etc.

Third type of activity offered by PECs is literacy courses. The aim of literacy courses is to teach literacy to adults who have not attended primary school for some reason and do not know how to read and write. According to Ministry of Education

2001 statistics, "579.000 people have attended literacy courses between 1997 and 2001.

The last type of educational activity offered in PECs, is the social and cultural activities. In PECs, apart from courses, activities such as seminars, exhibitions, meetings, competitions, symposiums, panels, discussions, book signing days, bazaars, ceremonies, etc. are also organized. These activities may be attended by people other than the course participants and about 5 million people per annum take benefit of such activities as participants or visitors (www.meb.gov.tr/index). Number of courses offered at PECs and number of participants who attended to those courses in 2004 are given in Table 2.2.

Table 2.2. *Number of Participants and Courses Opened in PECs in 2004*

| Type of Courses | Number of Courses | Number of Participants | | |
| --- | --- | --- | --- | --- |
| | | Male | Female | Total |
| Vocational | 12.379 | 577.073 | 226.393 | 350.680 |
| Socio-cultural | 6.017 | 398.897 | 188.215 | 210.682 |
| Literacy | 2.175 | 150.133 | 58.563 | 91.570 |
| Total | 20.571 | 1.126.103 | 473.171 | 652.932 |

Source: http://apk.meb.gov.tr/

*2.2.4. Problems Faced in PECs*

PECs do face with lots of problems ranging from economical to managerial, from staffing to physical conditions. One of the most important problems of PECs is the centralized organizational structure. Decisions at the national level are made by few people without the inclusion of educators or public. Use of financial resources is not balanced among the centers and not according to needs. Moreover, PECs are not competent and quick enough to meet the needs of the local environment (Okçabol, 1996, and 2003). More significant problems faced in PECs identified by teachers and

tutors are indicated in Okçabol's (1991) study. These are lack of teaching space (56%), lack of materials (12%), mismanagement at the centers (5%), difficult work conditions (3%) and transportation from the residential areas and centers to the course location (3%). In the same study needs of PECs were also stated. According to results main needs of centers are; wage increase (32%), shortened courses (23%), in-service education (13%), more rights (9%), course space (7%), and better management (5%). Çetin (2000) also points out the similar needs of adult educators, he emphasizes the need for in-service training as most of the tutors and teachers are not professionalized or trained in adult education.

*2.2.5. Research Related to PECs*

Even though PECs have a central role in adult education, number of studies that was conducted on PECs is quite limited. In a study conducted by Duman, it was found out that 120 post graduate thesis have been completed in Ankara University and Boğaziçi University from 1978 to 2001, and 10 postdoctoral research were carried out for academic promotion. (Duman, 2001, p.3) Duman also states that "since the adult education has a low level of status in Turkey, surveys in this field are overwhelmingly carried out at the university departments of adult education". These limited number of studies on PECs generally focus on two issues; the courses and other activities that are held at the center and the participants who attend course(s) in PECs. Following studies focus on courses and other activities in the centers: "An analysis of courses at Kadıköy Public Education Center" by Günseli Malkoç (1983); "Halk eğitimi merkezlerinde uygulanan temel giyim kursu eğitim programı hakkındaki katılımcı görüşlerinin değerlendirilmesi (The evaluation of participants' opinions related to the program of basic clothing course offered in PECs)" by Esma

Ürkmez (1996); "Free time activities in adult education centers" by Ömer Saygın (1999).

Other group of studies point out the problems related to participants who attned course(s) in PECs. Some of these studies are "Women's participation in people's education centers in İstanbul" by Özlem Başer Kalkan (1996), "Needs assessment in adult education in reference to Şişli-Gültepe people's education center in Istanbul" by Turgut Çakır (1983), "Reasons for not participating in adult education activities" by Cem Kirazoğlu (1996), "Halk eğitimi merkezlerine devam eden yetişkinlerin tüketici eğitimine olan ihtiyaçları: Çankaya ve Mamak Halk Eğitimi Merkezleri örneği (Consumer education needs of participants who attend Çankaya and Mamak PECs) by Dilek Durukan (1995), and Needs assessment in adult consumer education by Ayşe Yolageldili (1986).

By far, the study that is closely related to the current study is a thesis prepared by Kılıç (1982). This study investigated the administrative processes in PECs and aims at identifying whether PECs were administered according to modern administrative processes identified. These processes were decision making (karar alma), planning (planlama), organizing (organizasyon), communication (iletişim), power (etki), coordination (koordinasyon) and evaluation (değerlendirme). In order to achieve this aim, Kılıç utilized the legal documents concerning the administration processes, the views of the managers and the experts' views about the administrative process of PECs. The study revealed that in the administration of PECs, basic processes of the administration were taken into consideration, but not a whole and not in harmony. For example; while decision making and planning sub-processes were working, other sub-processes, organizing, communication and power, were not effectively working. Kılıç indicated that this situation was a result of the managers'

lack of applying these processes into practice even though they knew them in theory. Kılıç also stated the reasons why modern administrative processes were not working effectively in PECs. These reasons were limited physical facilities, frequent change in the personnel, especially in the management, the environmental factors including the organization of other institutions and social and political systems in which these institutions exist. Kılıç indicated that there existed differences among PECs which caused in neglect of some of the administrative sub-processes.

Kılıç's study is the only study in Turkey on PECs' administrative processes that has been reached through the survey of related literature; however it was conducted 25 years ago, when PECs were quite new institutions. So for the current situation, there is no information related to PECs' administration processes, and this study aims at filling this gap in the literature.

## 2.3. Decision Making Process

### 2.3.1. Administration

Different researchers define administration in various ways. Simon (1957) defines administration as "the art of getting things done" (p.1). Griffiths (1969) identifies administration as "a generalized type of behavior to be found in all human organizations" and he states that "administration is a term used to describe an aspect of life in a social organization and administration is the process of directing and controlling life in an organization" (1969, p. 138). Griffiths emphasizes that administration is not an artificial function, but a process or cycle of events by the members of the organization to control and direct the activities within the organization. Owens (2001) considers the term administration from a different point

and describes administration as "working with and through other people, individually and in groups, to achieve organizational goals (p. 110). These definitions are general and can be taken into consideration for any type of organization.

However, Knezevich (1969) makes a more specific definition focusing on educational administration. He states that administration "is a process concerned with creating, maintaining, stimulating, controlling and unifying formally and informally organized human and material energies within a unified system designed to accomplished predetermined objectives" (Knezevich 1969, p.8). He also indicates that the starting point of administration is the goals of the educational institution as "The ends of education may well serve as the starting point in the study of educational administration. The form which educational administration should assume is determined in large degree by the functions of education in society." (p .4) The point Knezevich arises is also supports the idea that Knox (1982) points out as "effective administration entails a sense of direction based on understanding of goals of individuals, society and the organization as well as mastery of procedures to pursue those goals" (p.12).

When all of these definitions were considered as a base, it is clear that administration is a process dealing with humans in organizations either individually or in groups to meet the goals and objectives of the organizations.

Administration is a process consisted of a number of sub-processes. Simon (1957) describes the administrative processes as "the techniques which facilitate the application of organized effort to group task" (p.8). These sub-processes are conceptualized in different ways by Başaran (1994), Knezevich (1969), Bursalıoğlu (1987) and Kılıç (1982). In all their classifications, planning, organizing, coordinating, and decision making are the common sub-processes. Başaran (1994)

has two more sub-processes as "communication, and evaluating". Bursalıoğlu (1987) and Kılıç (1982) have communication, power, and evaluating as other than four sub-processes. However, Knezevich (1969) adds directing or stimulating, and controlling or appraising to four sub-processes. On the other hand, more recent researcher identifies sub-processes with more emphasis on human dimension. According to Lunenburg and Ornstein (2000) administration is comprised of five basic sub processes as they identify in their book. These sub-processes are leadership, motivation, communication, decision making and organizational change. Hoy and Miskel (2001) also indicate postulated the same identification. Lunenburg and Ornstein (2000)'s classification is used as a basis for the current study.

### 2.3.2. Decision Making Process

An important issue to point out is that decision making is common in most of the different classification of sub-processes mentioned above. This is due to the central role of decision making process in administration. As many researchers; Owens (2001), Hoy and Miskel (2001), Harrison (1987) and Griffiths (1969) indicate decision making process is at the heart of the organization and administrative process and a "sine qua non" of administration. Simon (1957) emphasizes the importance of decision making process for an organization as "the anatomy of the organization is to be found in the distribution and allocation of decision making functions. Simon (1957) also notes that "the task of deciding pervades entire administrative organization" (p.1) and "administrative processes are decisional processes" (p.8). Lunenburg and Ornstein (2000) also point out that "decision making process plays an important role in motivation, leadership, communication and organizational change" (p.155).

It is clear that decision making occupies a key role in the administrative process, and understanding administrative process requires clear grasp of the meaning of the decision making. According to Lunenburg and Ornstein (2000), decision making can be "universally defined as the process of choosing from among alternatives" (p.155). Knezevich (1969) gives a similar description for decision making as "a conscious choice from among a well-defined set of competing alternatives" (p.58).  Jones (1995) provides a more specific definition with special focus on organizational decision making as "decision making is the process of responding to a problem by searching for and selecting a solution or course of action" (p.458). Shull et al. (1970, in Harrison, 1987) defines decision making as "a conscious human process, involving both individual and social phenomena, based upon factual value and premises, which includes a choice of one behavioral activity from among one or more alternatives with the intention of moving toward some desired state of affairs" (p.2). and Harrison (1987) defines decision as "a moment in an ongoing process of evaluating alternatives for meeting an objective, at which expectations about a particular course of action impel the decision maker to select that course of action most likely to result in attaining the objective" (p.2). Lipham (1974) provides another definition of decision making as a process in which awareness of a problematic state of a system, influenced by information and values, is reduced to competing alternatives among which a choice is made, based on perceived outcomes states of the system". It is clear from these definitions that decision making process requires decision makers to make a choice between at least two alternatives for a defined problem or an issue to reach the defined objective.

While discussing decision making, as Harrison (1987) indicates, it is customary to focus on three dimensions: 1) the decision itself, 2) the decision maker,

3) the decision-making process. Teale et al. (2003) provide another frame. According to them, the type of the decisions, decision body or decision makers, the models of decision making and decision context are the dimensions of the decision making process.

*Types of Decisions*

The types of decisions have been classified in different ways by different researchers. However, as Harrison (1987) identifies, Simon's typology is the best known of these classification. His classification is based on the distinction between programmed and nonprogrammed decisions.

As Teala et al. (2003), Wright and Noe (1996), Jones (1995) and Knezevich (1969) define; programmed decisions are repetitive and routine activities which organizations have a developed procedure for handling. "Such decisions cover the routine problems of an organization that do not need a new response for each recurrence" (Knezevich, 1969, p.62).Many ways to select the appropriate solutions are formalized in the organization's rules, standards, values and norms of the culture.

On the other hand, nonprogrammed decisions are novel, unusual, unpredictable, unstructured and unique decisions. As Jones states (1995), "no rules, routines or standard operating procedures can be developed to handle them" (p. 458). Because nonprogrammed decision making situations are specific, specific procedures have to be developed to deal with the choices. Nonprogrammed decisions also require much more activity and action by managers. In this type of decisions as Knezevich (1969) states decision maker must count on creative, adaptive, intelligent or problem-oriented behavior. Decision makers cannot count on rules and standard operating procedures to provide a solution (Jones, 1995, p.458). It is stated by Jones (1995) that both of type of decision are important as "Programmed decision making

provides stability and increases predictability, whereas nonprogrammed decision making allows the organization to change and adopt itself so that it can deal with unpredictable events" (p.459).

Some other theorists also have some other typology of decisions. Drucker (in Harrison, 1987, p.16) makes the same distinction as Simon but names the programmed decisions as "generic" and nonprogrammed decisions as "unique". Another researcher Delbecq (in Harrison, 1987, p.16) has a slightly different classification. He classifies decisions under three titles; Routine decisions, Creative decisions, and Negotiated decisions. Harrison (1987) classifies all of these types of decisions under two basic categories as "Category I" which includes routine, recurring and certain decisions and "Category II" which composed of nonroutine, nonrecurring, and uncertain. Teale et al. (2003), states some other types of decisions as structured-unstructured, programmed-nonprogrammed, and operational-strategic decisions.

All of these types of decisions can be gathered under two main classes as; decisions that are unique, novel and unstructured and decisions that are usual, repetitive and structured. However, as Wright and Noe (1996) states, whatever the type of the decision, any decision should be effective and efficient.

*Decision Maker*

Second dimension to cover in the decision making process is the question of "Who makes the decisions?" "Decision Makers" as named by Wright and Noe (1996) or the "Decision Body" as called by Teale et al. (2003) are responsible of making the decisions or controlling the decision making process.

As Teale et al. (2003) and Harrison (1987) state, many people think that decisions are made by managers or administrators. These people may be correct but

in all organizations, as Teale et al. (2003) indicates, "Everyone has potential to make decisions" (p.9). However, here there are two important issues: first one is the continuum of individual versus group decision making as Owens (2001) and Teale et al. (2003) indicate, and the second one is the person's level in the hierarchy of the organization and the type of the decisions that are made as stated by Wright and Noe (1996) and Harrison (1987).

On the individual versus group decision making process, Owens (2001) emphasizes that the discussion of administrative decision making generally focuses on the personal behaviors of the administrators or managers. However, as Harrison (1987) indicates individuals usually employ simple strategies even they are faced with complex problems. Moreover, "individual decision making is constrained by imperfect information, time, and cost factors, cognitive limitations and psychological factors" (Harrison, 1987, p.11).

On the other hand Owens (2001) explains that administration is "working with and through other people to achieve the goals of the organization". Thus, it is important to consider making decisions with the organization or with the group of people in the organization. Harrison (1987) indicates that group decision making has also strong points and weak points. However, as Owens argues the important issue is to decide when to make individual decisions and when to make group decisions.

On this individual-group decision making continuum, Vroom and Yetton (1973) have a taxonomy of leadership styles expressed in decision making process composed of three processes; autocratic, consultative, and group process.

First type is "Autocratic Process". This class includes two sub categories as AI and AII. In AI, leader makes the decision alone. In AII, leader gets the information from the members of the group and makes the decision. Second class is

called "Consultative Process". This class includes two subcategories as CI and CII. In CI, leader shares the problem with the relevant members of the groups, gets their ideas, and then makes the decision. In CII, Leader shares the problem with the all members of the group in a meeting and then makes the decision. The third class is called "Group Process". The single subcategory under this class is named as GII. Here, leader leads the group in a meeting as a chairperson and shares the problem with them, but does not try to insist on his/her decision and group makes the decision. Table 2.3 shows the detailed explanation of the categories.

Table 2.3. *Types of Decision Methods*

| Symbol | Definition |
|--------|------------|
| AI | Administrator solves the problem or makes the decision her/himself using the information available at the present time. |
| AII | Administrator obtains necessary information from the subordinates, then decides on a solution to the problem her/himself. He/She may or may not tell subordinates the purpose of the questions or give information about the problem or decision he/she is working. The input provided by subordinates is clearly in response to his/her request for specific information. They do not play a role in the definition of the problem or in generating or evaluating alternative solutions. |
| CI | Administrator shares the problem with the relevant subordinates individually, getting their ideas and suggestions without bringing them together as a group. Then She/he makes the decision. This decision may or may not reflect subordinates' influence. |
| CII | Administrator shares the problem with subordinates in a group meeting. In this meeting he/she obtains their ideas and suggestions. Then he/she makes the decision, which may or may not reflect subordinates' influence. |
| GII | Administrator shares the problem with the subordinates as a group. Together he/she generates and evaluates alternatives and attempt to reach agreement (consensus) on a solution. Administrator's role is much like that of a chairperson, coordinating the discussion, keeping it focused on the problem. Administrator can provide the group with the information or ideas that she/he has, but does not try to press on them to adopt his/her solution. |

Source: From *Leadership and Decision Making* (p. 13) by V.H Vroom, and P.W. Yetton, (1973) Pittsburgh: University of Pittsburgh Press.

Vroom and Jago (1988) state that "These processes can be thought as steps on a scale of participation or power sharing". As one moves from AI to GII, there is a progressive increase in the opportunities provided for subordinates to influence the

decision. GII, with its emphasis on consensus among subordinates, is most

participative; AI is least participative. In AI, the administrator formulates a plan

based on knowledge already exists. CI and CII give subordinates the opportunity to

address the entire problem. With CI the consultation occurs on one-on-one basis. The

leader talks to subordinates individually. In CII the leader calls a group meeting.

With both consultative modes the leader makes the final decision, but only after

those affected have had their opportunity to influence that decision. Last alternative

GII, shares with CII the fact that there is a group meeting between leader and the

subordinates. However, in GII the decision is made by the entire group, not just the

leader. Table 2.4 indicates the Kepner-Tregoe adaptation of Vroom-Yetton decision

process expressing degrees of participation or involvement.

Table 2.4. *Kepner-Tregoe Adaptation of Decision Process*

| | Categories | | | | |
|---|---|---|---|---|---|
| | AI | AII | CI | CII | GII |
| Who is involved | Leader | Leader and others individually | Leaders and others individually | Leader and others in the group | Leader and others in group |
| Nature of involvement | Unassisted decision | Individuals respond to specific questions | Individuals provide | | |
| Who makes decision | Leader | Leader | Leader | Leader | Group |

Source: Weiss (1976) in *The new leadership: Managing participation in organizations*. (p. 34) by V.

H. Vroom, and A. G. Jago, (1988) New Jersey: Prenctice Hall.

### 2.3.3. Participation in Decision Making

On the dimension of "decision maker", another issue should be pointed out is

"participation". Vroom and Jago (1988) define participation as "influence resulting

from a person's assuming an active role in a decision making process". Vroom and

Jago emphasize the importance of "influence" in participation and they state that "the amount of an individual's participation in a given decision made by a group of organization is represented by the amount of influence that person has had on the plans or decisions agreed upon" (p.15).

Vroom and Jago (1988) distinguish two patterns of participation as legislated participation and informal participation. Legislated participation involves the creation of formal social systems for the aim of making certain kinds of decisions. For this reason there exist decision-making bodies whose rules such as eligibility for membership, being a member, or replacing a member, are written. These formal decision-making bodies allows for direct and indirect participation. Members of the body participate directly, whereas those who are not members of the decision body may have opportunities for indirect participation to influence the body. Vroom and Jago (1988) summarize that "In legislated participation opportunities for participation are rights written in law" (p.17).

On the contrary to legislated participation, informal participation occurs between managers and subordinates. Its characteristics was derived from relationships rather than formal, legal statutes. Vroom and Jago indicated that "opportunities for informal participation are always voluntarily initiated by managers and almost always direct in nature. They may take many forms such as causal conversations or group meetings for the purpose of setting goals and solving problems" (p.17).

The critical issue in participation is whether subordinates should be involved in decision making. Hoy and Miskel (2001) state that this is a wrong question. They indicate that the answer is sometimes subordinates should participate in and sometimes not. "The more appropriate questions are "Under what conditions

subordinates should be involved in decision making? To what extent? And How?" (p.341). As Pashiardis (1994) indicates "both administrators and teachers agree that teachers should have greater participation in decision making but the groups differ between their perception of what is and what ought to be. These are the questions that direct research and studies related to participation in decision making.

Participation into the decision making process in the organizations is one of the most studied areas of research in the decision making literature. However, Lunenberg and Ornstein (2000) indicate that reviews of research on participative decision making do not propose consistent results. Research related to relationship between participative decisions and decision outcomes reveals ambiguity or nonsupport of the relationship. However, most of the research in this area proposes the benefits of teacher participation. They add that "these benefits are not directly related to decision outcomes but instead are more associated with morale and job satisfaction. In accordance with this, Schwab et al.'s (1986), Jackson (1983), and Rice and Schneider (1994) found significant relation between job satisfaction and participation, as increasing level of participation also increases the job satisfaction of the teachers. However, Anderson (2002) notes that "while much has been said about the benefits of the greater teacher participation in decision making, there exist many constraints. These are "lack of time, lack of training and support, isolation, lack of expertise, lack of confidence in teachers' own ability, politesse, role ambiguity, resistance by administrators, lack of change skills, lack of real formal authority, losses in collegiality, uncertainty about excellence, innovation overload, information and decision making".

In many studies conducted both in Turkey and abroad, it has been found out that both in business and educational organizations there exist desirability and

influence of participation in decision making (Genç, 1994; Yavuz; 2001; Karaca, 2001; Hoy and Miskel, 2001; Wall & Rinehart, 1998; Anderson & Flanigan, 1993; Kuku & Taylor, 2002)

In a study conducted by Yavuz (2001),with high school teachers and administrators in İzmir, it has been found out that high school teachers want to be involved in the decision making "very much", and teachers usually involved in the decision making in these decision areas; education, students, commissions, operations, and teachers. However, there is a difference between teachers and administrators report of teachers' participation in decision making. Administrators considered teachers' level of participation as "high", teachers considered their own level of participation as "medium", and also there exist a difference between the teachers' and administration's report of which decision areas teachers should be involved in.

In another study carried out by Karaca (2001) in Marmaris, the teachers' view about their level of participation in decision making was studied. The results of this study is in accordance with the previous study of Yavuz (2001); teachers reported that they "usually" participate in decision making in their school and they "always" want to participate in decision making.

Kuku & Taylor's (2002) study indicates similar findings. They compared the perceptions of 165 school leaders and teachers regarding actual and preferred faculty participation on nine dimensions of school governance as: missions/vision/goals, budgeting, staffing, operations, standards, curriculum/instruction, facilitating procedures and structures, staff development, and spiritual matters. Results indicated similarities with the previous studies; a significant difference was observed between

the actual participation and preferred participation for both teachers and school leaders.

Hoy and Miskel (2001; p.341) summarize much of the research and theoretical literature on teacher participation in decision making as follows:

- The opportunity to share in formulating policies is an important factor in the morale of teachers and in their enthusiasm for the school

- Participation in decision making is positively related to the individual teacher's satisfaction with the profession of teaching

- Teachers prefer principals who involve them in decision making

- Decisions fails because of poor quality or because they are not accepted by subordinates

- Teachers neither expect nor want to involved in every decision; in fact, too much involvement can be as detrimental as too little

- The roles and functions of both teachers and administrators in decision making need to be varied according to the nature of the problem.

Another critical issue that should be considered in relation to participation in decision making in educational organization is the fact that educational organizations are under effect of different organizations, institutions or individuals. These can be grouped into two as internal factors and external factors (Açıkalın, 1997 in Yavuz, 2001). Internal factors are teachers, students, physical conditions and equipments; whereas the external factors are parents, pressure groups, general structure of organization, labor market, upper level organization of education, social and geographical status, local administration, and neighborhood of the school.

These factors are important in considering participation in decision making as they affect the decision making in many ways. Sometimes, it is not the teachers that should be participating in decision making in schools, participation of some other groups may be required.

# CHAPTER 3

# METHODOLOGY

In the methodology chapter, population and sample, data collection, procedures of the study and the data analysis are presented.

This is a descriptive field study aiming to analyze the decision making process in Public Education Centers in Istanbul. In order to achieve this aim, both qualitative and quantitative research methods were applied. Quantitative research features were utilized to obtain more objective data and qualitative research features were used to attain indebt and more detailed information.

## 3.1. Population and Sample

The population of this study is composed of 33 PECs in 32 sub-provinces of İstanbul. These are Adalar, Avcılar, Bağcılar, Bahçelievler, Bakırköy, Bayrampaşa, Beşiktaş, Beykoz, Beyoğlu, Bostancı, Büyükçekmece, Çatalca, Eminönü, Esenler, Eyüp, Fatih, Gaziosmanpaşa, Güngören, Kadıköy, Kağıthane, Kartal, Küçükçekmece, Maltepe, Pendik, Sarıyer, Silivri, Sultanbeyli, Şile, Şişli, Tuzla, Ümraniye, Üsküdar, and Zeytinburnu.

In order to guarantee the equal representation of PECs with different characteristics, purposeful sampling method was used. In the sample selection procedures, first of all 33 centers were ranked according to organizational complexity on the basis of the number of the courses offered by the centers (see Appendix A). Then, the outliers; the top and the bottom centers; Silivri and Kadıköy were excluded, and remaining centers were stratified into three groups according to organizational complexity as "simple", "medium" and "high".

After that, four centers were selected purposefully from each complexity group; Çatalca , Eminönü, Tuzla and Kağıthane PECs from the least complex; Maltepe, Fatih, Şişli and Gaziosmanpaşa PECs from the medium complex; and Bahçelievler, Zeytinburnu, Kartal, and Bakırköy PECs from the most organizationally complex centers (See Appendix B for the location of centers which were included in the sample in İstanbul). In accordance with the ethical principles, from now on centers will be referred with letters randomly assigned.

The administrators, teachers, tutors and part-time tutors and part-time teachers of these 12 centers constitute the sample of the study (See Appendix C for the number of staff working in 33 PECs)

Totally 176 subjects (10 principals, 4 head of vice-principals, 19 vice-principals, 2 counselors, 35 teachers, 10 tutors, 82 part-time tutors and 14 part-time teachers) were included in the current study from 12 PECs. Number of educators in these centers varied from 8 to 22. In 2 PECs, total number of educators participated in the study was below 10, and three PECs had 20 or more educators. Table 3.1 indicates the distribution of sample according to center and status. Two principles were not available during the data collection process; one was sick and the other one refused to participate in the study.

Table 3.1. *Distribution of Sample According to Status in PECs*

| PECs | Principal | Head of Vice-principals | Vice-principal | Counselor | Full-time Teacher | Full-time Tutor | Part-time Tutor | Part-time Teacher | Total |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | Status of Subjects | | | | |
| Center A | 1 | | | 1 | 2 | 1 | 8 | 2 | 15 |
| Center B | 1 | | 3 | | 5 | 1 | 10 | | 20 |
| Center C | 1 | | 1 | | | | 9 | 1 | 12 |
| Center D | 1 | | 4 | | 1 | 2 | 1 | | 9 |
| Center E | | 1 | 1 | | 2 | 1 | 5 | | 10 |
| Center F | | 1 | 3 | | 6 | 1 | 7 | 1 | 19 |
| Center G | 1 | | | | | | 20 | | 21 |
| Center H | 1 | 1 | 2 | | 6 | 1 | 1 | 4 | 16 |
| Center I | 1 | 1 | | 1 | 6 | 1 | 8 | 4 | 22 |
| Center J | 1 | | 3 | | 3 | 1 | 6 | | 14 |
| Center K | 1 | | 1 | | 2 | | 2 | 2 | 8 |
| Center L | 1 | | 1 | | 2 | 1 | 5 | | 10 |
| Total | 10 | 4 | 19 | 2 | 35 | 10 | 82 | 14 | 176 |

## 3.2. Data Collection

In order to analyze decision making process of the specified administrative functions in PECs, a questionnaire was developed by the researcher called "Decision Making Process Analysis Questionnaire" (DMPAQ).

*3.2.1 Development of the Instrument*

This specific questionnaire (DMPAQ) was developed in Turkish language. In the development process of the form, related literature about decision making process, educational administration and adult education was meticulously examined. Questionnaire was developed in two steps.

*First Step: Generating decisions under each administrative function*

Knezevich's (1969) classification of administrative functions were used a base for the study. These functions were educational process (including three sub-

parts as courses, participants and programs); allocating resources (including three sub-parts as buildings, finance and physical resources); staffing; public relations; and logistic support. To identify the specific decisions that are taken in public education centers in these five administrative functions, a structured interview form was developed.

This interview form was implemented in Kadıköy PEC. Five administrators; the principal, 2 vice-principals and 2 counselors; 2 teachers and 3 part-time tutors were interviewed in this process. Interviewees were asked to generate at least five specific examples of decisions that are made at their centers under the five administrative functions that were explained by the researcher. Answers gathered from this first round interview were analyzed and categorized using content analysis method and 60 specific decisions under five administrative functions were generated. Then first form of the questionnaire was structured.

The first form of the questionnaire was consisted of 3 parts: the first part included demographic information; the second part included questions related to how 60 decisions were taken; and the third part of the questionnaire included questions related to the general evaluation of decision making process of the center. Demographic information part included questions about age, gender, status in the center, educational level, subject matter area, work experience, and in-service training of the subjects. Second part included 60 decisions and 8 categories indicating how each decision was taken in the center. Five of the categories were taken from Vroom & Yetton's (1973) classification of how decision can be made. These 5 categories are "Principal makes the decision alone and announces", "Principal receives the information from the members of the center and makes the decision", "Principal shares the problem with the relevant members of the center,

obtains their ideas, and then makes the decision", "Principal shares the problem with

the all members of the center in a meeting and then makes the decision", "Decision is

taken in a general meeting". According to result of the interviews, three categories

were added by the researcher; "Vice-principals make the decision", "Teachers make

the decision", and "other: none of these situations is relevant for the center". In the

third part there were 9 open ended questions and 2 questions on degree of democracy

and happiness at the centers

Moreover, Kılıç's (1982), Yavuz's (2001) and Karaca's study (2001) helped

originate and clarify the questions in Turkish.


*Second step: Correction and Validation*

A pilot study was conducted to validate and refine the first form of the

questionnaire in two centers; Eyüp and Beşiktaş PECs which were not included in

the sample. In Eyüp PEC, 1 vice-principal and 15 teachers and tutors were filled in

the questionnaire. In Beşiktaş, 21 subjects (1 principal, 2 vice-principals, 1

counselor, and 17 teachers and tutors) were included in the study. In addition, 5

subjects (1 principal, 2 vice-principals, 1 counselor and 1 teacher) were also asked to

evaluate the questionnaire in relation to decisions taken at the centers and face

validity as well.

Then the first form of the questionnaire was revised according to feedback

gathered through the second pilot study. 60 decisions in five administrative functions

were reduced to 54 as some of the decisions were overlapping, or irrelevant.

Wording of some decisions and questions was fine tuned to provide better and clear

understanding for the subjects. The format of the questionnaire was also redesigned

considering the feedback of the pilot study. With these entire alterations

questionnaire took its final form, DMPAQ (see Appendix D).

*3.2.2. Instrument*

Decision Making Process Analysis Questionnaire (DMPAQ) was designed to

analyze the decision making processes of the public education centers. It is a self-

administrated questionnaire consisting of three main parts; demographic information,

how the decisions are made, and general evaluation of the decision making process.

Demographic information includes age, gender, status in the center, education

level, subject matter area, total years off work experience, and the number and types

of in-service training activities.

The second part of the questionnaire is related to how the decisions are made.

This part includes 54 decisions under five administrative functions are presented.

Table 3.2 indicates the distribution of decisions according to administrative

functions. Each decision is provided with 8 options which subjects should choose to

indicate how each of these decisions is made in the centers.

Table 3.2. *Administrative Functions and Number of Decisions in the Questionnaire*

| Administrative Functions | Number of decisions |
|---|---|
| Educational Process | 20 |
| Course | 9 |
| Participants | 5 |
| Programs | 6 |
| Allocating Resources | 17 |
| Building | 7 |
| Finance | 6 |
| Materials | 4 |
| Staffing | 10 |
| Public Relations | 5 |
| Logistic Support | 2 |
| Total | 54 |

The last part of the questionnaire includes questions about the subjects' overall evaluation of decision making process in their centers. This part consists 9 open ended questions about: 1) sufficiency of full-time teachers participation, 2) sufficiency of part-time tutors' participation in decision making process, 3) participants' involvement in the center's decision making process, 4) other people or institutions that take part in the decision making process, 5) the decision making process for determining courses to be opened, 6) the effect of needs of the environment on decision making process, 7) the effect of people from the environment, 8) the persons who makes the most effective decisions in the centers, and the explanation of the reasons, and 9) the assessment of certain problems that affect the decision making process in PECs.

In addition to 9 open ended questions, there are 2 questions to identify the level of democracy and happiness in the centers that is perceived by the subjects on a scale from 0 to 10. The subjects were asked to indicate their perceptions about level of democracy and the happiness in the centers on the scale.

## 3.3. Procedures

This study was completed in many steps.

First, some data related to the PECs (number of course, students, teachers and other staff) was obtained from Provincial Directorship of National Education with the analysis of these data, sample has been determined. Second, interview form was developed by the researcher.

Third, a study was conducted in Kadıköy PEC with 10 subjects using interview form, and data was collected through structured interview technique.

Results of this study were analyzed and first form of the questionnaire was structured.

After that, legal permission for conducting the study in PECs was taken from Provincial Directorship of Non-Formal Education (See Appendix E for the permission).

Then, pilot study was carried out in two PECs from the middle complex group, Beşiktaş and Eyüp, in order to refine the questionnaire. Following the pilot study, results were analyzed and according to feedback gathered from the study, questionnaire form was revised and finalized.

Finally, data was collected by the researcher in the last two weeks of June and first week of July 2005. Researcher visited 12 public education centers during this period, talked to principals or the vice-principals and explained the study. Questionnaire form was distributed to the subjects in envelops with a cover letter written for both administrators and teachers (See Appendix F) and subjects were reminded to return the envelopes closed in order them to feel secure about their responses. Participants of the study were also informed that questionnaire was anonymous. In some of the centers questionnaires were implemented by the researcher, and in some others questionnaires were implemented either by vice-principals or counselors. However, implementing the questionnaires was a hard job. Even though there was legal permission from both the governor and the local branch of Ministry of National Education, most of the administrators were very ignorant and did not want to participate in the study.

## 3.4. Data Analysis

Both quantitative and qualitative analysis techniques were applied in the study. Demographic data was analyzed using descriptive statistics with SPSS.13 program. Crosstabs, frequency analysis, and One-Way ANOVA and t-test analyses were conducted to delineate the results. When one-way ANOVA indicated a significance difference, Scheffé as a post-hoc analysis is carried out to identify the groups that make the differences. The qualitative data gathered through open ended questions were transcribed and categorized using content analysis method. The research questions investigating relations were analyzed using SPSS program as well.

Symbols that appeared in results chapter were identified below in order to provide better understanding of the analysis.

| | |
|---|---|
| n | Sample size in that category |
| f | Frequency |
| % | Percent |
| s | Standard deviation |
| $\bar{x}$ | Mean |
| $t_o$ | Observed t-test result |
| p | Significance level |
| SS | Sum of squares |
| df | Degree of freedom |
| MS | Mean square |

# CHAPTER 4

## RESULTS

This chapter presents the results of the analysis related to research questions of this study. First, findings about the demographic characteristics of the sample are presented. Then the answers to the research questions are explained. Results are organized according to research questions. Both quantitative and qualitative analyses have been used to answer research questions.

## 4.1. Demographic Characteristics of the Sample

Those who participated in the study were between 21 and 60 years old and average age of subjects was 38. Females constituted the 78.7% of the subjects, and males constituted the 21.3%. Table 4.1 shows the distribution of sample according to age groups and gender. Both females and males' ages were cumulated around 31-40 and 41-50 groups.

Table 4.1. *Distribution of Sample According to Age Groups and Gender*

| | Gender | | | | Total | |
|---|---|---|---|---|---|---|
| | Female | | Male | | | |
| Age Groups | *f* | *%* | *f* | *%* | *f* | *%* |
| 21-30 | 35 | 26.1 | 9 | 25 | 44 | 25.9 |
| 31-40 | 44 | 32.8 | 11 | 30.6 | 55 | 32.4 |
| 41-50 | 42 | 31.3 | 13 | 36.1 | 55 | 32.4 |
| 51-60 | 13 | 9.7 | 3 | 8.3 | 16 | 9.4 |
| Total | 134 | 100 | 36 | 100 | 170 | 100 |

In terms of the gender and the status of the educators, 90% of the principals, and 57.9% of the vice-principals were male (Table 4.2). On the other hand, 97.1% of

the teachers, 90% of tutors, 88.8% of the part-time tutors, and 71.4% of the part-time teachers were female.

Table 4.2. *Distribution of Sample According to Gender and Status*

| Status | Female | | Male | | Total | |
|---|---|---|---|---|---|---|
| | *f* | *%* | *f* | *%* | *f* | *%* |
| Principal | 1 | 10 | 9 | 90 | 10 | 100 |
| Head of vice-principals | 2 | 50 | 2 | 50 | 4 | 100 |
| Vice-principals | 8 | 42.1 | 11 | 57.9 | 19 | 100 |
| Counselors | 2 | 100 | 0 | 0 | 2 | 100 |
| Teachers | 34 | 97.1 | 1 | 2.9 | 35 | 100 |
| Tutors | 9 | 90 | 1 | 10 | 10 | 100 |
| Part-time expert teachers | 71 | 88.8 | 9 | 11.3 | 80 | 100 |
| Part-time teachers | 10 | 71.4 | 4 | 28.6 | 14 | 100 |
| Total | 137 | 78.7 | 37 | 21.3 | 174 | 100 |

As a further step, statuses of educators were grouped into three categories as "administrators", "full-time teachers and tutors" and "part-time teachers and tutors". According to data, 62.9% of the administrators were male, whereas 95.6% of the full-time teachers and tutors and 86.2% of the part-time teachers and tutors were female (Table 4.3)

Table 4.3. *Distribution of Sample According to Gender and Groups of Status*

| Status | Female | | Male | | Total | |
|---|---|---|---|---|---|---|
| | *f* | *%* | *f* | *%* | *f* | *%* |
| Administrators | 13 | 37.1 | 22 | 62.9 | 35 | 100.0 |
| Full-time teachers and tutors | 43 | 95.6 | 2 | 4.4 | 45 | 100.0 |
| Part-time teachers and tutors | 81 | 86.2 | 13 | 13.8 | 94 | 100.0 |
| Total | 137 | 78.7 | 37 | 21.3 | 174 | 100.0 |

In terms of educational level, there were more people who were graduates of vocational/ technical high school (18.2%) and faculty of education (14.8%). These were followed by other educational institutions (11.9%), BA degree in an area that is

not related to education like engineering or economy (10.8%), general high school

(10.2%), and Male/Female School of Technical / Vocational Education (9.7%).

Table 4.4 demonstrates the percents and frequencies of the subjects according to

educational level.

Table 4.4. *Subjects' Level of Education*

| Level of Education | f | % |
|---|---|---|
| Primary School | 3 | 1.7 |
| General High School | 18 | 10.2 |
| Vocational / Technical High School | 32 | 18.2 |
| Education Institute | 13 | 7.4 |
| Higher School of Teacher Training | 10 | 5.7 |
| Higher School of Male/Female Technical / Vocational Education | 17 | 9.7 |
| Faculty of Technical Education | 12 | 6.8 |
| Faculty of Education | 26 | 14.8 |
| BA in other areas | 19 | 10.8 |
| Other | 21 | 11.9 |
| Missing | 5 | 2.8 |
| Total | 176 | 100.0 |

In terms of educational level according to status in the centers, 50% of the

principals were graduates of Education Institute and 40 % were graduates of Faculty

of Education (For the distribution of subjects according to their level of education,

see Appendix G). Education of vice-principals varied, but 26.3% was graduate of

faculty of education, followed by Faculty of Technical Education (15.8%) and other

educational institutions (15.8%). 35.3% of the teachers was graduate of faculty of

education, followed by Faculty of Technical Education (17.6%), and Higher School

of Teacher Training (14.7%). Half of the tutors were graduates of

Vocational/Technical High Schools. Part-time tutors were mostly graduate of

Vocational/Technical High Schools (26.9%) and General High School (21.8%),

followed by other schools (14.1%) and Male/Female School of Technical/Vocational

Education (12.8%). Only 3 of the part-time tutors were graduates of Primary School. Except these three subjects, all of the subjects had either high school or university degree. Part-time teachers were mostly graduates of Vocational/Technical high School (35.7%).

Subject matter area of the subjects showed a wide range of variety. Subject matter areas were grouped under three categories according to classification of the MONE as: socio-cultural, vocational/technical and general. There were 97 educators from vocational/technical area, 53 from socio-cultural area and 25 from general area. 14.3% of all of the subjects was instructor of "arts and crafts", 13.1% of was instructor of "embroidery with machine", 11.4% was instructor of "clothing" and 8.6% was trained as primary school teachers (See Appendix H). Most of the administrators (80% of principals, 50% for head of vice-principal, and 52.6% of vice-principals) were teachers of general area (mathematics, history, primary school or social sciences) (See Table 4.5.).

Table 4.5. *Distribution of Sample According to Subject Matter Areas and Status*

| | Subject Matter Area | | | | | | | |
| Status | Socio-cultural | | Vocational/ Technical | | General | | Total | |
| | f | % | f | % | f | % | f | % |
|---|---|---|---|---|---|---|---|---|
| Principal | 2 | 20.0 | 0 | 0.0 | 8 | 80.0 | 10 | 100 |
| Head of vice-principals | 1 | 25.0 | 1 | 25.0 | 2 | 50.0 | 4 | 100 |
| Vice-principals | 5 | 26.3 | 4 | 21.1 | 10 | 52.6 | 19 | 100 |
| Counselors | 2 | 100.0 | 0 | 0.0 | 0 | 0.0 | 2 | 100 |
| Teachers | 11 | 31.4 | 24 | 68.6 | 0 | 0.0 | 35 | 100 |
| Tutors | 3 | 33.3 | 6 | 66.7 | 0 | 0.0 | 9 | 100 |
| Part-time tutors | 24 | 29.3 | 54 | 65.9 | 4 | 4.9 | 82 | 100 |
| Part-time teachers | 5 | 35.7 | 8 | 57.1 | 1 | 7.1 | 14 | 100 |
| Total | 53 | 30.3 | 97 | 55.4 | 25 | 14.3 | 175 | 100 |

Number of educators who were from vocational/technical areas is higher in all of the centers. Center E had the highest number of staff (80%) from the

vocational/technical area. There was just one instructor who teaches courses from socio-cultural area. In Center F, 72.2% of the staff was from vocational/technical area. (See Appendix I for the numbers of subjects according to subject matter areas in each center)

Average year of experience in adult education institutions of the subjects was 11.7 years. 32.4% of them had 1-5 years of experience as an instructor or as an administrator. Table 4.6 indicates the distribution of total years of experience. (See Appendix J for the distribution of level of education according to status in the center)

Table 4.6. *Subjects' Total Years of Experience*

| Years of Experience | f | % |
|---|---|---|
| 1-5 | 57 | 32.4 |
| 6-10 | 30 | 17.0 |
| 11-15 | 27 | 15.3 |
| 16-20 | 29 | 16.5 |
| 21-25 | 12 | 6.8 |
| 26-30 | 10 | 5.7 |
| 31-+ | 5 | 2.8 |
| Missing | 6 | 3.4 |
| Total | 176 | 100.0 |

In terms of in-service training related to adult education, 57.9% of the subjects (n=95) stated that they took in-service training courses, and 42.1% of them (n=69) stated they never had any (Table 4.7). According to status, 3 principals out of 10 indicated that they never received in-service training related to adult education. Most of the part-time tutors (52.1%) also indicated that they never took in-service training. Beside part-time tutors, 38.2% of teachers did not take in-service training, as well.

Table 4.7. *Distribution of Sample According to Status and In-Service Training*

| Status | In-service Training | | | |
|---|---|---|---|---|
| | Yes | | No | |
| | *f* | *%* | *f* | *%* |
| Principal | 7 | 70.0 | 3 | 30.0 |
| Head of Vice-principals | 3 | 75.0 | 1 | 25.0 |
| Vice-principals | 12 | 66.7 | 6 | 33.3 |
| Counselors | 2 | 100.0 | 0 | 0.0 |
| Teachers | 21 | 61.8 | 13 | 38.2 |
| Tutors | 6 | 66.7 | 3 | 33.3 |
| Part-time expert teachers | 35 | 47.9 | 38 | 52.1 |
| Part-time teachers | 9 | 64.3 | 5 | 35.7 |
| Total | 95 | 57.9 | 69 | 42.1 |

When in-service training is considered according to centers, it is seen that in 5 PECs, more than the half of the staff did not have any in-service training related to adult education. In one PEC, 90% of the subjects indicated that they never had in-service training related to adult education. (See Appendix K for the distribution of subjects from each center according to in-service training.)

Those who took part in the study were asked to identify the name or type of in-service training they took. Out of 95 subjects who had taken in-service training, 72 wrote the name or type of in-service training they participated. These answers were categorized, and 10 different groups of in-service training were identified (Table 4.8). It was seen that just 7 subjects reported taking training related to working with adults, adult learning, and adult behaviors. Most of the subjects (33.7%) took professional development courses such as new techniques and methods in their subject matter area or another area similar to their own subject matter area.

Table 4.8. *Areas of In-Service Training*

| Category | f | % |
|---|---|---|
| Adult Education | 7 | 9.0 |
| Guidance and Psychological Counseling | 6 | 7.7 |
| Professional Development | 28 | 35.9 |
| Educational Administration | 6 | 7.7 |
| Mother-Child Education | 11 | 14.1 |
| Father-Support Education | 2 | 2.6 |
| Teaching Literacy to Adults | 6 | 7.7 |
| Total Quality Management | 3 | 3.8 |
| Individual Development | 9 | 11.5 |
| Courses taken during university education | 5 | 6.0 |
| Total | 78 | 100 |

## 4.2. Ways of Decision Making in PECs

Seven categories of making decisions and "other" option related to 54 decisions under five administrative functions [educational process (course, participant and program), allocating resources (buildings, financial resources, and physical resources), staffing, public relations, and logistic support] were identified in the questionnaire. These eight categories are as follows: 1) Principal makes the decision alone and announces, 2) Principal receives the information from the members of the center and makes the decision, 3) Principal shares the problem with the relevant members of the center, obtains their ideas, and then makes the decision, 4) Principal shares the problem with the all members of the center in a meeting and then makes the decision, 5) Vice-principals makes the decision, 6) Teachers make the decision, 7) Decision is made in a general meeting, 8) Other: none of these situations is relevant for the center". Another category "nonexistence" was formed during data analysis process, as some of the subjects indicated "We do not deal with this kind of decisions".

In terms of the decision making process in PECs, in all of the centers and for all types of decisions, it was reported that most of the time (27.1%) "Principal shares the problem with the relevant members of the center, obtains their ideas, and then

makes the decision". Next comes the category of "Principal makes the decision alone

and announces" (15.7%). "Decision is made in a general meeting" is the third

common way of making decisions in centers (14.2%). As it can be seen from Table

4.9, teachers (8.3%) and vice principles (9.4%) do not take part in decision making

process most of time.

Table 4.9. *Distribution of Responses According To Ways of Decision Making in*

*PECs*

| Categories | *f* | % |
|---|---|---|
| Principal makes the decision alone and announces | 1629 | 15.7 |
| Principal receives the information from the members of the center and makes the decision | 871 | 8.4 |
| Principal shares the problem with the relevant members of the center, obtains their ideas, and then makes the decision | 2818 | 27.1 |
| Principal shares the problem with the all members of the center in a meeting and then makes the decision | 1192 | 11.5 |
| Vice-principals make the decision | 976 | 9.4 |
| Teachers make the decision | 865 | 8.3 |
| Decision is made in a general meeting | 1473 | 14.2 |
| Other: none of these situations is relevant for the center | 495 | 4.8 |
| Nonexistence of the decision | 70 | 0.7 |
| Total | 10389 | 100.0 |

Categories of decision making were analyzed in terms of five administrative

functions. Educational process was analyzed under three categories: courses,

participants and programs. Regarding the courses, results manifested that, most of

the time (30.1%) "Principal shares the problem with the relevant members of the

center, obtains their ideas, and then makes the decision". About the decisions related

to participants (29.4%), and programs (31%) decisions were made by teachers (See

Appendix L for the distribution of responses according to administrative functions).

In terms of allocating resources, all of the three subcategories, buildings

(32.7%) financial resources (33.5%) and physical resources (21.7%) happened to be

the third category of decision making; "Principal shares the problem with the relevant members of the center, obtains their ideas, and then makes the decision"

In terms of staffing (30.3%) and public relations (29.9%) decisions were made in the first category, "principals make the decisions alone".

In logistics support, decisions were made in the third category, "Principal shares the problem with the relevant members of the center, obtains their ideas, and then makes the decision", most of the time (30.0%). Second, vice-principals make the decisions (22.0%), and third, principal makes the decision alone (18.6 %).

In terms of analysis of each administrative function according to each center, it was pointed out some differences. In Center A, decisions related to courses were made by principal (27.1%) who shares the problem with relevant members and then makes the decision., decisions related to participants and programs were made by teachers (21.5%, 29.6% respectively). In terms of allocating resources, decisions related to buildings and financial resources were made by the principal who shares the problem with relevant members and then makes the decision (35.6%, 27.3% respectively), decisions related to physical resources were made by vice-principals (31.5%). In terms of staffing, principal made the decisions alone (48.1%). In terms of public relations and logistics support, principal who shares the problem with relevant members and then makes the decision (31.7%, 39.3% respectively).

In Center B, decisions related to courses (54.8%), buildings (46.4%), financial (55.6%) and physical resources (37.5%), staffing (48.5%), public relations (66.0%), and logistics support (50%) were made by the principal sharing the problem with relevant members before making the decision. Only decisions related to participants (29.5%) and programs (41.5%) were made by teachers.

In Center C, decisions related to courses (33.7%) and programs (24.3%) were made in the general meeting. Decisions related to participants were made by teachers (33.9%). For decisions related to buildings, principal received the information from the relevant members of the center and made the decision (27.7%). Decisions related to financial resources were made by the principal sharing the problem with the relevant members of the center and receiving necessary information (30.6%). Decisions related to physical resources were made by vice-principals (27.1%). Decisions related to staffing were made by the principal sharing the problem with the relevant members of the center and receiving necessary information (26.7%). Decisions related to public relations were made in the general meeting (27.1%), and vice-principals (50%) made the decisions related to logistics support.

In Center D, decisions related to courses (44.4%), buildings (30.0%), financial (51.9%) and physical resources (36.1%), staffing (33.0%), and public relations (37.8%) were made by the principal sharing the problem with the relevant members and receiving the necessary information. Decision related to participants (27.9%) and programs (28.3%) were made by the teachers and logistics support decisions were made by vice-principals (38.9%).

In Center E decisions related to courses were made in general meetings (42.5%). Decisions related to participants were made by teachers (46.3%) whereas decisions related to programs were made by vice-principals (38.9%). Decisions related to buildings (27.7%) and financial resources (21.3%) were made by the principals sharing the problem with the relevant members and receiving the necessary information. Decisions related to physical resources were made by vice-principals (40.5%). Principal made the decisions related to staffing (37.2%) and public relations (52.9%) alone. Decisions related to logistics support were made by

the principal sharing the problem with the relevant members and receiving the necessary information (54.1%).

In Center F, decisions in all administrative functions except programs and physical resources were made by the principal sharing the problem with the relevant members and receiving the necessary information (courses; 37.7%, participants; 34.8%, building; 37.0%, financial resources; 37.5%, staffing; 34.6%, public relations; 48.4% and logistics support; 54.1%. Decisions related to programs (28.9%) and physical resources (32.9%) were made by vice-principals. Teachers were not included any of the administrative functions and in even three of them (financial resources, public relations and logistics support) their percent was 0.0%.

In Center G, decisions related to courses were made by the principal inviting members to a meeting (26.1%). Decisions related to participants were made by the teachers (53.4%) and decisions related to programs were made in the general meeting (32.5%). Decisions related to buildings (50.7%) and financial resources (28.2%) were made by the principal sharing the problem with the relevant members and receiving the necessary information. Decisions related to physical resources were made by the principal inviting members to a meeting to receive their ideas and opinions (35.8%). Decisions related to staffing (39.1%) and public relations (46.0%) were made by the principal alone. For the logistics support decisions, both principal and the vice-principals have the equal percentage (32.5%).

In Center H, course decisions were made in the general meeting (23.5%) whereas teachers made the decisions related to participants (22.4%) and programs (36.5%). Decisions related to buildings (40.2%), financial resources (36%), physical resources (20.3), staffing (42.7%), public relations (48.6%), and logistics support (43.3%) was made by the principal alone.

In Center I, decisions related to courses (24.4%) were made by the principal sharing the problem with the relevant members and receiving the necessary information. Decisions related to participants were made by the principals inviting members to a meeting (26.3%). Program decisions were made by the teachers (31.1%). Decisions related to buildings (30.8%), staffing (35.3%) and public relations (28.9%) were made by the principal alone. Decisions related to financial resources (37.5%) and logistics support (25.0%) were made by the principal receiving the information from the members of the center and then making the decision. Decisions related to physical resources were made by the principal inviting members to a meeting (25.6%)

In Center J, decisions related to courses (50%) and participants (33.8%) were made in the general meeting, and decisions related to programs (55.6%) were made by the teachers. Decisions related to buildings (32%), financial resources (43.6%), and staffing (26.1%) were made by the principal sharing the problem with the relevant members and receiving the necessary information. Decisions related to physical resources (26.8%), public relations (38.2%) and logistics (38.5%) were made in the general meeting.

In Center K, decisions related to courses (36.8%), buildings (46.2%), financial resources (41.5%) and physical resources (35.7%) were made by the principal sharing the problem with the relevant members and receiving the necessary information, whereas decisions related to participants (52.5%) and programs (43.5%) were made by the teachers. Decisions related to staffing (38.8%), public relations (73%) and logistics support (43.8%) were made by the principal alone.

In Center L, decisions related to courses (29.8%), buildings (23.8%), and financial resources (24.1%) were made by the principal sharing the problem with the

relevant members and receiving the necessary information. On the other hand, decisions related to participants (39.5%) and programs (33.3%) were made by the teachers. Principal invited members to a meeting to make decisions related to physical resources (22.9), whereas principal made the decisions alone in staffing (45.2%), public relations (47.9%) and logistics support (25%).

*4.2.1. Ways of Decision Making by Centers*

In order to see if the decision making categories differ according to center significantly, one-way ANOVA was conducted. According to results, there was a significant difference among centers at the $p < .021$ significance level (Table 4.10).

Table 4.10. *One-way ANOVA for the Ways of Decision Making by Centers*

| Source of variation | SS | df | MS | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 84090.482 | 11 | 7644.589 | 2.126 | .021 |
| Within Groups | 589773.496 | 164 | 3596.180 | | |
| Total | 673863.977 | 175 | | | |

However, according to post-hoc analysis results conducted with Scheffé, both at .05 and .1 significance levels, any significant difference among the centers was not pointed out due to unbalanced number of subjects from each center.

**4.3. Demographic Characteristics and Decision Making Process**

In order to see if there was any significant difference according to demographic characteristics of the subjects on their responses of ways of making decisions, one-way ANOVA and t-test analyses were conducted to see the possible differences according to age, gender, status, level of education, subject matter area, total years of experience and in-service training.

*4.3.1. Age*

One-way ANOVA was carried out to test for the difference between age groups on the total scores of 54 decisions. There were not significant differences among age groups on the responses ($p < .300$).

*4.3.2. Gender*

T-test analyses were carried out in order to test for the differences on the total score of 54 decisions between females and males. Significant differences were ($p < .021$) were found (See Table 4.11). Males' scores were significantly higher than of females. Males chose options 4, 5, 6 or 7, whereas females chose options 1, 2, 3.

Table 4.11. *T-test Results for the Ways of Decision Making by Gender*

|  | Female | | | Male | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | $\overline{x}$ | SD | n | $\overline{x}$ | SD | n | $t_0$ | p |
| Total Score | 195.67 | 58.57 | 137 | 222.08 | 71.458 | 37 | 5.402 | .021 |

*4.3.3. Status*

One-way ANOVA analysis was conducted to see whether the scores of the 54 decisions vary among the administrators (principals, head of vice-principals, vice-principals and counselors), full-time teachers and tutors, and part-time tutors and teachers. Significant differences were found at $p < .000$ level of significance (Table 4.12).

Table 4.12. *One-way ANOVA for the Ways of Decision Making By Status*

| Source of Variation | SS | df | MS | F | Sig. |
| --- | --- | --- | --- | --- | --- |
| Between Groups | 104110.561 | 7 | 14872.937 | 4.385 | .000 |
| Within Groups | 569753.416 | 168 | 3391.389 | | |
| Total | 673863.977 | 175 | | | |

Post-hoc analysis revealed significant differences between principals and teachers with a mean difference of 81.00 at $p < .045$ level of significance, principal and part-time teachers with a mean difference of 97.471 at $p < .002$ level of significance; vice-principals and part-time teachers with a mean difference 66.914 at $p < .029$ level of significance, and counselors and part-time teachers with a mean difference of 171.071 at $p < .004$ level of significance.

Results of the analyses indicated that, there was not a consistency between teachers' and administrators' reports regarding how the decisions were made. Responses of administrators, full time teachers, tutors and part time tutors and teachers differed significantly on the total score of decisions.

### 4.3.4. Level of Education

One-way ANOVA was carried out to test for the difference according to level of education on the total scores of 54 decisions. There were not significant differences among the subjects' levels of education on the responses ($p < .250$).

### 4.3.5. Subject Matter Area

According to results of one-way ANOVA, there were not any significant differences on the subjects' responses according to their subject matter area ($p < .300$).

### 4.3.6. Total Years of Experience

One-way ANOVA was carried out to test for the differences according to total years of experience on the total scores of 54 decisions. Results indicated there

was a significant difference according to years of education at $p < .025$ significance level (Table 4.13).

Table 4.13. *One-way ANOVA for the Ways of Decision Making by Total Years of Experience*

| Source of Variation | SS | df | MS | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 54398.133 | 6 | 9066.355 | 2.482 | .025 |
| Within Groups | 595484.57 | 163 | 3653.280 | | |
| Total | 649882.71 | 169 | | | |

When post-hoc test was conducted with Scheffé at $p < .05$ significance level, no significant differences were found according to years of experience. However, when the significance level was set to .1, a significant difference was found between 1-5 and 16-20 years of experience with a mean difference of 47.112 at $p < .076$ level significance, indicating personnel with 1-5 years of experience chose options like 5, 6, 7, or 8 whereas the ones with 16-20 years of experience indicated options like 1, 2, 3, or 4.

*4.3.7. In-service Training*

T-test analyses were carried out in order to test for the differences on the total score of 54 decisions between the subjects who took in-service training or who did not. Results there were not found any significant differences between the ones who took in-service training and the ones who did not.

## 4.4. Participation of Teachers

In order to answer the question of "What is the level of teachers'

participation in decision making process in centers?" subjects' responses to the

question "Is the level of teachers' participation sufficient?" were analyzed. 149

subjects out of 176 answered this question (missing 15.3%). Out of 149 educators,

103 (69.1%) found the level of participation sufficient whereas 46 of them (30.9%)

indicated the teachers' level of participation as insufficient.

According to crosstabs of responses in terms of centers; in three centers;

Center C, Center G, and Center J, all of the subjects (100%) found participation level

of teachers sufficient, whereas in Center E 66.7%, in Center L 62.5%, in Center H

46.7%, in Center D and Center F 44.4% and in Center B 40% of the subjects found

the level of full-time teachers' participation insufficient. Table 4.14 shows the

distribution of responses in each center.

Table 4.14. *Distribution of Responses for Full-Time Teachers' Participation by*

*Centers*

| | Participation of Full-time Teachers | | | | |
| | Yes | | No | | |
| PECs | $f$ | % | $f$ | % | Total |
|---|---|---|---|---|---|
| Center A | 8 | 72.7 | 3 | 27.3 | 11 |
| Center B | 12 | 60.0 | 8 | 40.0 | 20 |
| Center C | 12 | 100.0 | 0 | 0.0 | 12 |
| Center D | 5 | 55.6 | 4 | 44.4 | 9 |
| Center E | 3 | 33.3 | 6 | 66.7 | 9 |
| Center F | 10 | 55.6 | 8 | 44.4 | 18 |
| Center G | 10 | 100.0 | 0 | 0.0 | 10 |
| Center H | 8 | 53.3 | 7 | 46.7 | 15 |
| Center I | 13 | 81.3 | 3 | 18.8 | 16 |
| Center J | 13 | 100.0 | 0 | 0.0 | 13 |
| Center K | 6 | 75.0 | 2 | 25.0 | 8 |
| Center L | 3 | 37.5 | 5 | 62.5 | 8 |
| Total | 103 | 69.1 | 46 | 30.9 | 149 |

All of the principals (100%) found the teachers' level of participation in decision making sufficient. According to results, 75% of the head of vice-principals, 61.1% of the vice-principals, 100% of the counselors, 56.3% of full time teachers, 60% of the full time tutors, 75.8% of part-time tutors and 54.5% of part-time teachers reported that they found the level of teachers' participation in decision making process sufficient (See Table 4.15)

Table 4.15. *Distribution of Responses for Full-Time Teachers' Participation by Status*

| | Participation of Full-time teachers' | | | | |
| | Yes | | No | | |
| Status | $f$ | % | $f$ | % | Total |
|---|---|---|---|---|---|
| Principal | 10 | 100.0 | 0 | 0.0 | 10 |
| Head of vice-principals | 3 | 75.0 | 1 | 25.0 | 4 |
| Vice-principles | 11 | 61.0 | 7 | 38.9 | 18 |
| Counselor | 2 | 100.0 | 0 | 0.0 | 2 |
| Full-time teachers | 18 | 56.3 | 14 | 43.8 | 32 |
| Full-time tutors | 6 | 60.0 | 4 | 40.0 | 10 |
| Part-time tutors | 47 | 75.8 | 15 | 24.2 | 62 |
| Part-time teachers | 6 | 54.5 | 5 | 45.5 | 11 |
| Total | 103 | 69.1 | 46 | 30.9 | 149 |

Subjects were also indicated the reasons for their answers of "Yes" or "No" to the related question and identified the kinds of decisions that teachers should participate in and how they should participate in. Results of content analysis were provided below.

*Reasons of "Yes" Answers*

Out of 103 educators answering "yes", only 68 identified the reason for their answers of "yes". These reasons were classified into 6 main categories: participatory decision making, existence of meetings, participating only in relevant issues,

competency of teachers, sufficient level of participation and other. These categories indicate why the educators think that the teachers' participation in decision making is sufficient (Table 4.16).

*"Participatory decision making"* was indicated by 21 subjects as a reason to their answer "yes". This category was further divided into three subcategories; collective decision making, taking ideas of teachers into consideration, and participatory understanding. *Collective decision making* was stated 6 times. Some of the statements were "We make decisions all together", "We believe in solving problems in collective decision making", "Decisions are made collectively". *Taking ideas of teachers into the consideration* was stated 10 times. Some of the example comments were "Teacher's ideas are taken in to consideration in every issue", "They ask for my ideas in decision making", "Teachers' ideas are asked", and "They express their ideas and opinions". *Participatory understanding* was stated 5 times. Some of the comments were "As it is democratic", "They show the necessary tolerance", "Here exists the participatory management".

Among the 68 subjects, 20 of them indicated *"existence of meetings"* as a reason why they had evaluated teachers' participation in decision making sufficient. Some of the comments were "We organize meetings frequently", "I found the participation sufficient, because we have regular meetings", "Meetings are sufficient", "Because, they ask for our opinions in the meetings", "Everything becomes clearer in the general meetings of the center".

*"Participating in only relevant/limited issues"* was stated 10 times. Some of the comments in this category were "I participate just for decisions related to my course", "Making decisions together in my own subject matter", "Ideas of relevant people are taken when needed", "Principal takes our ideas into consideration for

issues related to us", "Everybody has the freedom to talk and express ideas about their own subject matter".

Nine subjects indicated *"Competency of teachers"* as their reasons of answering "yes". Some of the examples in this category were "Teacher can make decision using his/her knowledge, experience and competency", "Each teacher is seen as an expert and is free in their decisions", "As teachers acquire necessary knowledge", "All of teachers are experienced".

*"Sufficient level of participation"* was stated 3 times. Example comments were "We participate in sufficiently"; "There is sufficient participation"

In addition to these categories, there are 5 non-classifiable answers. Some of them were "Because of the working hours and closeness to environment", "Everything is conducted according to regulations", "The current perfect condition of the institution indicates that the participation level of teachers is sufficient".

Table 4.16. *Reasons for Sufficiency of Full-Time Teachers' Participation*

| Reasons | f | % |
|---|---|---|
| Participatory decision making | 21 | 30.9 |
| Existence of meetings | 20 | 29.4 |
| Participating in only relevant/limited issues | 10 | 14.7 |
| Competency of teachers | 9 | 13.2 |
| Sufficient level of participation | 3 | 4.4 |
| Other | 5 | 7.4 |
| Total | 68 | 100.0 |

*Reasons of "No" Answers*

Out of 46 subjects answering "No", 34 of them identified the reasons why they thought level of participation of the teachers in decision making is insufficient. These reasons were classified into 6 categories indicating why subjects consider the level of teachers' participation is insufficient: exclusion of teachers from decision

making process, administration makes the decisions, insufficient participation of teachers, avoiding responsibility, lack of meetings and other (Table 4.17).

*"Exclusion of teachers from decision making process"* was stated 10 times. Some of the comments were "Ideas of teachers are not taken into consideration and do not applied", "Our ideas are not considered as important", "Nobody consults our ideas when making a decision", "Teachers do not have the right make decision".

*"Administration makes the decisions"* was stated by 6 educators. Some of the comments were "As our principal do not listen to anybody and do what he wants", "Usually administration makes the decisions and we apply them". One of the vice-principals indicated that "Principal does not know the management of the center", a part-time tutor stated that "Principal does what he wants".

*"Insufficient participation of teachers"* was stated 4 times. Example comments were "As there is not enough participation", "Inadequacy of the teachers who participate in decision making".

*"Avoiding responsibility"* was stated by 4 subjects. Some comments were "As teachers do not want to take responsibility", "Taking responsibility makes people scared", "As teachers hesitated to participate".

*"Lack of meeting"* was stated only 2 times. Comments were "There are not enough meetings", "As meetings and seminars are not being organized, decisions can not be made".

It was not possible to classify the remaining 8 reasons. Some examples are as follows: "As we are new at the center", "There is a system here", "Teacher should be active in the planning of course and determining the course hours".

Table 4.17. *Reasons for Insufficiency of Full-Time Teachers' Participation*

| Reasons | *f* | % |
|---|---|---|
| Exclusion of teachers from decision making process | 10 | 29.4 |
| Administration makes the decisions | 6 | 17.6 |
| Insufficient participation of teachers | 4 | 11.8 |
| Avoiding responsibility | 4 | 11.8 |
| Lack of meetings | 2 | 5.9 |
| Other | 8 | 23.5 |
| Total | 34 | 100.0 |

*Decisions That Full-Time Teacher should Participate In*

Out of 149 subjects, 116 stated 161 different types of decisions that teachers should participate in (As many people mentioned a number of the categories at the same time, total number of categories is not equal to number of people responded). These 161 decisions were classified into 10 categories: academic issues, issues related to their own subject matter area, socio-cultural activities organized in the center, issues related to participants, every issue related to the center, physical condition of classrooms and center, issues requiring collective decision making, planning, location of the courses and other (Table 4.18).

About the types of decisions that the teachers should participate in decision making, *"academic issues"* was stated 53 times by the subjects. Some of the answers within this category were as follows; "Teachers should be dealing only with education and instruction. Dealing with administrative issues causes decrease in motivation", "Instruction, courses, and program", "Every issue related to education and instruction except administrative issues", "Issues related to courses", "About the courses they teach, planning and program of the courses".

*"Issues related to teachers' own subject matter area"* was expressed 25 times. Some of the comments were as follows; "issues that just related to themselves", "Issues related to ourselves", "They participate in decision making process only in their subject matter area", "Issues related to their profession"

*"Socio-cultural activities organized in the center"* was stated 22 times. Some example statements were "in organizing social activities", "exhibition, seminars, and fashion shows", "exhibition programs; time and place", "only in decisions related to exhibitions".

*"Issues related to participants"* category was indicated 19 times. Some of the comments were "For the decisions that directly related to participants, teachers should be involved in from beginning to end", "Selecting participants", "Guiding participants", " Number of participants", "About the situation of participants".

*"Every issue related to the center"* was stated 14 times. Some example utterances were "In education-instruction process, nothing can be separated. Under the roof of the center, teachers should have the right to talk in every topic", "In every issue related to school and participants", "in every issue", "every issue related to the center"

*"Physical condition of classrooms and center"* was stated 5 times. Example sentences were "Physical situation of the classroom, equal distribution of the materials", "About the in-class activities", "The order, cleanliness and organization of the classroom".

*"Issues requiring collective decision making"* was indicated 5 times. Some comments were "in decisions which require collective decision making", "They should express their ideas in an appropriate way with collaboration".

*"Planning"* was stated 4 times. Sample utterances were "Teachers should be participating in planning step in the center", "in activities that are being planned and applied in the center".

*"Location of courses"* was stated 3 times by the subjects. Comments were "place, location of the courses".

There were 11 decisions which were non-classifiable. Some examples were "Some activities", "Production", "Total Quality Management", "Only full-time teachers should participate in decision making".

Table 4.18. *Kinds of Decisions That Full-Time Teachers should Participate*

| Kinds of Decisions | *f* | % |
|---|---|---|
| Academic issues | 53 | 32.9 |
| Issues related to their own subject matter area | 25 | 15.5 |
| Socio-cultural activities organized in the center | 22 | 13.7 |
| Issues related to participants | 19 | 11.8 |
| Every issue related to the center | 14 | 8.7 |
| Physical condition of classrooms and center | 5 | 3.1 |
| Issues requiring collective decision making | 5 | 3.1 |
| Planning | 4 | 2.5 |
| Location of the courses | 3 | 1.9 |
| Other | 11 | 6.8 |
| Total | 161 | 100.0 |

*Ways of Participation in Decision Making Process for Full-Time Teachers*

Out of 149 subjects, 94 indicated how teachers should participate in decision making process. Their answers were classified into 5 categories: meetings, expressing ideas and opinions, practically, under the supervision of administration, and other (Table 4.19)

As a way of participation in decision meeting for teachers, *"meetings"* was stated 34 times. Some example comments were "in the meetings", "participating in meetings and sharing their ideas", "Teachers can participate in decision making in meetings", "Teachers can explain what they want during the monthly meetings", "Expressing their ideas in the meetings after consulting with the administration".

*"Expressing ideas and opinions"* was indicated 25 times by the subjects. Some of the example sentences were "expressing teachers' ideas and opinions", "Teachers can participate in actively by expressing their ideas", "Administration

should respect teachers and should ask for their ideas", "Either expressing ideas or demanding voting".

"*Practically*" was stated 14 times. Some comments were "producing projects", "presenting their example work, preparing materials and plans", "Both with ideas and actions", "being actively involved", "in the application step of ideas".

"*Under the supervision of administration*" was stated 4 times. Example comments were "with the meeting organized by the principal" and "under the guidance of principal and vice-principals".

In addition, there were 17 answers that were not classified at all. Other category in this theme had high frequency due to teachers' reports of kinds of making decisions instead of ways of participating in decision making such as "in their own subject matter", "in decisions related to courses, and participants".

Table 4.19. *Ways of Participation in Decision Making for Full-Time Teachers*

| Ways of participation | $f$ | % |
|---|---|---|
| Meetings | 34 | 36.2 |
| Expressing ideas and opinions | 25 | 26.6 |
| Practically | 14 | 14.9 |
| Under the supervision of administration | 4 | 4.3 |
| Other | 17 | 18.1 |
| Total | 94 | 100.0 |

## 4.5. Participation of Part-time Tutors

To find the answer to the research question "What is the level of part-time tutors' participation in decision making process in centers?", subjects' responses to the question "Is the level of part-time tutors' participation sufficient?" were analyzed. Out of 176, 148 subjects answered this question, whereas 28 of them did not respond (15.9%). Out of 148, 92 of them (62.2%) found the part-time tutors'

level of participation sufficient, whereas 56 of them (37.8%) indicated the level of

part-time tutors' participation as insufficient.

According to crosstabs tabulations of responses by centers (Table 4.20); in

three centers; Center L (62.5%), Center I (53.8%) and Center H (50%), the majority

of the subjects found participation level of part-time tutors insufficient; whereas both

in Center C and in Center J, 83.3% of the subjects, in Center K, 75% and in Center E,

71.4% of the subjects considered the part-time tutors' level of participation

sufficient.

Table 4.20. *Distribution of Responses for Part-Time Tutors' Participation by Centers*

| PECs | Part-time tutors' Participation | | | | |
| | Yes | | No | | |
| | f | % | f | % | Total |
|---|---|---|---|---|---|
| Center A | 8 | 61.5 | 5 | 38.5 | 13 |
| Center B | 13 | 68.4 | 6 | 31.6 | 19 |
| Center C | 10 | 83.3 | 2 | 16.7 | 12 |
| Center D | 5 | 55.6 | 4 | 44.4 | 9 |
| Center E | 5 | 71.4 | 2 | 28.6 | 7 |
| Center F | 9 | 56.3 | 7 | 43.8 | 16 |
| Center G | 11 | 57.9 | 8 | 42.1 | 19 |
| Center H | 6 | 50.0 | 6 | 50.0 | 12 |
| Center I | 6 | 46.2 | 7 | 53.8 | 13 |
| Center J | 10 | 83.3 | 2 | 16.7 | 12 |
| Center K | 6 | 75.0 | 2 | 25.0 | 8 |
| Center L | 3 | 37.5 | 5 | 62.5 | 8 |
| Total | 92 | 62.2 | 56 | 37.8 | 148 |

According to status in the centers, 77.8% of the principals, 75.0% of the head

of vice-principals, 76.5% of the vice-principals, 100% of the counselors indicated

that the level of part-time tutors' participation in decision making was sufficient.

Among the teachers, 57.1% of full-time teachers and 55.6% of the full-time tutors

found the level of part-time tutors' participation insufficient, whereas only 36.8% of

part-time tutors and 40% of part-time teachers reported that they found the level of

teachers' participation in decision making process insufficient (Table 4.21)

Table 4.21. *Distribution of Responses for Part-Time Tutors' Participation by Status*

| Status | Part-time tutors' participation | | | | |
| | Yes | | No | | |
| | f | % | f | % | Total |
|---|---|---|---|---|---|
| Principal | 7 | 77.8 | 2 | 22.2 | 9 |
| Head of Vice-principals | 3 | 75.0 | 1 | 25.0 | 4 |
| Vice-Principles | 13 | 76.5 | 4 | 23.5 | 17 |
| Counselor | 2 | 100 | 0 | 0 | 2 |
| Full-time Teachers | 9 | 42.9 | 12 | 57.1 | 21 |
| Full-time Tutors | 4 | 44.4 | 5 | 55.6 | 9 |
| Part-time Tutors | 48 | 63.2 | 28 | 36.8 | 76 |
| Part-time Teachers | 6 | 60.0 | 4 | 40.0 | 10 |
| Total | 92 | 62.2 | 56 | 37.8 | 153 |

As a part of this question, subjects also indicated the reasons for their answer

of "Yes" or "No" to the related question, and identified the types of decisions that

part-time tutors should participate in and how they should participate in. Results of

content analysis were presented below.

*Reasons of "Yes" Answers*

Out of 103 subjects answering "yes", only 58 identified the reason for their

answer. These reasons were classified into 8 main categories: existence of meetings,

taking ideas of part-time tutors into consideration, participating in only

relevant/limited issues, having equal rights with full time teachers, democratic

environment, needs are being met, sufficient level of participation, and other (Table

4.22).

*"Existence of meetings"* was stated 20 times as the reason for the sufficiency

of part-time tutors' participation in decision making. Some comments in this

category were "Meetings are held with all of the teachers", "They (part-time tutors) can join in meeting as well", "They participate in meetings as much as full time teachers and express their ideas", "In our meetings held in the beginning and at the end of academic year, everyone has right to speak and express their ideas", "joining in meetings held in every month".

*"Taking ideas of part-time tutors into consideration"* was reported 12 times. Some comments were "Administrators take ideas of each teacher", "Part-time tutors participate in, they share their ideas freely", "Part-time tutors' participation is provided for every time", "Everybody shares their opinions".

*"Participating in only relevant/limited issues"* was stated 7 times. Some of the comments were "We participate in issues related to us", "Part-time tutors affect the decision making process in issues related to themselves and education", "Part-time tutors can make decisions only in issues related to courses knowing their limits in the hierarchy".

*"Having equal rights with full time teachers"* was reported 6 times. Some example comments in this category were "Part-time tutors are treated same as the full-time teachers", "As long as part-time tutors work in the center, they have right to make decisions as the full-time teachers". A principal indicated that "Part-time tutors participate in more than full-time teachers"

*"Democratic environment"* was stated 3 times. Comments were "Because decision making process is democratic", "There is a good communication with the administrator" and "There is a very nice, warm and democratic environment".

*"Needs are being met"* was stated by just 2 people. Their comments were "As our needs are being met immediately, we don't face with any problems" and "As our problems are solved quickly".

*"Sufficient level of participation"* was stated by 2 subjects. Their comments were "Part-time tutors' participation in decision making is sufficient", "Their level of participation is sufficient".

Other category had 11 statements that were all irrelevant to the theme. Some examples were "Teacher should pass through this process with his/her own motivation", "Time is enough", "According to my observations".

Table 4.22. *Reasons for Sufficiency of Part-Time Tutors' Participation*

| Reasons | $f$ | % |
|---|---|---|
| Existence of meetings | 15 | 25.9 |
| Taking ideas of part-time tutors into consideration | 12 | 20.7 |
| Participating in only relevant/limited issues | 7 | 12.1 |
| Having equal rights with full time teachers | 6 | 10.3 |
| Democratic environment | 3 | 5.2 |
| Needs are being met | 2 | 3.4 |
| Sufficient level of participation | 2 | 3.4 |
| Other | 11 | 19.0 |
| Total | 58 | 100.0 |

*Reasons of "No" Answer*

Out of 56 subjects answering "no", only 38 reported the reason for their answer for "No". These reasons were classified under 8 main categories: exclusion of part-time tutors from decision making process, being in the centers for limited time periods, lack of collective decision making, ignoring part-time tutors, incompetency of part-time tutors, not having equal rights as the full time teachers, fear of loosing job, not attending meetings and other (Table 4.23).

*"Exclusion of part-time tutors from decision making process"* was stated 12 times. Some of the comments in this category were "Administration don't ask us anything about many issues in the center", "Administration does not provide any opportunity for us to participate in", "We don't have right to speak". A full-time tutor stated that "Part-time tutors are not given any rights"

*"Being in the centers for limited time periods"* was stated 8 times. Some of the statements were "As we, part-time tutors, work in a different place, not in the center", "As part-time tutors are not permanent in the center", "Part-time tutors are not at the center all the time", and "As there is a constant circulation of part-time tutors".

*"Lack of collective decision making"* was stated 4 times. Some of the examples were as follows "They don't make decisions in a collective way", and "Nobody can agree on an issue and make decisions collectively".

*"Ignoring part-time tutors"* was stated 3 times. Comments were "Our ideas are not considered as important in any issue", "We are not taken in to consideration", "Ideas of part-time tutors are not taken into consideration".

*"Incompetency of part-time tutors"* was stated 3 times. Some of the comments were as follows "As part-time tutors don't have the necessary knowledge", "Most of part-time tutors do not have the qualifications of being a teacher and they are inefficient", "Responsibility feeling of some part-time tutors has not developed yet, and this impedes the healthy progress of education and instruction".

*"Not having equal rights as the full time teachers"* was stated 3 times. Some comments were as follows "Part-time tutors don't have the opportunities as the full-time teachers", "if the job is same, part-time tutors should also have the same rights", and "Priority is always for the full-time teachers".

*"Fear of loosing job"* was stated by 2 subjects. Comments of these subjects were "Part-time tutors have the fear of loosing their job" and "Part-time tutors always act in anxiety to be able to get the job again.

"*Not attending meetings*" was stated by 2 subjects. According to them "Part-time tutors do not pay attention to meetings" and "They don't participate some meetings"

In addition there was only one reason that was not classified. It was "As we do not know much about part-time tutors".

Table 4.23. *Reasons for Insufficiency of Part-Time Tutors' Participation*

| Reasons | f | % |
|---|---|---|
| Exclusion of part-time tutors from decision making process | 12 | 31.6 |
| Being in the centers for limited time periods | 8 | 21.1 |
| Lack of collective decision making | 4 | 10.5 |
| Ignoring part-time tutors | 3 | 7.9 |
| Incompetency of part-time tutors | 3 | 7.9 |
| Not having equal rights as the full time teachers | 3 | 7.9 |
| Fear of loosing job | 2 | 5.3 |
| Not attending meetings | 2 | 5.3 |
| Other | 1 | 2.6 |
| Total | 38 | 100.0 |

*Decisions That Part-Time Tutors should Participate in*

Out of 148 people who took part in the study, 107 stated 150 different types of decisions that part-time tutors should participate in (As many people mentioned a number of the categories at the same time, total number of categories is not equal to number of people responded). These reasons were classified into 7 categories: academic issues related to courses, issues related to their own subject matter area, socio-cultural activities organized in the center, issues related to participants, every issue in the center, location of the courses, in the meetings and other (Table 4.24).

About the types of decisions that part-time tutors should participate, "*Academic issues related to courses*" was stated by 45 times. Some of the comments were "course materials, resource books, plans and programs of the course they

taught", "every issue related to courses", "course programs", "methods to be used in the courses", "everything related to education and instruction".

*"Issues related to their own subject matter area"* was indicated 22 times. Some of the statements were "We, as part-time tutors, should make decision only in our subject matter area", "Part-time tutors should participate in every thing related to their subject matter area", "In issues related to part-time tutors and courses", "Part-time tutors should make decisions about their duties".

*"Socio-cultural activities organized in the center"* was stated 21 times. Some of the example utterances were "Part-time tutors should participate in end of academic year activities", "in social activities", "in exhibitions, fashion shows and competitions", "in seminars, exhibitions, and excursions".

*"Issues related to participants"* was stated 19 times. Example comments were as follows: "Part-time tutors should participate in decision making in issues related to participants", "knowing students better and guiding them", "Their opinions should be taken in the characteristics of the students", "selecting students", and "number of students".

*"Every issue in the center"* was stated 11 times. Some comments were "Part-time tutors should participate in decision making in every issues related to center and students", "Part-time tutors' ideas are taken in every issues", "in every issue".

*"Location of the courses"* was stated 8 times by the subjects. Some example sentences were "Part-time tutors should be involving in decision making when deciding place where they want to study", "where to open courses", "course place", "locations of courses and work environment".

Last category "*in the meetings*" was actually completely irrelevant to this question. It was presented here, as there were 9 people stating this category, but it was not the answer for this question.

Other category also had 15 irrelevant statements related to variety of issues. Some of the example statements were as follows "To be successful", "Total Quality Management", "If they are experienced in their subject matter area".

Table 4.24. *Kinds of Decisions That Part-Time Tutors should Participate*

| Kinds of Decisions | f | % |
|---|---|---|
| Academic issues related to courses | 45 | 30.0 |
| Issues related to their own subject matter area | 22 | 14.7 |
| Socio-cultural activities organized in the center | 21 | 14.0 |
| Issues related to participants | 19 | 12.7 |
| Every issue in the center | 11 | 7.3 |
| Location of the courses | 8 | 5.3 |
| In the meetings | 9 | 6.0 |
| Other | 15 | 10.0 |
| Total | 150 | 100.0 |

*Ways of Participation in Decision Making Process for Part-Time Tutors*

Out of 148 people who took part in the study, 84 indicated how teachers should participate in decision making process. Their answers were classified into 6 categories: meetings, expressing ideas and opinions, active participation, issues related to their own subject matter, under the supervision of administration, having equal rights with the others, and other (Table 4.25).

As a way of part-time tutors' participation in decision making process, "*meetings*" was stated 35 times. Some example comments were "holding meetings frequently", "participating in all of the meeting during the academic year and taking responsibility", "in the meetings", "Meetings are sufficient", "Part-time tutors can participate in decision making in meetings", "Part-time tutors should participate in

the monthly meetings", "Part-time tutors' demands and needs are considered in the meetings"

*"Expressing ideas and opinions"* was stated 17 times. Some comments were "expressing ideas", "Everybody should express their opinions and ideas", "Part-time tutors can participate in decision making expressing their opinions". A principal indicated that "Part-time tutors should present their demands and opinions in written format"

*"Active participation"* was stated 7 times. Without expressing any other reasons, subjects just wrote "actively" or "directly". One comment was "Part-time tutors should be active in their subject matter area".

*"Issues related to their own subject matter"* was stated 6 times. Some comments were as follows "issues related to part-time tutors' responsibilities and duties, issues related to collective activities", "Part-time tutors should be involved in the decision making process in the courses and programs starting from the beginning".

*"Under the supervision of administration"* was indicated 5 times. Example statements were "Part-time tutors can participate in along with the guidance of administration", "Consulting with the principal in every issue they work on". "Part-time tutors can participate in when the administration wants them to participate".

*"Having equal rights with the others"* was stated 2 times. Comments were "All part-time tutors should defend their rights and thoughts on equal situations" and "Being treated equally with the others"

In addition, there were 12 non-classifiable answers that were irrelevant to the question. Some of the examples were as follows "Course notes and example applications", "When part-time tutors' subject matter area is concerned".

Table 4.25. *Ways of Participation in Decision Making for Part-Time Tutors*

| Ways of participation | *f* | % |
|---|---|---|
| Meetings | 35 | 41.7 |
| Expressing ideas and opinions | 17 | 20.2 |
| Active participation | 7 | 8.3 |
| Issues related to their own subject matter | 6 | 7.1 |
| Under the supervision of administration | 5 | 6.0 |
| Having equal rights with the others | 2 | 2.4 |
| Other | 12 | 14.3 |
| Total | 84 | 100.0 |

## 4.6. Involvement of Participants in Decision Making Process

To answer the research question "What are the general views about the participants' involvement in decision making process of centers?", subjects' responses to the question "Should participants be involved in the decision making process?" were analyzed. Out of 176 people who took part in the study, 153 answered this question (missing 13.1%). Out of 153, 102 of them (66.7%) indicated that participants should be involved in decision making, whereas 56 subjects (33.3%) answered "No" indicating participants should not be involved in decision making process of the centers.

The distribution of responses according to centers was indicated in Table 4.26. Results demonstrated that in three centers; Center G, Center I and Center K half of the responses reported that participants should not be involved in decision making process, whereas, in Center D there is 100% agreement on the involvement of participants in decision making process. Center F and Center J also have high percent of agreement on the involvement of participants in the process.

Table 4.26. *Distribution of Responses for Participants' Involvement in Decision Making by Centers*

| | Participants' Involvement | | | | |
| | Yes | | No | | |
| PECs | $f$ | % | $f$ | % | Total |
|---|---|---|---|---|---|
| Center A | 8 | 61.5 | 5 | 38.5 | 13 |
| Center B | 11 | 57.9 | 8 | 42.1 | 19 |
| Center C | 8 | 66.7 | 4 | 33.3 | 12 |
| Center D | 9 | 100 | 0 | 0.0 | 9 |
| Center E | 6 | 66.7 | 3 | 33.3 | 9 |
| Center F | 15 | 93.8 | 1 | 6.3 | 16 |
| Center G | 9 | 50.0 | 9 | 50.0 | 18 |
| Center H | 9 | 64.3 | 5 | 35.7 | 14 |
| Center I | 8 | 50.0 | 8 | 50.0 | 16 |
| Center J | 10 | 90.9 | 1 | 9.1 | 11 |
| Center K | 4 | 50.0 | 4 | 50.0 | 8 |
| Center L | 5 | 62.5 | 3 | 37.5 | 8 |
| Total | 102 | 66.7 | 51 | 33.3 | 153 |

In terms of the responses of administrators, full time teachers, full time tutors, and part-time tutors and teachers, Table 4.27 shows that, most of the administrators, full-time and part-time teachers stated that participants should be involved in the decision making. Part-time tutors and part-time teachers' were the groups which had a high percent on "No" column; 40.5% of part-time tutors and 45.5% did not want participants to be involved in the decision making process.

Table 4.27. *Distribution of Responses for Participants' Involvement in Decision Making by Status*

| | Participants' Involvement | | | | |
| | Yes | | No | | |
| Status | $f$ | % | $f$ | % | Total |
|---|---|---|---|---|---|
| Principal | 8 | 80.0 | 2 | 20.0 | 10 |
| Head of vice-principals | 4 | 100 | 0 | 0 | 4 |
| Vice-principles | 11 | 73.3 | 4 | 26.7 | 15 |
| Counselor | 2 | 100 | 0 | 0 | 2 |
| Full-time teachers | 21 | 70.0 | 9 | 30.0 | 30 |
| Full-time tutors | 8 | 80.0 | 2 | 20.0 | 10 |
| Part-time tutors | 42 | 59.2 | 29 | 40.8 | 71 |
| Part-time teachers | 6 | 54.5 | 5 | 45.5 | 11 |
| Total | 102 | 66.7 | 51 | 33.3 | 153 |

*Decisions That Participants should Be Involved*

In the questionnaire, subjects were also asked to identify in which decision the participants should be involved. Out of 153 people who answered the questions, 89 wrote 104 different types of decisions that participants should be involved in (As many people mentioned a number of the categories stated above at the same time, total number of categories is not equal to number of people responded). These decisions were classified into 10 categories: courses to be opened, socio-cultural activities, issues related to classrooms, scheduling courses, quality of courses, courses in general, expressing suggestions and demands, issues related to participants' themselves, every issue related to the center, improvement of the center and other (Table 4.28).

In terms of decisions that participants should be involved, decisions related to *"courses to be opened"* were stated 16 times, and had the highest frequency. Some of the comments were "About the subjects that participants want to learn", "In order to decide which courses to open, participants' opinions should be considered", "Indicating the courses that they want to attend", "about courses to be opened".

*"Socio-cultural activities"* was stated 13 times. Some comments were "They should participate in all of the socio-cultural activities", "about cultural issues", "They should participate in decision making during the exhibition period", "activities like exhibitions, seminars, trips"

*"Issues related to classroom"* was stated 12 times. Some of the statements were "Participants should participate in decision making in decisions related to cleaning, organization, discipline of the classroom", "issues related to classroom activities", "cleaning-up the classroom and course materials"

*"Scheduling courses"* was stated 11 times. Some of the responses were "deciding the days and hours of the courses", "sufficiency of course hours", "about the time of the courses".

*"Quality of courses"* was stated 11 times. Some example responses were "about the sufficiency-insufficiency of the education", "Participants always have right to participate in planning and programming of courses according to their needs and the improvement of the courses"

*"Courses in general"* was stated 10 times. Example responses were "about education and instruction", "related to courses", "courses and course programs".

*"Expressing suggestions and demands"* was stated 8 times by the subjects. Example responses were "They can tell their expectations and demands from the public education centers", "They can make suggestions", "according to their needs and demands"

*"Issues related to participants' themselves"* was stated 6 times. Some of the comments were "Participants should participate in the issues related to them", "issues related to participants", "Participants should participate in the issues in their own area. But there is too much protocol, there should be some flexibility".

*"Every issue related to the center"* was reported 4 times. Some of the comments were "they should participate in every issue when it is necessary", "Participants participate in every issue in the center", "Expressing their ideas and opinions in every issue".

*"Improvement of the center"* was stated 4 times. Some comments were "In order to make innovations in center, participants' opinions are very important", "improving the center", "in order to follow the technology and to keep up with the time".

There were 9 statements that were all irrelevant to the question. Some of the examples sentences were "They should participate in decision making in a limited way", "only presenting their ideas", "We took their ideas into consideration as they are adults".

Table 4.28. *Kinds of Decisions That Participants should be Involved*

| Kinds of Decisions | $f$ | % |
|---|---|---|
| Courses to be opened | 16 | 15.4 |
| Socio-cultural activities | 13 | 12.5 |
| Issues related to classroom | 12 | 11.5 |
| Scheduling courses | 11 | 10.6 |
| Quality of courses | 11 | 10.6 |
| Courses in general | 10 | 9.6 |
| Expressing suggestions and demands | 8 | 7.7 |
| Issues related to participants' themselves | 6 | 5.8 |
| Every issue related to the center | 4 | 3.8 |
| Improvement of the center | 4 | 3.8 |
| Other | 9 | 8.7 |
| Total | 104 | 100.0 |

*Level of Participants' Involvement in the Decision Making Process*

In the questionnaire, subjects were also asked to identify in what level the participants should be involved. Out of 153 people who answered the questions, 65 indicated the level that participants should be involved in decision making. These 65 statements were classified into 5 categories: indirect participation within the limits, improvement of center and education, expressing ideas, issues related to participants' themselves, in the framework of legal issues, and other (Table 4.29).

*"Indirect participation within the limits"* was stated 20 times. Some of the responses were "They can participate only with the mediation of the teachers", "only in the borders of the classroom", "In a way that is not disturbing the administrator-teacher-participant relation. It should not be personal", "without destroying the

teachers' authority and the organization of the classroom", "They can express their opinions along with the teachers' demands",

*"Improvement of center and education"* was stated 15 times. Some comments were "They should participate in evaluation of educational quality", "in decisions related to improvement of the education and development of the center", "Participants can express their opinions related to the characteristics of education they want"

*"Expressing ideas"* was stated 9 times. Some of the sentences were "presenting their ideas", "Participants should participate only with their ideas", "Participants should make suggestions and wait for the result", "Participants can express their opinions".

*"Issues related to participants' themselves"* was stated 7 times. Some example sentences were "Participants should participate in every issue relevant to them", "in the limits of their responsibility", "in accordance with their demands and needs and to support their education".

*"In the framework of legal issues"* was stated 6 times. This category indicated that the limits were drawn by the legal issues. Some of the comments were "in the limits of rules and legislations", "Within the framework of by-laws and circulars".

There were 8 non-classifiable responses in the *"other"* category such as "Questionnaires can be conducted", "According to the conditions of the center or National Education", etc.).

Table 4.29. *Levels of Participants' Involvement in the Decision Making Process*

| Level of Participation | *f* | % |
|---|---|---|
| Indirect participation within the limits | 20 | 30.8 |
| Improvement of center and education | 15 | 23.1 |
| Expressing ideas | 9 | 13.8 |
| Issues related to participants' themselves | 7 | 10.8 |
| In the framework of legal issues | 6 | 9.2 |
| Other | 8 | 12.3 |
| Total | 65 | 100.0 |

## 4.7. Other People and Institutions That Take Part in Decision Making Process of the Centers

To answer the research question "Are there any other people or institutions that take part in the decision making process of the centers?", responses were analyzed. Out of 176 people who took part in the study, 129 of them responded to the question (missing 26.7%). Among these 129 subjects, 82 (63.6%) answered "yes", whereas 47 of them (36.4%) answered "no".

In terms of the distribution of responses according to centers, in two PECs; Center G and Center J, all of the subjects indicated that there were other people or institutions participating in decision making. In Center I and Center C, 72.7% of the subjects indicated that there were not any other people or institutions participating. Table 4.30 indicates the distribution of "Yes/No" responses for each center.

Table 4.30. *Distribution of Responses Regarding the Outside People or Institutions Take Part in Decision Making by Centers*

| PECs | Other People & Ins. | | | | Total |
| | Yes | | No | | |
| | f | % | f | % | |
| --- | --- | --- | --- | --- | --- |
| Center A | 7 | 63.6 | 4 | 36.4 | 11 |
| Center B | 11 | 61.1 | 7 | 38.9 | 18 |
| Center C | 3 | 27.3 | 8 | 72.7 | 11 |
| Center D | 7 | 87.5 | 1 | 12.5 | 8 |
| Center E | 5 | 83.3 | 1 | 16.7 | 6 |
| Center F | 10 | 55.6 | 8 | 44.4 | 18 |
| Center G | 13 | 100.0 | 0 | 0.0 | 13 |
| Center H | 8 | 72.7 | 3 | 27.3 | 11 |
| Center I | 3 | 27.3 | 8 | 72.7 | 11 |
| Center J | 6 | 100.0 | 0 | 0.0 | 6 |
| Center K | 4 | 50.0 | 4 | 50.0 | 8 |
| Center L | 5 | 62.5 | 3 | 37.5 | 8 |
| Total | 82 | 63.6 | 47 | 36.4 | 129 |

*People and Institutions That Participate in Decision Making*

Out of 82 people who answered "yes", 68 identified the people or institutions that participate in decision making. These responses were grouped under 11 groups of people or institutions: Provincial and Sub-provincial Directorate of National Education, governor of sub-province, NGOs, Municipality Directorship of Non-formal Education, Headman of the district (Muhtar), parent- school association, other institutions and associations, governmental institutions, primary and secondary schools, institutions that are collaborated, and other (Table 4.31).

As it can be seen from the table, Provincial and Sub-provincial Directorate of National Education had the highest number of responses. After Provincial and Sub-provincial Directorate, Governor of the sub-provinces was the most stated category. NGOs was the third after these two institutions .Within other institutions and associations, there were religious institutions and political parties which were stated once.

Table 4.31. *People and Institutions That Participate in Decision Making*

| Categories | f | % |
|---|---|---|
| Provincial and Sub-provincial Directorate of National Education | 30 | 26.3 |
| Governor of sub-province | 14 | 12.3 |
| NGOs | 12 | 10.5 |
| Municipality | 11 | 9.6 |
| Directorship of Non-formal Education | 10 | 8.8 |
| Headman of the district (Muhtar) | 10 | 8.8 |
| Parent- school association. | 7 | 6.1 |
| Other institutions and associations | 6 | 5.3 |
| Governmental institutions | 5 | 4.4 |
| Primary and Secondary schools | 4 | 3.5 |
| Institutions that are collaborated | 2 | 1.8 |
| Other | 3 | 2.6 |
| Total | 84 | 100.0 |

*Reasons of "No" Answer*

Out of 129 people who participated in the study, 47 answered "No" to the question "Is there any other people or institutions that take part in decision making process?". They also identified the reasons why there were not any people or institution included in the decision making process.

Out of 47 subjects, 14 of them provided the reason as well. According to analysis 4 categories emerged. These were a) center makes the decision (5 people), b) it is only the center's business (2 people), c) center is sufficient enough to make the decisions (2 people), d) nobody can involve in decision making process of the center, except Ministry of National Education (3 people) and e) other (2 responses).

### 4.8. Deciding Courses to Be Offered

In order to answer the question "How the decisions are made regarding which courses will be opened?" subjects were asked to identify how it was decided to offer which courses in their centers. It was en open-ended question and results were analyzed through content analysis.

Out of 176 people who took part in the study, 137 responded to this question. These responses were classified into 7 categories: according to needs and demands of local people and district, administration decides, needs assessment, in the meetings, according to physical resources of the center, Planning Boards of Public Education decides, according to number of participants, and other. These were different ways of deciding to open a course, and each center applied one or two of these categories at the same time (Table 4.32).

*"According to needs and demands of local people and district"* was stated 52 times. Some of the comments were "in accordance with the needs and demands of the society", "according to the demands of the students", "Courses are chosen according to interest, needs and demands of the local environment", "Needs of the business world, and students' demands are effective on deciding which courses to open".

*"Administration decides"* was stated 34 times. Some comments were "Principal and vice-principals decide", "Principal talks to relevant people and then makes the decision", "Principal decides", "Vice-principals decide", "Administration of the center decides".

*"Needs assessment"* was stated 20 times. Example sentences were "We decide making needs assessment", "As a result of needs assessment, courses are opened", "Questionnaire is conducted to learn the needs and demand of the people", "with the needs assessment conducted at the beginning of the academic year", "We conduct needs assessment and questionnaires to learn the needs of the society, and then decides the courses accordingly".

*"In the meetings"* was stated 10 times. Some comments were "in the meeting held at the end of the academic year, in accordance with the needs of the people and

local environment", "in the general meetings", "in the meeting of principal and vice-principals that held in the beginning of the academic year".

"*According to physical resources of the center*" was reported 8 times by the subjects. Some of the comments were "according to adequacy of classrooms and course materials", "Finding suitable place and teacher or part-time tutor or teacher for the course is very important", "Demands of the people are evaluated according to suitability of teachers, classrooms and workshop places".

"*Planning Boards of Public Education decides*" was stated 7 times by the subjects. Some example statements were "It is decided by the center's Planning Board of Public Education", Provincial Planning Board of Public Education decides"

"*According to the number of participants*" was stated 6 times. According to by-laws of the non-formal education, in order a course to be opened, there should be minimum numbers of participants who want to attend that course. Some comments were "when the number of participants reaches the minimum number course can be opened", "when the number of people reaches the required number, center contacts with the teacher".

Table 4.32. *Categories of Deciding Which Courses to Offer*

| Categories | f | % |
|---|---|---|
| According to needs and demands of local people and district | 52 | 36.4 |
| Administration decides | 34 | 23.8 |
| Needs assessment | 20 | 14.0 |
| In the meetings | 10 | 7.0 |
| According to physical resources of the center | 8 | 5.6 |
| Planning Boards of Public Education decides | 7 | 4.9 |
| According to number of participants | 6 | 4.2 |
| Other | 6 | 4.2 |
| Total | 143 | 100.0 |

## 4.9. Effect of the Environment

To find the answer to the research question "Is there any effect of environment and district in which the centers exist on decision making process?" those who took part in the study were asked to respond to 2 questions; 1) "Does the local environment and district in which the centers exist affect the decision making process in centers? If the answer is yes, how does it affect?", 2) "Do people from surroundings take part in decision making process of the center? If the answer is yes, Who and How do they take part in?; if the answer is no, why not?"

*Effect of the Environment*

Out of 176 educators who took part in the study, 155 answered this question (missing 11.9%). Among 155 subjects who responded to the question, 137 (88.4%) answered "yes", indicating the effect of environment on the decision making process of the centers. Whereas 18 of them (11.6%) indicated that there was no effect of environment on the decision making process of the centers.

In terms of each centers as indicated in Table 4.33; in 5 of the centers, all of the subjects (100%) indicated that environment affected the decision making process. In other centers most of the subjects also indicated the effect of environment on decision making. In Center L, one third of the subjects (33.3%) indicated that there was no effect of environment on decision making process of centers

Table 4.33. *Distribution of Responses for Effect of Environment on Decision Making by Centers*

| PECs | Needs and Demands of the Environment | | | | Total |
| | Yes | | No | | |
| | f | % | f | % | |
|---|---|---|---|---|---|
| Center A | 12 | 80.0 | 3 | 20.0 | 15 |
| Center B | 18 | 90.0 | 2 | 10.0 | 20 |
| Center C | 11 | 100.0 | 0 | 0.0 | 11 |
| Center D | 9 | 100.0 | 0 | 0.0 | 9 |
| Center E | 8 | 100.0 | 0 | 0.0 | 8 |
| Center F | 16 | 88.9 | 2 | 11.1 | 18 |
| Center G | 15 | 88.2 | 2 | 11.8 | 17 |
| Center H | 12 | 85.7 | 2 | 14.3 | 14 |
| Center I | 11 | 73.3 | 4 | 26.7 | 15 |
| Center J | 11 | 100.0 | 0 | 0.0 | 11 |
| Center K | 8 | 100.0 | 0 | 0.0 | 8 |
| Center L | 6 | 66.7 | 3 | 33.3 | 9 |
| Total | 137 | 88.4 | 18 | 11.6 | 155 |

In terms of environment's effects on the decision making process of centers, 115 subjects out of 137 stated in what way environment affected decision making. According to results of content analysis, responses were classified into 7 categories: meeting the needs of the environment, economical conditions, variety of courses, interests and demands, socio-cultural conditions, location of the center, determining the places to open courses, and other (Table 4.34).

*"Meeting needs of the environment"* was stated 34 times. This category indicated that courses and programs were organized in a way to meet the needs of the environment. Some comments were "People do not want to get education in the areas they do not need. So our center acts according to this fact", "In our center courses are planned and organized considering the needs of the people who live in the surroundings", "Activities that the environment needs are organized in our center", "Because all of the activities are planned according to needs of the public".

*"Economical conditions"* was stated 21 times. This category implied the fact that economic status of the local environment affected the centers in both course variety and materials used. Some comments were "We organize courses that are suitable for the economic status of the local environment", "Economic status of the surroundings is very important for courses", "Economical conditions are always considered."

*"Variety of the courses"* was stated 20 times. This category indicated that characteristics of the environment affected the type and variety of the courses. Some of the comments were "As ready-to-wear industry is common in this area, costume designing and stylist course is the most popular one. As there are too many housewives who are not working, we offer courses like "home textile", and "jewellery" and as the rate of literacy is low, we have always literacy courses", "As we are close to university, we offer courses that are appealing for students such as foreign languages; English, Spanish, German, French, computer and folk dance".

*"Interests and demands"* was stated 20 times. It indicated that the demands and interest of the public was the key word for the public education activities. Some comments were "Courses are opened according to demands of the people", "We cannot open courses without the demand of the people", "We try to meet the supply and demand principle"

*"Socio-cultural conditions"* was stated 12 times. This category implied that the center decided courses to be opened in accordance with the socio-cultural structure of the surroundings in which the center exists. Some of the comments were "the traditions and level of education of the public", "Socio-cultural structure of the environment affects the decision making process", "We cannot go outside the limits of socio-cultural structure", "The socio-cultural conditions are always considered.

"*Location of the center*" was the other category. It was stated 5 times. This category indicated that center's location whether in a central place or in a suburban area, made a lot difference in the centers especially in terms of participants and courses. Some comments were "our center is surrounded by work places, there is no settlement, and the level of education of people is very low", "As we are far away from the downtown, transportation is a problem",

"*Determining the places to open courses*" was stated 4 times. It implied that environment affect the decision of where to open courses. Some of the comments were "deciding places to open courses", and "finding places for the courses".

Among the responses, there existed 8 irrelevant and non-classifiable statements. Some of these statements were "We open the courses and people just attend to these courses", "in order everybody to attend the courses they want", and "determining the hours of the courses".

Table 4.34. *Ways in Which the Environment Affects the Decision Making Process of the Centers*

| Categories | f | % |
|---|---|---|
| Meeting needs of the environment | 34 | 27.4 |
| Economical conditions | 21 | 16.9 |
| Variety of courses | 20 | 16.1 |
| Interests and demands | 20 | 16.1 |
| Socio-cultural conditions | 12 | 9.7 |
| Location of the center | 5 | 4.0 |
| Determining the places to open courses | 4 | 3.2 |
| Other | 8 | 6.5 |
| Total | 124 | 100.0 |

Out of 155 people answering the question about the effect of environment on centers decision making process, 18 of them said there was no effect of environment, and just 4 of them provided the reason for their choice. Some of the comments "as

headman of the district is in dialogue with the center", and "Center makes the decisions".

*People from the Local Environment Who Take Part in Decision Making*

Subjects were asked whether people from the local environment took part in decision making process of the centers. Out of 176 people who participated in the study, 147 responded to this question (missing 16.5%). Out of 147 subjects, 79 (53.7%) said "yes", whereas 68 of them (46.3%) said "no" indicating there was not any people from the local environment who took part in the decision making process of the centers.

In order to see the distribution of responses according to centers, crosstabs analysis was used (Table 4.35). Among all the centers, 80% of the subjects in Center J, indicated that people from the local environment participate in decision making. On the other hand 70.6% of the subjects in Center G, 62.5% of subjects in Center F, 57.1% in Center K and 55.6% in Center E indicated that people from the environment and community did not participate in.

Table 4.35. *Distribution of Responses for the Participation of Local People in Decision Making by Centers*

| PECs | Participation of the Local People | | | | |
| | Yes | | No | | |
| | *f* | *%* | *f* | *%* | Total |
|---|---|---|---|---|---|
| Center A | 8 | 57.1 | 6 | 42.9 | 14 |
| Center B | 10 | 52.6 | 9 | 47.4 | 19 |
| Center C | 7 | 63.6 | 4 | 36.4 | 11 |
| Center D | 5 | 55.6 | 4 | 44.4 | 9 |
| Center E | 4 | 44.4 | 5 | 55.6 | 9 |
| Center F | 6 | 37.5 | 10 | 62.5 | 16 |
| Center G | 5 | 29.4 | 12 | 70.6 | 17 |
| Center H | 9 | 64.3 | 5 | 35.7 | 14 |
| Center I | 8 | 66.7 | 4 | 33.3 | 12 |
| Center J | 8 | 80.0 | 2 | 20.0 | 10 |
| Center K | 3 | 42.9 | 4 | 57.1 | 7 |
| Center L | 6 | 66.7 | 3 | 33.3 | 9 |
| Total | 79 | 53.7 | 68 | 46.3 | 147 |

In terms of the people from the local environment participating in decision making, responses of 68 subjects were classified into 7 categories: public, Headman of the district (Muhtar), NGOs, governmental institutions, primary and secondary school principals, other institutions, imams and religious courses, and other (Table 4.36)

As it can bee seen from the table, *"public"* was the most mentioned group as participating in decision making. It was stated 31 times. Some of the example responses were "everybody", "citizens who share their needs and demands with the center", "people from surroundings", "people who live in this sub-province", "housewives, students, students who could not entered university"

Second group that participate in decision making was *"the headman of the district (muhtar)"*. Twenty five people stated that headman of the district participate in the decision making.

*"NGOs"* was the third group mentioned. It was stated 18 times. Some of the example NGOs mentioned were associations, foundations, and other voluntary organizations.

*"Governmental institutions"* was stated 10 times. Municipalities, governor of sub-provinces, and other higher level institutions in the bureaucracy were cited.

*"Primary and secondary schools principals"* was stated 8 times. *Other institutions category* which was stated 4 times included army, small-scale retailers, and businessmen.

The last group that involved in decision making process in centers was *"imams and religious courses"*. This category was stated 3 times. No explanation was made, just the names were written.

There were 5 non-classifiable answers. Some of the example "According to life conditions, the process was affected", "in terms of opening courses that affect", "I do not know".

Table 4.36. *People or Institutions from Local Environment That Participate in Decision Making*

| Categories | f | % |
| --- | --- | --- |
| Public | 31 | 29.8 |
| Headman of the district (Muhtar) | 25 | 24.0 |
| NGOs | 18 | 17.3 |
| Governmental institutions | 10 | 9.6 |
| Primary and secondary school principals | 8 | 7.7 |
| Other institutions | 4 | 3.8 |
| Imams and religious courses | 3 | 2.9 |
| Other | 5 | 4.8 |
| Total | 104 | 100.0 |

*In What Ways People from Community Participate in Decision Making*

Thirty-four people who took part in the study stated how people from community participate in decision making. Their responses were classified in to 6

categories of ways of participating: expressing their demands, visiting the centers, making suggestions and sharing ideas, needs assessment, helping finding place for courses, participating in the socio-cultural activities at the centers (Table 4.37)

*"Expressing demands"* was stated 21 times. Most of the subjects stated that "people can express their demands from the centers in terms courses and education. Some comments were "They can make courses open by expressing their demands for the courses", "They express their demands", "When they tell their demands, we try to our best to realize their demands".

Next category *"visiting centers"* was stated 4 times. Subjects indicated that those people who were participating in should have come to centers and talk to administration.

*"Making suggestions and sharing ideas"* was stated 7 times. People could participate in decision making by talking to teachers and administrators, making suggestions and sharing their ideas,

*"Needs assessment"* was stated 6 times. Needs assessment category implies that as centers do needs assessments, people can express their ideas and suggestions during needs assessment. So there is an indirect effect of community people.

*"Helping finding place for courses"* was stated 4 times. Some of the comments were "They can arrange places for courses when there is a need", "They find place and students for the courses".

Last category in this group was *"participating in the socio-cultural activities at the centers"*. It was stated 3 times. This category includes participation of community people to social and cultural activities like exhibitions, seminars, workshops or talks organized in the center.

Table 4.37. *Ways of Participation for Community People and Institutions*

| Categories | *f* | % |
|---|---|---|
| Expressing their demands | 21 | 42.9 |
| Visiting the centers | 8 | 16.3 |
| Making suggestions and sharing ideas | 7 | 14.3 |
| Needs assessment | 6 | 12.2 |
| Helping finding place for courses | 4 | 8.2 |
| Participating in the socio-cultural activities at the centers | 3 | 6.1 |
| Total | 49 | 100.0 |

*Reasons for "No" Answers*

Out of 68 people who said no, only 31 of them indicated the reason. These reasons were classified into 2 main categories: it is only center's business and lack of public interest.

First category, "*it is the only center's business*" was stated 20 times. One of the subjects stated that "There is not any issue that will require their participation". Another expressed that", "Decision making process of the center is a matter only for the center, not for the other", and another subject stated that "In the decision making process, their ideas are never asked. Only their demands are beings considered, but their ideas are not."

Second category, "*lack of public interest*" was stated 11 times. Those who took part in the study indicated that "as nobody come to center, nobody is participating", "People are ignorant", "As people are not sensitive enough", "They are not interested in", "because of lack of communication".

## 4.10. Effective Way of Decision Making

Educators who participated in the study were asked to identify who makes the most effective decisions, and they were also asked to identify the reason. Out of 176, 136 subjects responded to the question. Answers were classified into 3 main categories, namely group, principal and principal and vice-principals.

Most of the educators in 12 centers stated the group decisions as the most effective way of making decisions (69.1%, n=94), whereas only 14.7% stated that principal made the most effective decisions (n=20), and 16.2% indicated the principal and vice-principals' made the most effective decisions (n=22).

In terms status in the center, crosstabs tabulation was used to see the responses of administrators, full-time teachers and tutors and part-time tutors and teachers. In all of the centers, majority of the educators indicated that group made the most effective decisions, in four centers more than 80% of the subjects indicated that the decisions that were made by the group were the most effective. Only in two centers more than the 30% of the subjects indicated the principal or principal and vice-principal as making the most effective decisions. Table 4.38 indicates the distribution of responses according to status of the subjects in the center.

Table 4.38. *Distribution of Responses for Effective Decision Making by Status*

| | Who makes the most effective decisions | | | | | |
| | Group | | Principal | | Principal & Vice-Principals | | |
| | $f$ | % | $f$ | % | $f$ | % | Total |
|---|---|---|---|---|---|---|---|
| Center A | 9 | 81.8 | 2 | 18.2 | 0 | 0.0 | 11 |
| Center B | 12 | 66.7 | 2 | 11.1 | 4 | 22.2 | 18 |
| Center C | 7 | 70.0 | 1 | 10 | 2 | 20.0 | 10 |
| Center D | 6 | 66.7 | 2 | 22.2 | 1 | 11.1 | 9 |
| Center E | 6 | 60.0 | 2 | 20 | 2 | 20.0 | 10 |
| Center F | 8 | 61.5 | 4 | 30.8 | 1 | 7.7 | 13 |
| Center G | 11 | 61.1 | 2 | 11.1 | 5 | 27.8 | 18 |
| Center H | 9 | 90.0 | 0 | 0 | 1 | 10.0 | 10 |
| Center I | 7 | 50.0 | 2 | 14.3 | 5 | 35.7 | 14 |
| Center J | 10 | 90.9 | 1 | 9.1 | 0 | 0.0 | 11 |
| Center K | 3 | 60.0 | 1 | 20 | 1 | 20.0 | 5 |
| Center L | 6 | 85.7 | 1 | 14.3 | 0 | 0.0 | 7 |
| Total | 94 | 69.1 | 20 | 14.7 | 22 | 16.2 | 136 |

In terms of responses for effective decision making according to status of the subjects, in all statuses, most of them indicated the group as making the most

effective decisions (Table 4.39). In order to see if there was any significant difference among statuses in terms of their responses, one-way ANOVA was conducted. According to ANOVA results there was not a significant difference among the administrators, full-time and part-time teachers and tutors ($p < .610$).

Table 4.39. *Effective Decision Making Responses According to Statuses*

| | Ways of Making Effective Decisions | | | | | | |
| | Group | | Principal | | Principal and Vice-Principals | | |
| Statuses | *f* | *%* | *f* | *%* | *f* | *%* | Total |
|---|---|---|---|---|---|---|---|
| Administrators | 21 | 75 | 5 | 17.9 | 2 | 7.1 | 28 |
| Full-time teachers & tutors | 23 | 74.2 | 3 | 9.7 | 5 | 16.1 | 31 |
| Part-time teachers & tutors | 50 | 64.9 | 12 | 15.6 | 15 | 19.5 | 77 |
| Total | 94 | 69.1 | 20 | 14.7 | 22 | 16.2 | 136 |

*Reasons for Effective Decision Making*

*Group decision making*: Out of 94 people selected "group" only 51 them indicated why they chose group as making the most effective decisions. Responses were categorized under two headings: a) effectiveness of the decision made, and b) being more democratic.

*"Effectiveness of the decisions made"* was stated by 26 people. A principal stated that "As modern administration theories accept leadership as the key factor, it is possible to reach success with fewer mistakes in team work. Therefore, administration and teacher are the members of the same team. Decisions are made together and applied together, so everybody has the responsibility". A part-time tutor explained the reason as follows "More effective decisions can be made. Problems are detected together. Issues that administration does not know are presented by the teachers, and ways of solving problems are discussed". A full-time tutor also stated "I believe public education is a team-work. Working as a team will increase the

achievement". Another teacher indicated "Decisions that are taken on agreement are more effective". Another educator stated "As everybody look into the problem from a different point of view, it is solved easily". A subject said "The effect of these kinds of decisions is higher on application.

*"Being more democratic"* was stated 19 times. Some of the comments were "As this type of decision making is more democratic and participatory", "Because we apply collective decision making, we reach on consensus", "Attitudes of our principal and vice-principals are so positive and participatory that this made collective decision making possible. Working in such an institution is easier than trying to get on well with one's family member.", "As everybody can express their ideas and opinions freely"

*Principal and vice-principals:* Out of 42 people selecting principal or principal and vice-principals, 20 of them stated the reasons. Responses were classified under 2 categories. These are; a) being the most powerful people in the center, and b) subordinates' trust on administrators.

First category, *"being the most powerful people in the center"*, was stated 13 times. Some of the responses were "As principal is the most empowered person in the center", "As the principal has all the responsibilities and power", "Principal always makes the last decision", "Principal's duty is to manage subordinates", "Only principal's decisions are effective".

Second category, *"taking their subordinates' ideas into account"*, was reported 5 times. This category implied that principal consult with the relevant personnel when required. A comment was "Our principal makes decision consulting with the necessary people, as he takes other's ideas, decisions are more effective"

## 4.11. Problems in Decision Making Process

In order to find out the answer to the question "What are the problems in decision making process in PECs that are faced by the center personnel?", participants of the study were asked to identify the problem they think exist in the decision making process of the center.

Out of 176 subjects, 56 responded to this question. According to results of the content analysis, responses were classified under 5 categories. These were a) lack of collective decision making, b) problems of part-time tutors, c) problems exist but not to mention, d) no problems, e) problems stemming from the physical conditions and f) other (Table 4.40).

In these five categories, only one category (lack of collective decision making) was actually related to the problems in decision making process. Other categories were related to general problems in the center.

First category, "lack of collective decision making", was stated by 17 subjects. Related to this category, a part-time tutor stated "Principal should not make personal decisions". Another part-time tutor reported "In our center sharing ideas does not exist. Nobody help others". A vice-principal indicates "Principal have lack of communication with us. Decisions should not be made by one person". Another vice-principal stated "1-All of the decisions should be collectively made, 2-In every issue opinions of all personnel should be taken, 3- All personnel should be involved in every activity, 4-Everything should be clear and transparent". A part-time tutor also reported "Decisions should be taken in unanimity".

"Problems of part-time tutors and teachers" was stated 7 times. This category was related to problems faced by part-time tutors and teachers. Some comments of part-time tutors and teachers were "Our center sees us as stepchildren; we are always

in the second place. We cannot get our rights, and cannot make our voice heard. Although we have to start in September, due to financial problems they make us start in February", "We cannot participate in the decisions as we are part-timers. All of the commissions are made up of full-time teachers and tutors", "Our opinions are asked but not applied. We are opposed most of the time and slashed", "our opinions are never taken in decision making process, and principal directly makes the decisions".

Third category was stated 7 times. They stated that there were problems but they did not mention about them. One of the teachers reported "there are many problems but I do not want to comment on them".

Seven people reported that there was no problem. One of the part-time tutors indicated that "if the issue is not related to teachers, they do not participate in the decision making, so there is no problem". Another part-time tutor stated "We don't have any problem. We have the full authority. After making the decisions we inform our vice-principals. We have never criticized up to now. If necessary, we talk to principal as well."

The last category is related to the physical conditions of the centers, actually lack of physical conditions like place, classroom, personnel, and the location of the center as well cleanliness and tidiness of the center. 11 subjects reported these kinds of problems.

There also existed 8 sentences that were non-classifiable. Some of the examples were "Not knowing to listen to each other with patience and respect", "the process of making plans and programs", and "deciding the length and hours of the courses should be done with the teacher".

Table 4.40. *Problems in Decision Making Process of PECs Identified by the Subjects*

| Categories | f | % |
|---|---|---|
| Lack of collective decision making | 17 | 29.8 |
| Problems stemming from physical conditions | 11 | 19.3 |
| Problems of part-time expert tutors | 7 | 12.3 |
| There are problems but not mentioning them | 7 | 12.3 |
| No problems | 7 | 12.3 |
| Other | 8 | 14.0 |
| Total | 57 | 100.0 |

## 4.12. Democracy in the Decision Making Process of the Centers

In order to find out the answer to the question "How democratic is the decision making process in general and in each center?", those who took part in the study were asked to evaluate the decision making process of their center in terms of democracy on a scale from 0-10. Out of 176 people, 164 responded to this question. According to results mean of all responses was 7.12 with $25^{th}$ percentile point as 5, $50^{th}$ percentile point as 8, and $75^{th}$ percentile point as 9.

Responses to this question were classified into four categories using percentiles as cut off points: *low* for those who scored less than $25^{th}$ percentile, *moderate* for those who scored less than $50^{th}$ percentile, *high* for those who scored less than $75^{th}$ percentile, and *very high* for those who scored more than $75^{th}$ percentile. According to results, level of democracy in decision making process in PECs was evaluated as very high by the majority of the subjects (39.1%), whereas 27.5% of the subjects evaluated the level of democracy in decision making process as moderate and 15.1% of them indicated the level of democracy as low (Table 4.41).

Table 4.41. *Distribution of Responses for the Level of Democracy in PECs*

| Level of Democracy | f | % |
|---|---|---|
| Low | 25 | 15.1 |
| Moderate | 45 | 27.5 |
| High | 30 | 18.3 |
| Very High | 64 | 39.1 |
| Total | 164 | 100.0 |

However, in terms of each center, there were differences. Figure 4.1 shows the means of level of democracy in each center. As it can be seen from the figure, Center F had the lowest mean ($\bar{x}$ = 5.0, n = 19), and Center L was low ($\bar{x}$ = 5.11, n=9); whereas Center C had the highest ($\bar{x}$ = 8.83, n = 12). It can be resulted that Center C and Center J ($\bar{x}$ = 8.79, n = 14) could be considered as having the most democratic decision making process, whereas Center F and Center L as not having a democratic decision making process compared to the others.

Figure 4.1. *Means of the Level of Democracy by Centers*
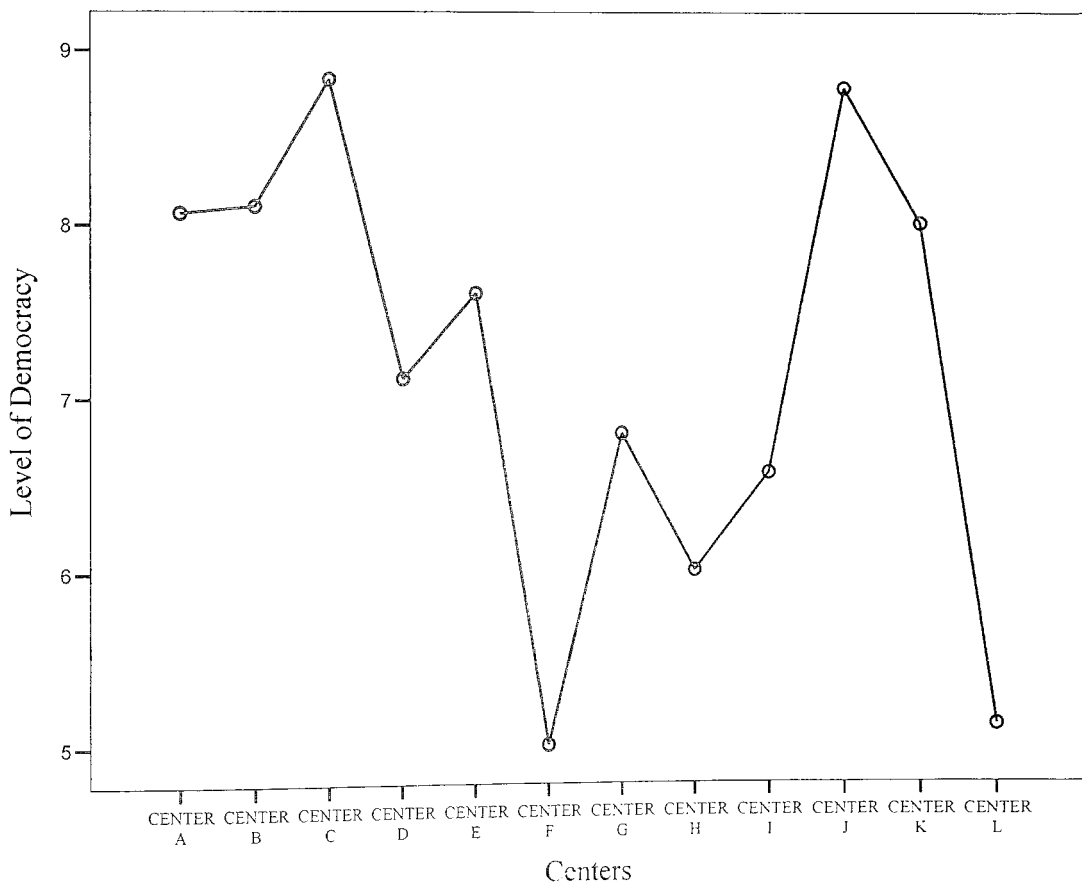
In order to see if democracy level differed significantly according to centers, one-way ANOVA analysis was conducted. According to result there was a significant difference among centers at $p < .000$ level. Table 4.42 shows the significant differences among centers on the level of democracy.

Table 4.42. *One-way ANOVA for the Level of Democracy by Centers*

| Source of variation | SS | df | MS | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 260.779 | 11 | 23.707 | 4.095 | .000 |
| Within Groups | 880.020 | 152 | 5.790 | | |
| Total | 1140.799 | 163 | | | |

According to post-hoc analysis conducted with Scheffé, significant differences were not found among the centers at the .05 significance level. However, when the significance level was set to .1, significant differences were found between the centers Center C and Center F with a mean difference of 3.833 at $p < .079$ level of significance, and Center F and Center J with a mean difference of -3.786, at $p < .056$ significance level. Center C and Center J had the highest mean, whereas Center F had the lowest mean in level of democracy in decision making process.

In terms of status of the subjects, full-time teachers and tutors made the lowest evaluation ($\bar{x} = 6.36$) whereas and administrators evaluated the level of democracy as high ($\bar{x} = 8.06$) (Figure 4.2).

Figure 4.2. *Means of the Level of Democracy by Status*
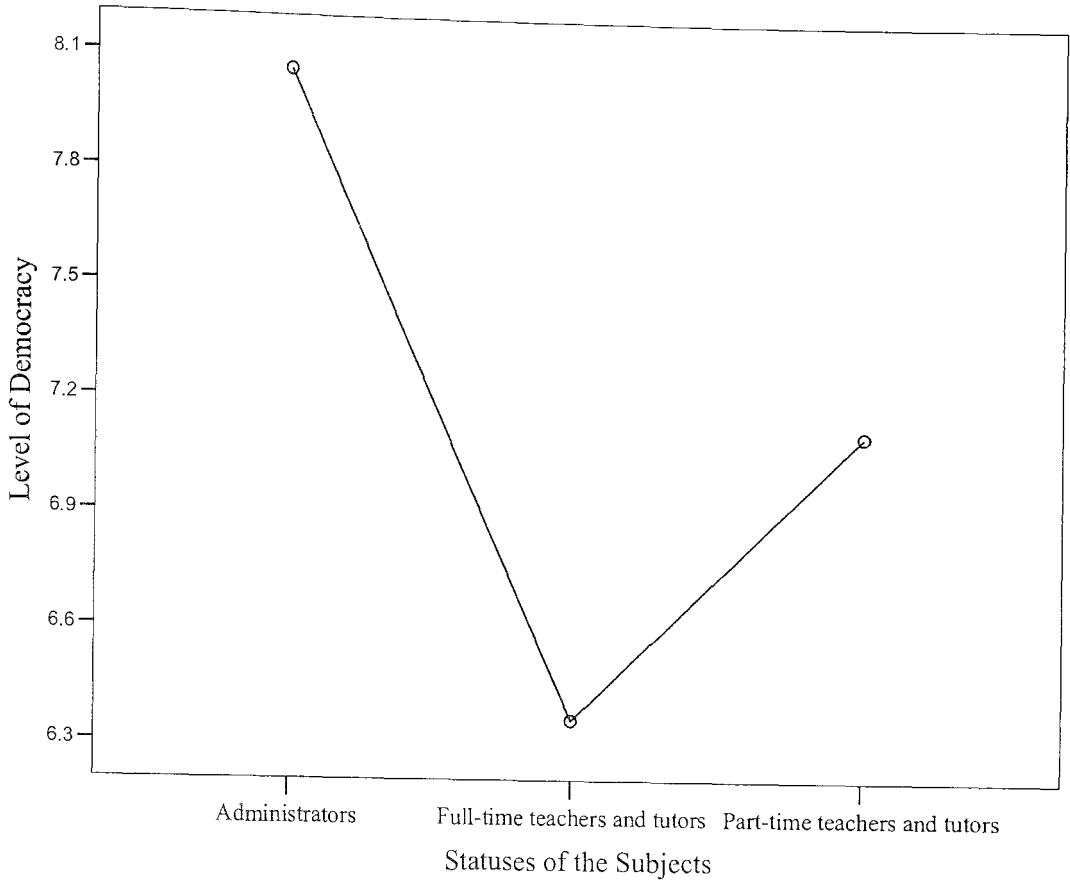


In order to see if there was a significant difference according to status of the

subjects, one-way ANOVA was conducted. According to results there was a

significant difference among these groups at $p < .020$ level (Table 4.43)

Table 4.43. *One-way ANOVA for the Level of Democracy by Status*

| Source of variation | SS | df | MS | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 54.410 | 2 | 27.205 | 4.032 | .020 |
| Within Groups | 1086.389 | 161 | 6.748 | | |
| Total | 1140.799 | 163 | | | |

According to results of post-hoc analysis conducted with Scheffé, the only

difference was found between the administrators and full-time teachers and tutors, at

the level of $p < .020$. There was no significant difference between the part-time tutors and administrators and full-time teachers and tutors.

## 4.13. Perceived Level of Happiness

In order to find out the answer to the question "What is the level of perceived happiness in general and in each center?", those who participated in the study were asked to indicate their level of happiness on a scale from 0-10 in order to identify how happy they feel as working in centers. 164 people responded to this question. Mean of all responses was 8.08 with $25^{th}$ percentile point as 7, $50^{th}$ percentile as 9 and $75^{th}$ percentile points as 10.

Responses to this question were classified into four categories using percentile as cut-off points: *low* for those who scored less than $25^{th}$ percentile, *moderate* for those who scored less than $50^{th}$ percentile, *high* for those who scored lee than $75^{th}$ percentile, and very high for those who scored more than $75^{th}$ percentile. According to results, level of happiness of the subjects in PECs was evaluated as very high by the majority of the subjects (36%), whereas 20.7% of the subjects evaluated their level of happiness as low. It can be concluded that more than two third of the subjects were happy as working in PECs (Table 4.44).

Table 4.44. *Distribution of Responses for the Level of Happiness in PECs*

| Level of Happiness | $f$ | % |
|---|---|---|
| Low | 34 | 20.7 |
| Moderate | 36 | 22.0 |
| High | 35 | 21.3 |
| Very High | 59 | 36.0 |
| Total | 164 | 100.0 |

However, in terms of each center, differences were observed. Figure 4.3

shows the means of level of happiness in each center. As it can be seen inferred from

the figure Center F had the lowest happiness level ($\bar{x}$=5.42, n=19), whereas Center C

had the highest ($\bar{x}$= 9.33, n = 12). After Center C, Center J had the second highest

mean ($\bar{x}$= 9.21, n = 14) and Center B was another center where the level of

happiness is high ($\bar{x}$= 9.11, n = 19). It can be concluded that Center C, Center J and

Center B could be considered as centers where almost all of the personnel was

happy, whereas Center F as the center where the personnel was not happy et al.


Figure 4.3. *Means of the Level of Happiness by Centers*
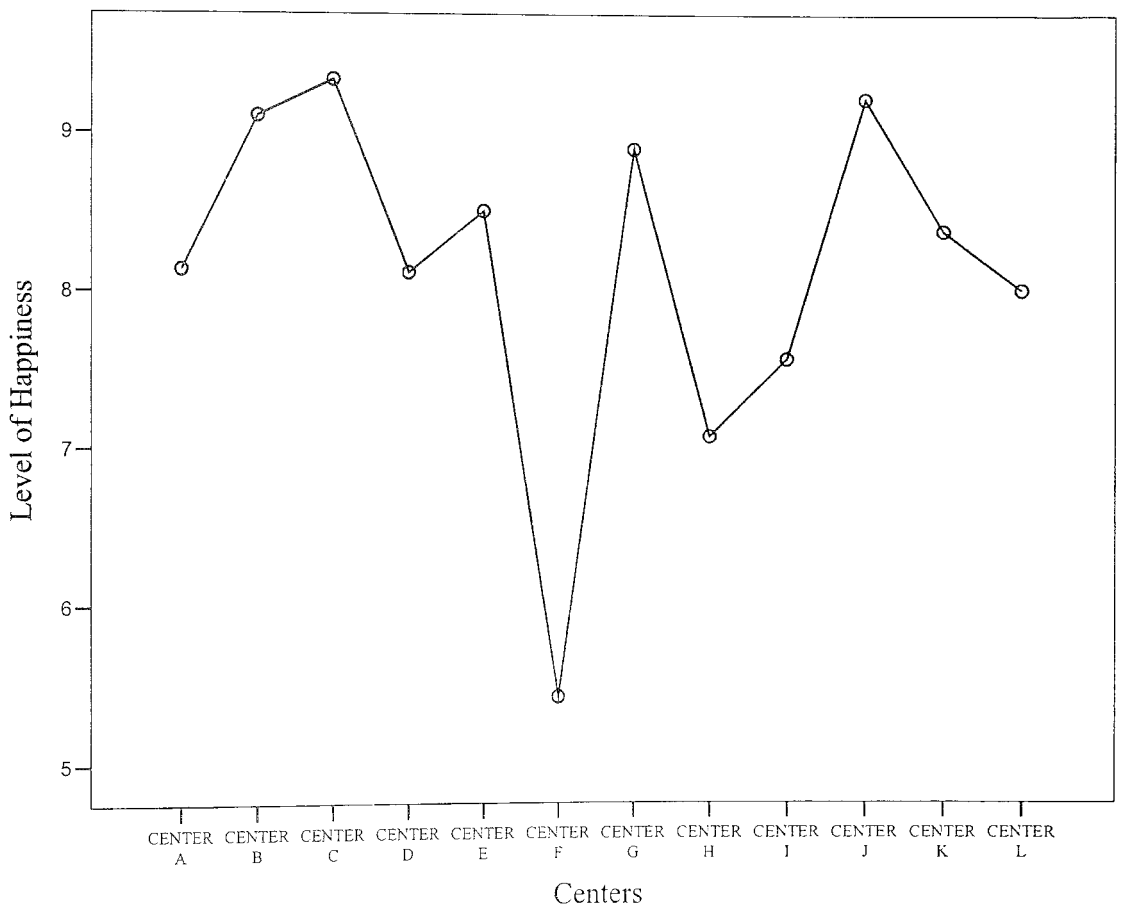
In order to see if happiness level differed according to centers, one-way ANOVA analysis was conducted. According to result there was a significant difference among centers at $p < .000$ level. Table 4.45 shows the significant differences among centers on the happiness level.

Table 4.45. *One-way ANOVA for the Level of Happiness by Centers*

| Source of variation | SS | df | MS | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 224.872 | 11 | 20.443 | 4.562 | .000 |
| Within Groups | 681.098 | 152 | 4.481 | | |
| Total | 905.970 | 163 | | | |

Post-hoc analysis was conducted with Scheffé to see which centers differed significantly. According to results, significant differences were found between Center B and Center F at $p < .004$ level of significance; Center C and Center F at $p < .013$ level of significance; Center G and Center F and at $p < .011$ significance level; and Center J and Center F at $p < .010$ level, indicating Center F was evaluated as having the lowest level of happiness among all centers, but significantly different than Center B, Center C, Center G and Center J where the level of happiness was high.

In terms of status of the educators in the center and their report of happiness level, Figure 4.4 showed that, among three groups, full-time teachers and tutors had the lowest mean ($\bar{x}= 7.52$, n = 42) and administrators had the highest mean ($\bar{x}= 8.53$, n = 34) and part-time teachers and tutors' mean was $\bar{x}= 8.17$ (n = 88). This indicated that all of the personnel in 12 public education centers quite happy being and working there.

Figure 4.4. *Means of the Level of Happiness by Status*
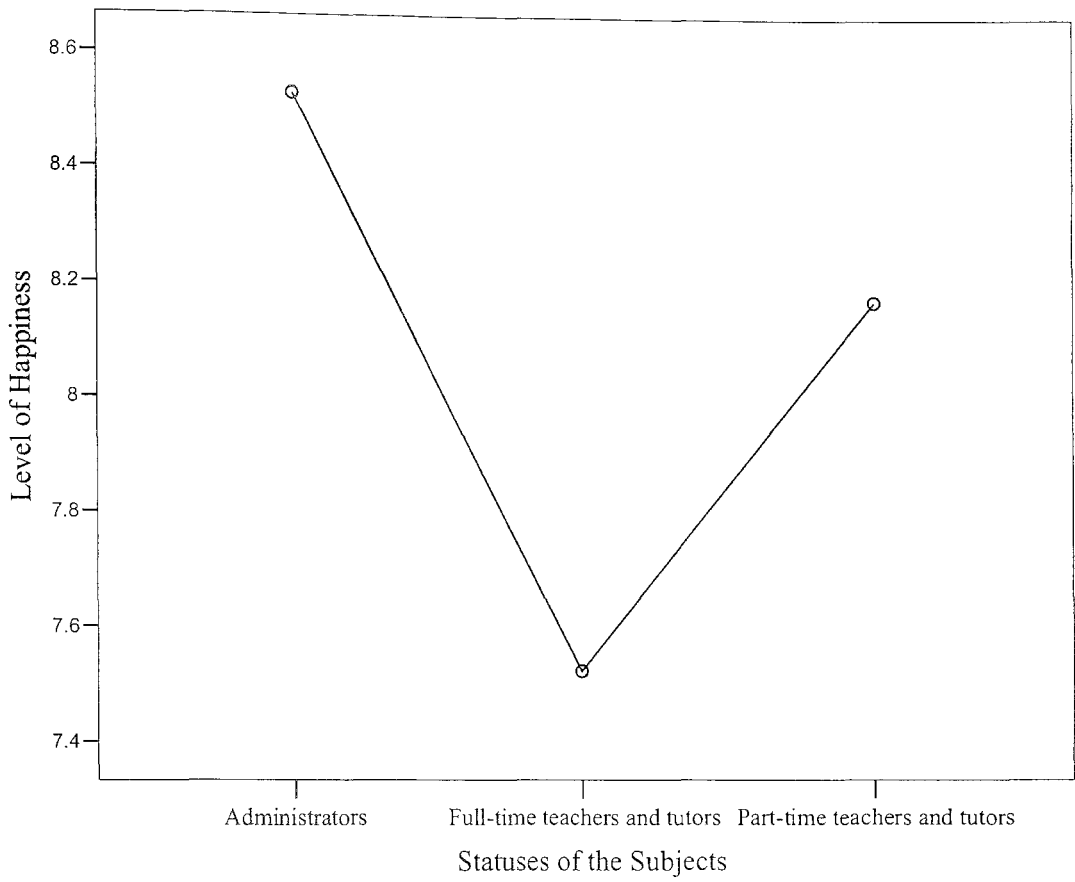


In order to see if there was a significant difference according to status of the subjects, one-way ANOVA was conducted. According to results there was not a significant difference among these groups at $p < .157$ level of significance. The happiness level of the subject does not differ according to their status.

# CHAPTER 5

# DISCUSSION AND CONCLUSION

In this chapter first, results are summarized, and discussed. Then pedagogical implications are provided. At the end, the limitations of the study and suggestions for further research are presented.

## 5.1. Summary

The aim of the current study was to analyze the decision making process of PECs in terms of ways of decision making, participation, effect of people and institutions and environment, problems in decision making process, and democracy and happiness level of PECs in İstanbul. In order to reach this aim, 12 research questions were formulated, and to find the answer to those questions, data was gathered through a questionnaire from 12 different PECs in İstanbul selected purposefully. Totally 176 educators (principals, head of vice-principles, vice-principals, full-time teachers and tutors, and part-time tutors and teachers) were included in the study from 12 PECs. Quantitative and qualitative methods were used to analyze the data gathered through questionnaire.

Results of analysis indicated that the general way of decision making in PECs is consultative decision making in which principal makes the decision taking the ideas of subordinates. However, in terms of administrative functions, decisions related to participants and course programs are made by the teachers, whereas decisions related to courses, allocating resources and logistics support are made by the principal sharing the problem with the subordinates and taking their ideas, and decisions related to staffing and public relations are made by the principal alone. The responses of those who took part in the study on the ways of making decisions differ

significantly according to centers, gender, the status and the total years of experience of the subjects. Full-time and part-time teachers and tutors' level of participation in decision making process is sufficient for the majority of the educators who participated in the study. Participants' involvement is supported by the majority of the subjects, however the level of participation proposed for them is very limited. In deciding courses to be offered, the needs and interests of the society and environment are taken into consideration. Characteristics of the environment in which the PECs exist affect the centers' decision making process, as well as the people in the environment, such as the head of the district, school principles and the public. Educators in PECs indicated the group decision making as the most effective way of making decisions, but lack of collective decision making is stated as a problem in decision making process. Democracy level in PECs is considered to be high by the educators, and the majority of the personnel are very happy working in PECs.

## 5.2. Discussion

Findings indicated that the general way of making decisions in PECs regarding all administrative functions was that "administrator shares the problem with the relevant subordinates individually, getting their ideas and suggestions without bringing them together as a group. Then she/he makes the decision". This category is called C1 and is considered as *consultative* decision making process by Vroom and Yetton (1973). Even though this category is called consultative, as administrator asks for the subordinates ideas, that does not mean that he/she will use them, and the decision made may or may not reflect subordinates' influence. In terms of PECs, it is obvious that administrators ask for teachers and tutors' opinions,

however, whether they consider the information they received from the subordinates is doubtful.

When ways of decision making process were evaluated in terms of each administrative function, it was seen that decisions related to staffing and public relations were made in *autocratic* process called AI in which "administrator solves the problem or makes the decision herself/himself alone using the information available at the present time" (Vroom and Yetton, 1973), and decisions related to allocating resources and logistics support were made in CI. On the other hand, teachers were involved in decision making process only for decisions related to participants and course programs. Teachers' involvement with the decisions related to course programs and participants is concurrent with the results of Yavuz's (2001) study which was conducted in high schools, indicating that teachers were involved usually in decisions related to education, instruction, students, commissions, daily operations and teachers. Considering the highly bureaucratic and centralized organizational structure of PECs, it is not surprising to face with that kind of a result. Teachers are not part of the administration. Actually, everybody carries out their own responsibilities; principles manage the centers, and teachers teach their courses. It can be said easily that PECs are far from being an organically integrated organization. There are sharp gaps between the administrators and full-time and part-time teachers and tutors, especially between part-time teachers and tutors. These results also indicated that on the individual-group continuum of decision making, group decision making process was not a dominant way of making decisions in PECs. This is a crucial issue to consider as PECs being an adult education provider should be practicing much more democratic and participatory decision making processes.

One of the most important findings of this study is that, either in general, or in terms of administrative functions, the involvement of vice-principals was very low even though their job specification is described as operating course programs, organizing needs assessment and management and allocation of financial resources by the "By-law of Non-formal Education Institutions, item 30". That means vice-principals are not effective in decision making process as they should be, indicating that the principles are the most important and dominant decision maker in PECs. This result revealed the strength and effect of principals who rule their kingdom according to their wishes.

When responses given for the general way of decision making were analyzed to see if they differ according to demographic characteristics, it was found out that there were significant differences among subjects' responses according to center, status, gender, and total years of experience. In some centers more democratic and participatory decision making was indicated in general, whereas in some others, autocratic decision making process was reported. This is of course something expected as each center has their own dynamics with different staff, environment and physical resources that shape the organizational climate and culture. Important point is to identify the factors that lead to the democratic and participatory decision making process in centers. In terms of the statuses of the subjects, administrators and subordinates made different evaluations regarding how the decisions are made. Administrators chose options regarding group and participatory decision making, whereas full-time and part-time teachers and tutors, indicated more autocratic processes as "principal makes the decision alone". In terms of gender, women identified more autocratic decision making processes than men. This is due to the fact that majority of the administrators in the centers is men. So, men perceive the

decision making process as more democratic compared to women, as they manage and they decide about the teachers' level of participation. In terms of experience, interestingly, educators with 1-5 years of experience provided very different answer from the educators with 16-20 years of experience. Unfamiliarity with the system may be a reason for this discrepancy. These differences among the responses of different groups should be analyzed indebt in a further study to provide a better understanding.

In terms of participation of subordinates, analyses of data revealed interesting findings. Both full-time and part-time teaching staff, results indicated that their level of participation in decision making process was evaluated as sufficient both by the administrators and teachers and tutors. Majority of the subjects reported that teachers and tutors' level of participation is enough. Most of the teaching staff in PECs does not want to participate in decision making more than they do. Their identification of decisions which they should participate in was completely related to instruction, participants and themselves. They do not want to involve in administrative decisions like staffing, budgeting or public relations. However, these results are in contradiction with the results of the studies conducted by Yavuz (2001), Karaca (2001) and Kuku and Taylor (2002) that the administrators' and teachers' reports regarding both their level of participation and actual and preferred level of participation were significantly different, and teacher desired to participate in decision making more than they do.

Both full-time and part-time teachers and tutors indicated "meetings" as the most significant way of participating in decision making process in the centers. They all emphasized the importance of holding meetings and participating in meetings. They evaluated meetings as the most important criteria in participating in decision

making. Meetings are considered as a constituent of the group decision making in the literature, however in the current study, even though subjects of the study emphasized the importance of the meetings, results demonstrated that none of the administrative functions were made in the meetings. So it is not possible to mention group decision making in PECs, although meetings were mentioned very frequently.

One of the striking points of the findings is that even though teachers indicate that most of the decisions in the center are made by the principal, they evaluate their participation as being sufficient. Actually they do not participate in any decisions other than issues related to participants and course programs, but this does not make them feel uncomfortable. They are happy as they can make decisions related to their own issues. Even with this level of participation, while principal makes all the decisions, it is questionable that they identify the decision making process as democratic.

On the other hand, teachers reporting insufficient level of participation indicated reasons related to administrative constraints as lack of confidence in teacher's ability, isolation, lack of time, training and support and administration's attitudes which are similar to constraints mentioned by Anderson (2002). Some of the teachers and tutors complained about these constraints. For example, complaints "Administration does not provide any opportunity for us to participate in", "We are not given any right to make decisions", or "We are not taken into consideration". These sentences display the situation very clearly. In an organization, it is a contradictory situation in which an administrator does not pay any attention to ideas of teachers and tutors and he/she sees the participation of part-time and full-time teachers and tutors as a threat to his/her authority, but, at the same time he/she evaluate the decision making process in their center as democratic. Moreover,

teachers and tutors' fear of loosing job and economical reasons may impede their participation, as criticizing and making suggestions, and providing alternative solutions can be perceived as a threat to principals' authority.

It is clearly known that part-time tutors and teachers, who constitute the 57.2% of the total staff working in 33 PECs in Istanbul, have a lot of problems related to constraints mentioned above. Their biggest problem is that they do not have the equal rights with the full-time teachers and tutors. Moreover, they cannot take part in legislated participation as Vroom and Jago identified (1988). Part-time teachers and tutors indicated that they cannot take part in any commission, because, "By-law of Non-Formal Education Institutions" stipulates that committees are formed only by full-time teachers and tutors. Thus, part-time teachers and tutors can involve only in informal participation except the general meetings which are conducted at the beginning and end of the academic year. Moreover, many part-time tutors or teachers reported that they were not asked for their ideas and they were not taken into consideration in any issue.

As the results of the current study indicate, part-time tutors and teachers are one of the most problematic issues related to PECs. Centers hire part-time personnel to be able to offer course, as MONE does not provide enough full-time teachers and tutors due to economical constraints. But part-time teachers and tutors' working conditions are in need of a real and immediate improvement as they work for very little amount of money when compared to their work hours and compared to full-time teachers and tutors, moreover they work without any social security. Many of them were high school graduates and any special training related to adult education is not provided for them as well, and they are not included in decision making process

of the center most of the time. It id clear that there is an urgent need to provide better working conditions for them to eliminate the problems mentioned above.

On the issues of participants' participation to decision making process, most of the administrators, teachers and tutors reported that participants should be involved in the decision making process. However, all of the issues that participants should or can be involved are related to classroom and courses. Furthermore, teachers and administrators indicated that participants can participate in a very limited way, such as just telling their ideas to teachers. Even some of the teachers and tutors indicated that participants should engage within the framework of legal conditions. Limiting the participants' involvement to the classroom issues is not a preferred policy for an adult education institution. As Knowles (1980) indicates, adult education institutions should be much more democratic and be open to participatory decision making and participants could feel free to share ideas. However, according to findings of this study only a very limited involvement is acceptable for the administration and teachers in public education centers. In an organizational structure that limits even the participation of teachers and tutors. It is not at all surprising that limited participation of all the members of that organization is the reality.

Regarding the participation of other people and institutions, results indicate that there exist certain institutions and people involved in the decision making. Majority of these institutions and people are governmental bodies which are hierarchically higher than the PECs. Superintendent of the Province and Governor of the province and sub-province are the most frequently mentioned group. Directorship of Non-Formal Education and municipalities are also stated by the subjects as taking part in decision making. Involvement of these bodies into decision making process is

also provided by the by-laws. Moreover, as the decision making process takes place in a downward and one-way direction, these bodies usually makes decisions at the macro level and announce to the centers (Duman, 1995). Other than governmental institutions, headman of the district (muhtar) is another highly mentioned person who is involved in decision making. They help open courses, conduct needs analysis, find places for courses and announce courses and activities to public.

Another finding related to people or institutions outside the centers is that The Adult Education Planning and Co-operation Board which is described in the by-law (item 135), was only mentioned by seven people. This is due to their ineffectiveness. Okçabol (1994) states that they exist only on paper, the meetings that required in the by-law do not take place and they do not have authority to implement their decisions.

Findings revealed that PECs organize courses and other educational activities in accordance with the needs and interests of the community. Administrators, teachers and tutors all indicated that needs, interest and demands of the public is the first determining factor both in opening courses and the variety of the courses. Also as indicated by teachers, socio-economic and cultural characteristics of the environment in which PECs function are very important, and can be a leading factor in formation of the organizational culture and climate of PECs. It can be concluded that the characteristics of the location of the center, whether it is located in downtown, rural, suburb, conservative or liberal area, affect centers in many ways. For example teachers and administrators from a downtown PEC indicated that as their center is in a touristic area and near the university, they offer courses like foreign language, computer or folk dance. On the contrary, in two other PECs which are located in the heart of conservative districts of Istanbul, there are courses for housewives or girls like sewing, clothing, embroidery, and home textile. These

features affect the characteristics of the teaching staff and the participants, and organizational climate as well.

It is important to note that, public education centers are adult education institutions whose functions are stated in the by-laws and regulations as to provide and guarantee the development of the individuals and society in social-cultural and economical aspect. In order to achieve this aim, PECs should be the heart of the change in the neighborhoods instead of adapting completely to the characteristics of their surroundings. Unfortunately the adaptation of PECs to their environment has been realized throughout the time, and PECs have turned out to be places where women or girls attend to learn sewing and embroidery (Okçabol, 1996, 2001). Majority of the centers included in the study, except four centers all in downtown, have come out to be an attraction place just for women and girls. So meeting the needs and demands of the public is required for adult education but it is more than that. Centers should be an attraction place not only for women or girls learning sewing or embroidery, but for everybody who wants to improve him/herself in social, cultural or economical area.

Moreover, there are many other and more important reasons for this situation of centers other than the location. Centers are facing with lots of problems, economically, administratively, and physically  Findings of the current study indicates that, among the reasons stated as the problems of decision making process, only one category is related to decision making process, others are general problems of the centers like lack of physical and financial resources, e.g. lack of buildings, classrooms, materials or low salaries. These problems were same as identified by Okçabol (1991, 1996, 2001) and Kılıç (1980). It is striking to see that same problems identified in more 25 years ago still continue, even in a worse condition. This

indicates that the situation of PECs constantly have gone worse, instead of improvement. On the other hand the only problem stated for decision making process is the lack of collective decision making. Interestingly enough, findings also indicated that group decision making was not common among the centers, even though group decision making was considered as the most effective way of making decisions by the majority of the subjects.

In terms level of democracy at the decision making process of the centers, it is founded that in general democracy level was evaluated as quite high, even tough autocratic decision making is dominant as they reported that principals makes nearly all of the decisions in all of the centers, and even though teachers and tutors complain about lack of participative / collective decision making. Teachers and tutors also found their participation level sufficient, even though they could only make decisions related to themselves and courses and even though group decision making was not practiced in most of the centers. This is a contradiction. Of course, it is not possible to indicate that there exists democracy in an organization where the autocratic decision making is dominant. In relation to this result, the teachers' perception of democracy should be questioned; "What does democracy mean for them and How they define democracy?" This contradiction may be a result of the fact that teachers ignore the issues out of their area of interest and they do not demand for more as long as their needs and interests are met, they rate the participation level as democratic.

There exist differences on the level of democracy according to centers and status of the subjects. Two centers both are located in downtown but one from the medium complex and the other from the highly complex group were rated as the least democratic centers whereas one center from the least complex group located in

rural area and one from the medium complex group located in downtown were rated as the most democratic centers. This situation is clearly an outcome of administration and of the principals of the centers, because they organize the administrative duties according to their ideal way of managing. Thus it is the principal that makes the difference. This indicates the critical role that principals play applying more democratic and participatory management in PECs in order to make PECs reach their aims and to make them as an outstanding educational institution.

In terms of status, administrators rated the democracy level of decision making process of their center as quite high, significantly higher than full-time tutors and teachers and part-time tutors and teachers. Administrators perceive themselves as democratic leaders and the participation of teachers and tutors sufficient and therefore they rate democracy level quite high. For example, principal of a center from the high complexity group and located in downtown indicated that "adult education is a team work, and all of the decisions are made in group", however, the level of democracy is quite low in that center (third from the bottom) according to evaluation of teachers and tutors. Principal of another PEC indicated that the every one was involved in the decision making process, but the level of democracy evaluated by the teachers and tutors is quite low (second from the bottom).

Regarding the level of happiness personnel of PECs, it was found out that most of the personnel reported that they are very happy of working in centers and being a part of the PEC they work. However, same contradiction was observed in the issues of democracy is relevant for happiness. Teachers and tutors are certainly happy with what they have. However, differences exist among centers in happiness level as well. The lowest level of happiness is seen in the PEC that has the lowest level of democracy. However, in a PEC which was evaluated as having the second

lowest democracy level (mean is 5.11) personnel indicated that they were very happy (mean is 8.0). Same contradiction is relevant for another PEC from the medium complex group where mean of the level of democracy is 6.79, and the level of happiness is 8.89 (out of 10). The reasons of teachers and tutors for feeling happy themselves in centers within these conditions should be investigated.

It also worth to mention that during the data collection process of the current study, it was observed that PECs are quite closed systems. Most of them do not welcome outsiders like the researcher who wants to ask questions related to what is going on in the centers. Usually a negative attitude was observed towards these kinds of research. Especially teachers are afraid of talking about administration in a critical way and a number of administrators refused to participate in the study. On the other hand, there were a few helpful and open-minded administrators who want to share their knowledge and experience with the researcher.

Another important issue observed through the data collection process is the quality of teachers and tutors both as full-time and part-time. While analyzing the open ended questions, it was observed that teachers had problems related to Turkish, both in grammar and usage, and expressing their ideas. Many teachers and tutors wrote irrelevant answers for the questions. This is the reason for the high number of unclassified and irrelevant statements in open-ended questions.

To conclude, current study provided information to comprehend the administration of PECs in terms of decision making and presented the characteristics of decision making process in PECs in Istanbul as follows; most of the decisions were made by the principals namely in autocratic process, except decisions related to course programs and participants; limited participation was allowed for the teachers and tutors and the participation of the participants in decision making process is

considered to be very limited participation; the characteristics of the environment in which the PECs exist were taken into consideration in forming the programs and activities, those characteristics also affect the course variety as well; some other people of institutions have an effect on decision making process of PECS, especially some governmental institutions, as Provincial and Sub-provincial Directorate of National Education, governor of provinces and sub-provinces, headman of the district and NGOs; and decision making process was considered to be democratic by the personnel of the centers who reported to be happy to work in public education centers.

## 5.3. Pedagogical Implications

Findings of the study and the observation of the researchers indicate some suggestions for implications in order to improve PECs, especially in terms of the decision making process.

First of all, it is important to emphasize the problem of in-service training. Among the subjects of the study, a majority of the administrative and teaching staff have never had any in-service training related to adult education. This finding has been stated since 1950s by adult educators. But, as MONE has done nothing till today, same problems are observed (Okçabol, 2001; p. 6). Okçabol (1991) and Çetin (2000) emphasized that there was a great need for training of adult educators. MONE should realize the lack of competency of teachers in PECs and realize the importance of training adult educators in relation to adult education, and MONE should guarantee that necessary training programs are developed and everyone who wants to work in PECs as an adult educator takes the necessary education and training related to adult psychology, philosophy of adult education, materials and

techniques in adult education, etc. Then, actions should be taken to make in-service training systematic and permanent.

Besides providing training in adult education, democracy and human rights education programs should be developed and be provided to both administrative and teaching staff. MONE unfortunately neglect the adult education in comparison the formal education. As Knowles (1980) indicates democratic philosophy is the key for the adult education. Therefore, first of all, the administrators and teachers should comprehend democracy and participatory management and human rights, and then they should start transferring this to participants both theoretically and practically being a model in democratic teacher or administrator.

Third suggestion in relation with the findings is the formation of PEC Councils. MONE started a project called Democracy Education and School Councils in formal education system (http://oyegm.meb.gov.tr/ortasayfa/okul_meclis_pro.htm, accessed in June, 2005). A similar project should be applied in PECs as well. PEC Councils that will be composed of participants may make participants more active and provide them more rights to participate in decision making process of the center. This may also increase the communication between teaching staff and participants. Moreover, part-time teachers and tutors should be included in the decision making process legally, so they will participate more and feel belonging to centers.

Last, the physical conditions of centers and working conditions of part-time teachers and tutors should be improved, as these were the most frequently mentioned and most important problems related to PECs and these problems hinder the effective functioning of the centers.

## 5.4. Limitations

This study poses several limitations. First, current study aimed at analyzing the decision making process of PECs and for that purpose 12 PECs in Istanbul were included into the study. For that reason, generalizability of the current findings for the other PECs in the country is quite limited.

Second, questionnaire was implemented by researcher in some centers, in some others either vice-principals or counselors implemented the questionnaire due to lack of time or convenience of the teachers and administrators. This may be a confounding factor for the responses of the subjects. It could be much more suitable to standardize the procedures.

Third, subjects left many questions unanswered especially in the open ended questions. The number of unanswered questions may have an effect on the results.

## 5.5. Suggestions for Further Research

In the current study self-administered questionnaire was used to gather data. In further research , a semi-structured interview should be utilized to provide more detailed information about the teachers' and administrators' ideas to grasp a better understanding of the operations and what is really going on in the centers.

Findings of the current study indicated that there exist significant differences among centers on decision making process, democracy and happiness level. However, reasons for these differences were not the concern of this study. Thus, a further study should be conducted to point out the issues that create the differences. That could be very valuable for the improvement of the PECs in terms of detecting the weak and strong points of the centers.

In this study, sample was composed of administrative and teaching staff. However, a study including participants as a part of the sample should be conducted. Taking participants' ideas could bring another point of view in understanding the decision making process of public education centers, as they are an important part of the process and the picture.

Review of literature indicates that participation in decision making has effects on some outcomes such as, job satisfaction, burnout, productivity, student achievement, etc. After the description provided by the current study, a correlational study investigating the relations between participation in decision making and teacher and student outcomes as job satisfaction, or teachers achievement level should be conducted to see how decision making affect teachers, participants and the society.

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APPENDICES

# APPENDIX A

## Numbers of Courses and Participants for Each Center in 2004

| PECs | # of Courses | # of Participants |
|------|--------------|-------------------|
| Silivri | 12 | 262 |
| Çatalca | 19 | 303 |
| Eminönü | 23 | 595 |
| Adalar | 28 | 439 |
| Şile | 31 | 557 |
| Büyükçekmece | 33 | 747 |
| Tuzla | 34 | 705 |
| Kağıthane | 43 | 707 |
| Sultanbeyli | 46 | 987 |
| Avcılar | 50 | 1020 |
| Beyoğlu | 51 | 1050 |
| Maltepe | 60 | 1536 |
| Fatih | 61 | 1039 |
| Bayrampaşa | 63 | 1247 |
| Şişli | 63 | 1212 |
| Esenler | 64 | 1541 |
| Gaziosmanpaşa | 68 | 1386 |
| Güngören | 72 | 2286 |
| Bağcılar | 75 | 1804 |
| Beşiktaş | 76 | 2053 |
| Ümraniye | 83 | 1643 |
| Pendik | 84 | 1728 |
| Eyüp | 89 | 1743 |
| Sarıyer | 89 | 1932 |
| Bahçelievler | 90 | 1773 |
| Zeytinburnu | 92 | 1925 |
| Küçükçekmece | 103 | 2011 |
| Beykoz | 110 | 1951 |
| Bostancı | 115 | 2086 |
| Üsküdar | 158 | 3628 |
| Kartal | 236 | 4369 |
| Bakırköy | 250 | 5474 |
| Kadıköy | 329 | 6792 |
| Total | 2800 | 58531 |

Source: Data gathered from MEB, İstanbul Directorship of Non-Formal Education (personal contact)

# APPENDIX B

**Locations of PECs Included** in the Study in İstanbul



● Centers included in the sample

● Centers included in the pilot study

## APPENDIX C

## Number of Staff in 33 PECs in İstanbul, June 2005

| PECs | Principals | Head Vice-principals | Vice-principals | Teachers | Tutors | Part-time Tutors | Total | Administrative Staff | Teachers, Tutors and Part-time Expert, tutors | Total Staff |
|---|---|---|---|---|---|---|---|---|---|---|
| Adalar | 1 | | 1 | | | | 14 | 2 | 14 | 16 |
| Avcılar | 1 | | 2 | 6 | | | 17 | 3 | 23 | 26 |
| Bağcılar | 1 | 1 | 2 | 4 | | | 6 | 4 | 10 | 14 |
| Bahçelievler | 1 | 1 | 3 | 6 | | | 9 | 5 | 15 | 20 |
| Bakırköy | 1 | | 2 | 12 | | 4 | 69 | 3 | 85 | 88 |
| Bayrampaşa | 1 | | 2 | 3 | | | 8 | 3 | 11 | 14 |
| Beşiktaş | 1 | | 2 | 6 | | | 17 | 3 | 23 | 26 |
| Beykoz | 1 | | 2 | 1 | | | 9 | 3 | 10 | 13 |
| Beyoğlu | 1 | | 2 | 4 | | 2 | 6 | 3 | 12 | 15 |
| Bostancı | 1 | 1 | 2 | 10 | | 4 | 16 | 4 | 30 | 34 |
| Büyükçekmece | 1 | | 1 | 3 | | 3 | 3 | 2 | 9 | 11 |
| Çatalca | 1 | | 1 | 1 | | | 6 | 2 | 7 | 9 |
| Eminönü | 1 | | 1 | 3 | | 2 | 9 | 2 | 14 | 16 |
| Esenler | 1 | | 2 | 3 | | | 8 | 3 | 11 | 14 |
| Eyüp | 1 | | | 2 | | | 12 | 1 | 14 | 15 |
| Fatih | 1 | 1 | 3 | 2 | | 1 | 11 | 5 | 14 | 19 |
| Gaziosmanpaşa | 1 | 1 | 2 | 6 | | 1 | 6 | 4 | 13 | 17 |
| Güngören | 1 | | 2 | 4 | | 3 | 7 | 3 | 14 | 17 |
| Kadıköy | 1 | | 3 | 14 | | 2 | 40 | 4 | 56 | 60 |
| Kağıthane | 1 | | 2 | 2 | | | 9 | 3 | 11 | 14 |
| Kartal | 1 | | 1 | 13 | | 4 | 29 | 2 | 46 | 48 |
| Küçükçekmece | 1 | 1 | 3 | 6 | | 1 | 13 | 5 | 20 | 25 |
| Maltepe | 1 | | 2 | 9 | | 2 | 11 | 3 | 22 | 25 |
| Pendik | 1 | 1 | 3 | 7 | | 4 | 8 | 5 | 19 | 24 |
| Sarıyer | 1 | | 2 | 12 | | | 14 | 3 | 26 | 29 |
| Silivri | 1 | | 1 | 3 | | | | 2 | 3 | 5 |
| Sultanbeyli | 1 | | 1 | | | | 10 | 2 | 10 | 12 |
| Şile | 1 | | | 2 | | | 11 | 1 | 13 | 14 |
| Şişli | 1 | | 2 | 4 | | 2 | 14 | 3 | 20 | 23 |
| Tuzla | 1 | | 1 | 4 | | | 3 | 2 | 7 | 9 |
| Ümraniye | 1 | | 2 | 8 | | 2 | 8 | 3 | 18 | 21 |
| Üsküdar | 1 | 1 | 3 | 11 | | 4 | 12 | 5 | 27 | 32 |
| Zeytinburnu | 1 | | 1 | 5 | | 1 | 10 | 2 | 16 | 18 |
| Total | 33 | 8 | 59 | 176 | | 42 | 425 | 100 | 643 | 743 |

*Source:* from MEB, İstanbul Directorship of Non-Formal Education (personal contact)

## APPENDIX D

### KARAR VERME SÜRECİ DEĞERLENDİRME ANKET FORMU

Bu anket üç bölümden oluşmaktadır. İlk bölümde çalışma için gerekli olan demografik bilgiler sorulmaktadır. İkinci bölüm merkezinizdeki eğitim-öğretim süreçleri, mali işler, halkla ilişkiler ve diğer süreçlere ilişkin verilen kararlarla ilgilidir. Bu bölümde belirtilen kararları dikkatlice okuyarak, bu kararları kimin aldığını işaretlemeniz gerekmektedir. Üçüncü bölümde ise kararlarla ilgili genel değerlendirmeye yönelik açık uçlu sorular bulunmaktadır. Çalışmanın geçerliği ve güvenirliği açısından her bir soruya dikkatlice yanıt vermenizi diler, katkılarınız için şimdiden teşekkür ederim.

**Filiz KESER**
**Araştırma Görevlisi**
**Boğaziçi Üniversitesi**
**Eğitim Bilimleri Bölümü**

### I. Demografik Bilgiler

**1. Yaşınız:** .........................

**2. Cinsiyet:**
( ) Kadın      ( ) Erkek

**3. Merkezdeki göreviniz**
( )      Müdür
( )      Baş Müdür Yrd.
( )      Müdür Yrd.
( )      Rehber Öğretmen
( )      Kadrolu Öğretmen
( )      Kadrolu Usta Öğretici
( )      Ücretli Usta Öğretici
( )      Ücretli Öğretmen

**4. Öğrenim durumunuz**
( )      İlköğretim okulu
( )      Normal Lise
( )      Mesleki / Teknik lise
( )      Eğitim Enstitüsü
( )      Yüksek Öğretmen Okulu
( )      Kız / Erkek Teknik Yüksek Okulu
( )      Teknik Eğitim Fakültesi
( )      Eğitim fakültesi
( )      Diğer alanlarda Lisans Eğitimi
( )      Diğer.................................

**5. Branşınız:** ...............................

**6. Kaç yıldır yönetici olarak görev yapmaktasınız? :** .........................
  Kaç yıldır öğretmen olarak görev yapmaktasınız? : ..................

**7. Yetişkin eğitimine yönelik hizmetiçi seminer / eğitim aldınız mı?**
( ) Evet

Ne tür eğitimler aldınız?......................................................................................
..............................................................................................................................
..............................................................................................................................
..............................................................................................................................
( ) Hayır

## II. Halk Eğitimi Merkezinde Kararların Alınış Biçimi

Bu kısmın birinci sütununda Halk Eğitim Merkezleri'nde belirli konularda alınan kararlar, diğer sütunlarda ise bu kararları kimin verdiği bulunmaktadır. Kararları dikkatlice okuyup, **sizin merkezinizde bu kararın kim tarafından ve nasıl verildiğini** işaretleyiniz.

| | Müdür kararı hiç kimseye danışma- dan tek başına verir | Müdür tek tek perso- nelden gerekli bilgiyi aldıktan sonra karar verir | Müdür sadece ilgili kişilerin görüşlerini aldıktan sonra son kararı verir | Müdür herkesi toplantıya davet ederek görüşlerin i alır, sonra karar verir. | Müd ür yardı mcıla n karar verir | Öğret- menler karar verir. | Genel toplan- tıda birlikte karar verilir. | Diğer - Lütfen açıklayı nız |
|---|---|---|---|---|---|---|---|---|
| Açılacak kurslara karar verilmesi | | | | | | | | |
| Kurslarda görev alacak öğretmenlerin belirlenmesi | | | | | | | | |
| Kursların nerelerde açılacağına karar verilmesi | | | | | | | | |
| Kurslara katılacakların özelliklerinin belirlenmesi ( yaş, ön bilgi vb.) | | | | | | | | |
| Kursların tekamüllerinin açılmasına karar verilmesi | | | | | | | | |
| Dönem sonu açılacak sergilerin belirlenmesi | | | | | | | | |
| Kurs dışı etkinliklerin düzenlenmesine karar verilmesi | | | | | | | | |
| Anketlerin düzenlenmesine ve değerlendirilmesine karar verilmesi | | | | | | | | |
| Kursların hangi gün ve saatte yapılacağına karar verilmesi | | | | | | | | |
| Kursiyerlerin nitelikleri doğrultusunda yönlendirilmeleri | | | | | | | | |
| Başarılı kursiyerlerin ödüllendirilmesi | | | | | | | | |
| Merkezin disiplin anlayışının oluşturulması ve uygulanması | | | | | | | | |

| | Müdür kararı hiç kimseye danışmadan tek başına verir | Müdür tek tek personelden gerekli bilgiyi aldıktan sonra karar verir | Müdür sadece ilgili kişilerin görüşlerini aldıktan sonra son kararı verir | Müdür herkesi toplantıya davet ederek görüşlerin i alır, sonra karar verir. | Müd ür yardı mcıla n karar verir | Öğretmenler karar verir. | Genel toplantıda birlikte karar verilir. | Diğer - Lütfen açıklayı nız |
|---|---|---|---|---|---|---|---|---|
| Kursiyerlerin ihtiyaçlarının belirlenmesi ve giderilmesi | | | | | | | | |
| Sergilere ve yarışmalara gönderilecek kursiyerlerin seçilmesi | | | | | | | | |
| Kursların içeriğinin belirlenmesi | | | | | | | | |
| Ders programlarının oluşturulması | | | | | | | | |
| Ünitelerin ne kadar sürede işleneceğinin belirlenmesi | | | | | | | | |
| Kurslarda kullanılacak yöntem ve tekniklerin belirlenmesi | | | | | | | | |
| Kurslarda kullanılacak değerlendirme yönteminin belirlenmesi | | | | | | | | |
| Kültür derslerinin konularının belirlenmesi | | | | | | | | |
| Merkezin misyon, vizyon ve hedeflerinin belirlenmesi | | | | | | | | |
| Merkeze ait binalarda tadilat ve tamirat işlerinin yapılması | | | | | | | | |
| Merkez binasında iç ve dış düzenlemelerin yapılması | | | | | | | | |
| Dışarıya kiralanan salon (Varsa) kullanım kriterlerinin ve ücretlerinin belirlenmesi | | | | | | | | |
| Merkezin sınıf ve salonlarının nasıl kullanılacağına karar verilmesi | | | | | | | | |
| Kursların hangi atölye ve sınıflarda yapılacağının belirlenmesi | | | | | | | | |
| Atölye ve sınıfların eksikliklerinin tespit edilmesi ve giderilmesi | | | | | | | | |
| Merkezde hangi kalemlere ne kadar ödenek ayrılacağına karar verilmesi | | | | | | | | |
| Satın alınacak malzeme, araç-gereç ve eşyanın belirlenmesi | | | | | | | | |
| Malzemelerin nerelerden, nasıl temin edileceğine karar verilmesi | | | | | | | | |
| | Müdür kararı hiç kimseye danışmadan tek başına verir | Müdür tek tek personelden gerekli bilgiyi aldıktan sonra | Müdür sadece ilgili kişilerin görüşlerini aldıktan sonra son kararı verir | Müdür herkesi toplantıya davet ederek görüşlerin i alır, sonra | Müd ür yardı mcıla n karar verir | Öğretmenler karar verir. | Genel toplantıda birlikte karar verilir. | Diğer - Lütfen açıklayı nız |

| | Müdür kararı hiç kimseye danışma-dan tek başına verir | Müdür tek tek perso-nelden gerekli bilgiyi aldıktan sonra karar verir | Müdür sadece ilgili kişilerin görüşlerini aldıktan sonra son kararı verir | Müdür herkesi toplantıya davet ederek görüşlerini alır, sonra karar verir. | Müdür yardı-mcıların karar verir | Öğret-menler karar verir. | Genel toplan-tıda birlikte karar verilir. | Diğer - Lütfen açıklayı-nız |
|---|---|---|---|---|---|---|---|---|
| Yapılacak işbirliğinin koşullarının belirlenmesi | | | | | | | | |
| İşbirliği yapılan kurum ve kuruluşlar ile uygulanacak ortak programların belirlenmesi | | | | | | | | |
| Merkezin çevre ile olan ilişkilerin düzenlenmesi ve olası sorunların çözülmesi | | | | | | | | |
| Merkezin içinde bulunduğu çevrenin ihtiyaçlarının saptanması ve giderilmesi | | | | | | | | |
| Merkezin günlük temizlik, bakım, ve estetik düzenleme işlerinin planlanması ve yürütülmesi | | | | | | | | |
| Merkezin güvenlik işlerinin planlanması ve yürütülmesi | | | | | | | | |

## III. Karar Verme Sürecinin Genel Değerlendirmesi

Bu kısımda merkezinizdeki karar verme sürecinin genel bir değerlendirmesini yapmaya yönelik açık uçlu sorular bulunmaktadır. Bu sorulara dikkatlice yanıt vermenizi rica ederim.

**1) Merkezinizde öğretmenlerin karar alma sürecine katılmaları yeterli düzeyde midir?**

Evet ........... Neden?...........................................................................................
................................................................................................................

Hayır ...........Neden?...........................................................................................
................................................................................................................

Öğretmenler hangi konularda karar alma sürecine katılmalıdırlar?..........
................................................................................................................
................................................................................................................

Öğretmenler karar alma sürecine nasıl katılmalıdırlar?..........................
................................................................................................................
................................................................................................................

**2) Merkezinizde ücretli usta öğreticilerin karar alma sürecine katılmaları yeterli düzeyde midir?**

Evet ........... Neden?...........................................................................................
................................................................................................................

Hayır ...........Neden?...........................................................................................
................................................................................................................

Usta öğreticiler hangi konularda karar alma sürecine katılmalıdırlar?......
......................................................................................................................
......................................................................................................................
......................................................................................................................

Usta öğreticiler karar alma sürecine nasıl katılmalıdırlar?..........................
......................................................................................................................
......................................................................................................................
......................................................................................................................

**3) Merkezinizde kursiyerlerin karar alma sürecine katılmasıyla ilgili ne düşünüyorsunuz?**

Karar alma sürecine katılmalılar mı?

Evet ( )                    Hayır ( )

Hangi tür kararlara katılmalıdırlar?................................................................
......................................................................................................................
......................................................................................................................
......................................................................................................................

Ne dereceye kadar karara katılmalıdırlar?........................................................
......................................................................................................................
......................................................................................................................
......................................................................................................................

**4) Karar alma sürecinde aktif rol oynayan kurumunuz dışı kişi ve kuruluşlar var mıdır?**

Evet ( )

Nelerdir?..........................................................................................................
......................................................................................................................

Hayır ( )

Neden?.............................................................................................................
......................................................................................................................

**5) Merkezinizde hangi eğitim programlarının/kursların düzenleneceğine nasıl karar veriliyor?**

......................................................................................................................
......................................................................................................................
......................................................................................................................

**6) İçinde bulunduğunuz çevre veya mahallenin ihtiyaçları merkezinizdeki karar alma sürecini etkiliyor mu?**

Evet ( )

Nasıl?..............................................................................................................
......................................................................................................................
......................................................................................................................

Hayır ( )

Neden? .............................................................................................................

**7) İçinde bulunduğunuz çevre ve mahallenin insanları merkezinizdeki karar alma süreçlerine katılıyor mu?**

Evet ( )

Kimler?............................................................................................................
......................................................................................................................
......................................................................................................................

Nasıl katılıyorlar?.........................................................................................................
.......................................................................................................................
.......................................................................................................................
Hayır ( )
Neden katılmıyorlar?
.......................................................................................................................
.......................................................................................................................
.......................................................................................................................
.......................................................................................................................

8) **Merkezinizde kimin tarafından alınan kararların (sadece Müdür, sadece Müdür Yrd., Müdür ve Müdür yardımcısı beraber, sadece öğretmenler, idare ve öğretmenler beraber grup olarak) daha etkili olduğunu düşünüyorsunuz?**
........................................................
Neden?
.......................................................................................................................
.......................................................................................................................
.......................................................................................................................
.......................................................................................................................

9) **Merkezinizdeki karar alma sürecinde var olduğunu düşündüğünüz sorunlar varsa lütfen belirtiniz?**
.......................................................................................................................
.......................................................................................................................
.......................................................................................................................
.......................................................................................................................
.......................................................................................................................

10) **Merkezinizdeki karar alma sürecini genel anlamıyla değerlendirip, ne derecede demokratik olduğunu aşağıdaki çizelgede işaretleyiniz. ( Size uyan rakamı yuvarlak içine alınız )**

$$1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10$$
Hiç ( %0 ) ___-___-___-___-___-___-___-___-___ Çok ( %100 )

11) **Bu merkezin bir personeli olmaktan ve burada çalışmaktan ne derece mutlusunuz?**

$$1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9 \quad 10$$
Hiç ( %0 ) ___-___-___-___-___-___-___-___-___ Çok ( %100 )

Zamanınızı ayırdığınız ve bu çalışmaya katıldığınız
için teşekkür ederim

Filiz KESER

## APPENDIX E

## Legal Permission from the Governorship of Istanbul

<p style="text-align:center">
T.C.<br>
İSTANBUL VALİLİĞİ<br>
İl Milli Eğitim Müdürlüğü
</p>

**SAYI** : B.08.4.MEM.4.34.00.16/293                       26/04/2005
**KONU:** Anket Çalışması

<p style="text-align:center"><strong>VALİLİK MAKAMINA</strong></p>

**İLGİ :** Boğaziçi Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Bölümünün 14.04.2005 tarih ve 87 sayılı yazısı.

Boğaziçi Üniversitesi Sosyal Bilimler Enstitüsü, Eğitim Bilimleri Ana Bilim Dalı öğrencisi, Filiz KESER'in yetişkin eğitimi yüksek lisans programındaki tez çalışmaları ile ilgili Halk Eğitimi Merkezlerinde anket çalışması yapması ilgi yazı ile teklif edilmiş olup, adı geçenin aşağıdaki Halk Eğitimi Merkezlerinde ilişikteki anket çalışmasını yapması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde tensiplerinize arz ederim.

<p style="text-align:right">
Ömer BALIBEY<br>
Milli Eğitim Müdürü
</p>

**EKLER:**
Ek-1 Anket Örneği (8 sayfa)

<p style="text-align:center">
OLUR /<br>
26/04/2005<br><br>
Ali SÖZEN<br>
Vali a.<br>
Vali Yardımcısı
</p>

**ANKET ÇALIŞMASI YAPILACAK MERKEZLER:**

Bahçelievler,Bakırköy,Beşiktaş,Çatalca,Eminönü,
Eyüp,Fatih,Gaziosmanpaşa,Kağıthane,Kartal,
Maltepe,Şişli,Tuzla,Zeytinburnu
Halk Eğitimi Merkezleri

# APPENDIX F

## Letter Attached in front of the Questionnaire

T.C.
### BOĞAZİÇİ ÜNİVERSİTESİ
EĞİTİM FAKÜLTESİ
Eğitim Bilimleri Bölümü

23.05.2005

Sayın Bakırköy Halk Eğitim Merkezi İdareci ve Öğretmenleri,

Halk Eğitimi Merkezleri Türkiye'nin en önde gelen yetişkin eğitimi kurumları olarak uzun yıllardır toplumun eğitilmesi sürecinde önemli roller üstlenmişlerdir. Halk Eğitimi Merkezlerini daha yakından tanımak, merkezlerinin yönetimi ve işleyişi hakkında bilgi edinmek, sizin değerlendirmelerinizi, fikirlerinizi ve Halk Eğitim Merkezlerini daha da etkin bir hale gelmesi için önerilerinizi almak amaci ile bir araştırma yürütülmektedir.

Bu araştırma, Eğitim Bilimleri Bölümü Yetişkin Eğitimi Programı yüksek lisans öğrencisi ve Eğitim Bilimleri Bölümü Araştırma Görevlisi Filiz Keser tarafından, Prof. Dr. Fatma Gök'ün yönetiminde yürütülmekte ve Halk Eğitimi Merkezlerinde karar verme süreçleri hakkında bilgi edinmeyi amaçlamaktadır. Araştırma için İstanbul'daki 33 Halk Eğitim Merkezi'nden 12 tanesi tesadüfi örneklem yöntemiyle seçilmiştir.

Bu çalışma için İl Milli Eğitim Müdürlüğü'nden ve İstanbul Valiliği'nden onay alınmıştır. Uygulamaları Filiz Keser yürütecektir.

Bu çalışmanın gerçekleşebilmesi ancak sizin uygulama için zaman ayırmamız ile mümkün olacaktır. Yardımlarınız için şimdiden teşekkür ederim.

Saygılarımla,

Prof. Dr. Fatma Gök
Boğaziçi Üniversitesi
Eğitim Fakültesi
Eğitim Bilimleri Bölümü

# APPENDIX G

Distribution of Subjects According to Status and Level of Education

| Level of Education | Principal | | Head of Vice-Principals | | Vice Principal | | Counselor | | Teacher | | Tutor | | Part-time Tutor | | Part-time Teacher | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | $f$ | % | $f$ | % | $f$ | % | $f$ | % | $f$ | % | $f$ | % | $f$ | % | $f$ | % |
| Primary School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3.8 | 0 | 0 |
| General High School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 10 | 17 | 21.8 | 0 | 0 |
| Vocational / Technical High Sch. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2.9 | 5 | 50 | 21 | 26.9 | 5 | 35.7 |
| Education Institute | 5 | 50 | 1 | 25 | 2 | 10.5 | 0 | 0 | 0 | 0 | 1 | 10 | 4 | 5.1 | 0 | 0 |
| Higher School of Teacher Training | 0 | 0 | 2 | 50 | 2 | 10.5 | 0 | 0 | 5 | 14.7 | 0 | 0 | 1 | 1.3 | 0 | 0 |
| Male/Female School of Technical / Vocational Education | 0 | 0 | 0 | 0 | 2 | 10.5 | 1 | 50 | 3 | 8.8 | 0 | 0 | 10 | 12.8 | 1 | 7.1 |
| Faculty of Technical Education | 0 | 0 | 0 | 0 | 3 | 15.8 | 0 | 0 | 6 | 17.6 | 1 | 10 | 2 | 2.6 | 0 | 0 |
| Faculty of Education | 4 | 40 | 1 | 25 | 5 | 26.3 | 1 | 50 | 12 | 35.3 | 0 | 0 | 0 | 0 | 3 | 21.4 |
| BA in other areas | 1 | 10 | 0 | 0 | 2 | 10.5 | 0 | 0 | 3 | 8.8 | 1 | 10 | 9 | 11.5 | 3 | 21.4 |
| Other | 0 | 0 | 0 | 0 | 3 | 15.8 | 0 | 0 | 4 | 11.8 | 1 | 10 | 11 | 14.1 | 2 | 14.3 |
| Total | 10 | 100 | 4 | 100 | 19 | 100 | 2 | 100 | 34 | 100 | 10 | 100 | 78 | 100 | 14 | 100 |

# APPENDIX H

## Subject Matter Areas of the Educators Who Took Part in the Study

| Subject Matter Areas | | | | | |
|---|---|---|---|---|---|
| Socio-cultural | | Vocational/ Technical | | General | |
| Name of the area | $f$ | Name of the area | $f$ | Name of the area | $f$ |
| Arts & Crafts | 25 | Embroidery with Sewing Machine | 23 | Primary School Teaching | 15 |
| Music | 5 | Clothing | 20 | Pre-school education | 4 |
| Painting | 5 | Embroidery | 9 | Religion and Moral Education | 1 |
| Mother-Child Education | 3 | Computer | 9 | General | 1 |
| Wood painting | 3 | Ready to Wear Clothing | 8 | Mathematics | 1 |
| English | 2 | Hair dresser | 5 | Metallurgy | 1 |
| Folk Dance | 2 | Home Textile | 3 | Social Sciences Teaching | 1 |
| Child Development | 2 | Knitting with Machine | 2 | History | 1 |
| Literacy | 1 | Jewelry | 2 | | |
| Public Relations | 1 | Carpet Weaving | 2 | | |
| Nutrition | 1 | Skin care/Make-up | 2 | | |
| Home Economics/ Management | 1 | Computer Programming | 2 | | |
| Decorative Painting | 1 | Sewing | 2 | | |
| Physical Education | 1 | Textile | 1 | | |
| | | Siirt Blanket | 1 | | |
| | | Accounting | 1 | | |
| | | Costume Designing /Styling | 1 | | |
| | | Confection | 1 | | |
| | | Silver Knitting | 1 | | |
| | | Traditional Dolls | 1 | | |
| | | Typing | 1 | | |
| Total | 53 | | 97 | | 25 |

# APPENDIX I

**Distribution of Subjects in Each PEC According to Subject Matter Area**

| PECs | Socio-cultural | | Vocational/ Technical | | General | |
|---|---|---|---|---|---|---|
| | $f$ | % | $f$ | % | $f$ | % |
| Center A | 7 | 46.7 | 8 | 53.3 | 0 | 0.0 |
| Center B | 7 | 35.0 | 11 | 55.0 | 2 | 10.0 |
| Center C | 5 | 41.7 | 6 | 50.0 | 1 | 8.3 |
| Center D | 2 | 22.2 | 2 | 22.2 | 5 | 55.6 |
| Center E | 1 | 10.0 | 8 | 80.0 | 1 | 10.0 |
| Center F | 3 | 16.7 | 13 | 72.2 | 2 | 11.1 |
| Center G | 4 | 19.0 | 12 | 57.1 | 5 | 23.8 |
| Center H | 5 | 31.3 | 9 | 56.3 | 2 | 12.5 |
| Center I | 8 | 36.4 | 12 | 54.5 | 2 | 9.1 |
| Center J | 5 | 35.7 | 6 | 42.9 | 3 | 21.4 |
| Center K | 3 | 37.5 | 4 | 50.0 | 1 | 12.5 |
| Center L | 3 | 30.0 | 6 | 60.0 | 1 | 10.0 |
| Total | 53 | 30.3 | 97 | 55.4 | 25 | 14.3 |

## APPENDIX J

# Distribution of Subjects According to Years of Experience and Status

| Status | Years of Experience | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1-5 | | 6-10 | | 11-15 | | 16-20 | | 21-25 | | 26-30 | | 31-90 | |
| | $f$ | % | $f$ | % | $f$ | % | $f$ | % | $f$ | % | $f$ | % | $f$ | % |
| Principal | 1 | 10.0 | 0 | 0.0 | 5 | 50.0 | 1 | 10.0 | 0 | 0.0 | 3 | 30.0 | 0 | 0.0 |
| Head of Vice Principals | 0 | 0.0 | 1 | 25.0 | 0 | 0.0 | 2 | 50.0 | 0 | 0.0 | 0 | 0.0 | 1 | 25.0 |
| Vice Principals | 2 | 11.1 | 7 | 38.9 | 4 | 22.2 | 3 | 16.7 | 1 | 5.6 | 1 | 5.6 | 0 | 0.0 |
| Counselors | 1 | 50.0 | 0 | 0.0 | 0 | 0.0 | 1 | 50.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Teachers | 7 | 20.0 | 6 | 17.1 | 6 | 17.1 | 6 | 17.1 | 4 | 11.4 | 5 | 14.3 | 1 | 2.9 |
| Tutors | 1 | 11.1 | 0 | 0.0 | 1 | 11.1 | 6 | 66.7 | 1 | 11.1 | 0 | 0.0 | 0 | 0.0 |
| Part-time expert teachers | 44 | 55.7 | 14 | 17.7 | 9 | 11.4 | 7 | 8.9 | 4 | 5.1 | 0 | 0.0 | 1 | 1.3 |
| Part-time teachers | 1 | 7.7 | 2 | 15.4 | 2 | 15.4 | 3 | 23.1 | 2 | 15.4 | 1 | 7.7 | 2 | 15.4 |
| Total | 57 | 33.5 | 30 | 17.6 | 27 | 15.9 | 29 | 17.1 | 12 | 7.1 | 10 | 5.9 | 5 | 2.9 |

# APPENDIX K

**Distribution of Subjects According to Centers and In-Service Training**

| | In-service Training | | | |
|---|---|---|---|---|
| | Yes | | No | |
| PECs | *f* | % | *f* | % |
| Center A | 13 | 86.7 | 2 | 13.3 |
| Center B | 11 | 57.9 | 8 | 42.1 |
| Center C | 3 | 25.0 | 9 | 75.0 |
| Center D | 7 | 77.8 | 2 | 22.2 |
| Center E | 4 | 44.4 | 5 | 55.6 |
| Center F | 13 | 72.2 | 5 | 27.8 |
| Center G | 9 | 52.9 | 8 | 47.1 |
| Center H | 12 | 75.0 | 4 | 25.0 |
| Center I | 13 | 72.2 | 5 | 27.8 |
| Center J | 6 | 46.2 | 7 | 53.8 |
| Center K | 3 | 37.5 | 5 | 62.5 |
| Center L | 1 | 10.0 | 9 | 90.0 |
| Total | 95 | 57.9 | 69 | 42.1 |

# APPENDIX L

## Ways of Making Decisions According to Administrative Functions

| Ways of Decision Making | Administrative Functions | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Course | | Participants | | Programs | | Buildings | | Financial Resources | | Physical Resources | | Staffing | | Public Relations | | Logistics Support | |
| | f | % | f | % | f | % | f | % | f | % | f | % | f | % | f | % | f | % |
| Principal makes the decision alone and announces | 128 | 8.7 | 74 | 9.0 | 60 | 5.9 | 215 | 18.1 | 167 | 17.4 | 55 | 8.2 | 501 | 30.3 | 241 | 29.9 | 60 | 18.6 |
| Principal receives the information from the members of the center and makes the decision | 131 | 8.9 | 35 | 4.3 | 41 | 4.0 | 142 | 12.0 | 118 | 12.3 | 49 | 7.3 | 135 | 8.2 | 68 | 8.4 | 21 | 6.5 |
| Principal shares the problem with the relevant members of the center, obtains their ideas, and then makes the decision | 445 | 30.1 | 145 | 17.6 | 142 | 14.0 | 388 | 32.7 | 322 | 33.5 | 145 | 21.7 | 455 | 27.5 | 234 | 29.0 | 97 | 30.0 |
| Principal shares the problem with the all members of the center in a meeting and then makes the decision | 237 | 16.0 | 106 | 12.9 | 99 | 9.8 | 122 | 10.3 | 93 | 9.7 | 93 | 13.9 | 188 | 5.0 | 83 | 10.3 | 24 | 7.4 |
| Vice principals make the decision | 106 | 7.2 | 46 | 5.6 | 105 | 10.3 | 86 | 7.3 | 68 | 7.1 | 136 | 20.4 | 105 | 11.8 | 57 | 7.1 | 71 | 22.0 |
| Teachers make the decision | 55 | 3.7 | 242 | 29.4 | 315 | 31.0 | 45 | 3.8 | 9 | 0.9 | 83 | 12.4 | 38 | 2.3 | 16 | 2.0 | 7 | 2.2 |
| Decision is made in a general meeting | 299 | 20.2 | 128 | 15.6 | 154 | 15.2 | 134 | 11.3 | 101 | 10.5 | 92 | 13.8 | 145 | 8.8 | 88 | 10.9 | 33 | 10.2 |
| Other: none of these situations is relevant for the center | 73 | 4.9 | 32 | 3.9 | 99 | 9.8 | 36 | 3.0 | 58 | 6.0 | 15 | 2.2 | 81 | 4.9 | 19 | 2.4 | 9 | 2.8 |
| Nonexistence of the decision | 4 | 0.3 | 14 | 1.7 | 0 | 0.0 | 17 | 1.4 | 24 | 2.5 | 0 | 0.0 | 6 | 0.4 | 0 | 0.0 | 1 | 0.3 |
| Total | 1478 | 100 | 822 | 100 | 1015 | 100 | 1185 | 100 | 960 | 100 | 668 | 100 | 1654 | 100 | 806 | 100 | 323 | 100 |