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OKUL GELİŞİM PLANLARININ UYGULANMASINDA ORTAYA ÇIKAN SORUNLAR ve ÇÖZÜM ÖNERİLERİ

PROBLEMS IN IMPLEMENTING SCHOOL DEVELOPMENT PLANS and SUGGESTED SOLUTIONS

Yrd. Doç. Dr. Muhammet BAŞ

Mustafa Kemal Üniversitesi, Eğitim Fakültesi, mubas01@yahoo.com

Dr. Ebru KORKMAZ

ebrubayram1985@hotmail.com

Özet

Bu araştırmada temel eğitim kurumlarında Okul Gelişim Yönetim Ekibi (OGYE) çalışmaları hakkında bilgi edinmek ve OGYE ekiplerinin hedeflerine ulaşmada karşılaştıkları sorunlar ve bu sorunlara karşı geliştirdikleri çözümler ile önerilerinin belirlenmesi amaçlanmaktadır. Betimsel bir çalışma olan bu araştırmada Hatay ilindeki ortaokullarda görev yapan okul yöneticilerinin okul gelişim faaliyetleri sırasında karşılaştıkları sorunlar ve çözüm önerileri ele alınmaktadır. Bu amaçla araştırmacılar tarafından hazırlanan açık uçlu yarı yapılandırılmış bir görüşme formu hazırlanmıştır. 12 Ortaokul OGYE ekip lideri (Okul Müdürü veya Müdür Yardımcısı) ile yüz yüze görüşmeler yapılmıştır. Görüşme kayıtları Nvivo 8 programına aktarılmış ve bu paket program üzerinde verilen cevaplara ilişkin detaylı incelemeler yapılmıştır. Yöneticilerden alınan cevapların analizinde önce kodlama yapılmış, sonra benzer kodlar belirli kategorilerde toplanmıştır. Araştırmada veriler betimsel yöntemle içerik analizi yapılarak elde edilmiştir. İçerik analizinde kategorisel ve frekans analizi teknikleri kullanılmıştır. Bu araştırma için hazırlanan görüşme sorularının içeriği görüşme yapılmadan önce geçerlilik ve güvenilirlik analizi yapılmış ve amacıyla uzman görüşüne sunulmuştur. Çalışma bulgularına göre Okul Geliştirme (OG) çalışmalarının ülkemizde başarısız olmasının arkasında yatan en önemli neden okul paydaşlarının bu işe yeterince inanmamasıdır. Öğretmenler ve idareciler OGYE'de görev almak istememektedir. OG çalışmalarının önündeki bir diğer engel maddi imkansızlıktır. Okul müdürlerinin verdiği cevaplar doğrultusunda okullarında 'gelişim plan'ları uygulayan/uygulayacak okul müdürlerine yardımcı olabilecek fikirler ortaya konulmuştur. Bu bağlamda okul müdürlerine merkezi otorite tarafından gönderilen planların yerine kendi okullarının ihtiyaçlarına uygun esnek planlar geliştirilmesi ve okul gelişim planlarına bütün okul paydaşlarının destek olması, okul gelişim çalışmalarını aktif şekilde yürütecek ve karar alma konumunda idareciler görevlendirilmesi, maddi destek amacıyla yerel yönetimlerden ve sivil toplum kuruluşlarından yardım alınması önerilmektedir.

Anahtar Sözcükler: Okul Yönetimi, Okul geliştirme, Örgüt Geliştirme, Okul Gelişim Planı

Introduction

We are experiencing a day in which change is completely re-transformed, globalization happens, and boundaries are lifted, changing technology is watched instantly. In today's rapidly changing and rapidly developing world, where the flow of value and value of information travels between the continents, the nation has to cultivate individuals to catch up and sustain this change. In the 21st century, when change and development continue at a dizzying pace, not all institutions and organizations have to be constantly changing their organizations in order to remain loyal to change and to become the initiator and creator of change.

Rapidly developing science and technology affects every aspect of education and makes radical changes especially in educational approaches. In the era of information and technology where traditional education approaches are insufficient, multiple intelligence and constructivist education approaches are the forefront. With these approaches, instead of changing the

behaviors of the learners with a teacher-centered approach in the education process, the student centered approach focuses on improving the mental skills of the learners and constructing knowledge (Tutak and Güder, 2012). Instead of provisional and short term problem solving suggestions, permanent and long term applications should be preferred (Korkmaz and Şahin, 2013). While focusing on student centered training, we need a new teacher training system.

It can be said that the renewal of schools which are some educational organizations is started by the renewal of the teachers and the renewal of the teachers is possible by the renewal of the teacher education practices. Özer and Alkan (2017) have made some proposals for a teacher training system in their work towards this renewal process.

- * The examinations for the selection of candidate teachers should be organized by the education faculties instead of a central structure.
- * In addition to written tests or test exams, interview techniques should also be applied.
- * The courses to be taught in the teacher training program and the contents of the courses should be determined by the cooperation of education faculties, schools belonging to Education Ministry, non-governmental organizations.
- * Coordinate with the teachers while the course content is being determined.
- * Teacher candidates who apply to the training faculties should be the first year trial period.
- * Teacher candidates must be appointed as teachers after two years of internship training after four years of undergraduate education.

These suggestions emphasize that the renewal of schools should begin with the renewal of the teacher training system. As a matter of fact, the teacher, who is the main element in the school, is the first person to renovate the school (Sarigöz, 2016). Because the teacher should exhibit organizational citizenship for the school renewal. In order for a teacher to exhibit organizational citizenship behaviors, it is necessary for them to embrace an inner commitment. Through this loyalty process, teacher begin to appear a clarity and social structure for the organization and a perception approach for exhibiting organizational citizenship behavior towards other employees. In this way, the level of openness of the person in the organization reveals in the scope of social change with a general evaluation of his/her situation, and thus s/he exhibit organizational citizenship behavior (Korkmaz and Arabacı, 2013). It can be said that educational organizations with qualified teachers will be open to development and innovation.

After the qualification of the teacher training period, it is necessary for the teachers to receive continuous education for the organizational citizenship behavior not to be lost and to continuously improve themselves. In addition, the conditions and facilities of schools should be improved. Some researches in the context of the implementation of new curricula show that the teachers do not have adequate in-service training and that the physical conditions of schools and classes are inadequate and that there is a lack of use of alternative assessment and evaluation tools and methods (Birgin, Tutak and Türkdogan, 2009).

In almost every area, the task of educating individuals to catch up with this change and development falls on educational institutions, ie schools. Because schools are the institutions responsible for presenting quality outputs to systems while raising human resources which is the basic input of industry, service and production sector. In order to fulfill this function at the desired level and value, the school will have to follow up the values of the age that it is in and will have to comprehend the innovation and to raise individuals who can use it effectively in their life.

According to Tankılıç (2006), new developments emerging in technology, science and social fields in today's world, where the economy determines the future of societies, also change

the expectation of individuals for education. Competitively-priced enterprises need to produce technology goods and services in a timely and quality manner in open markets that do not recognize geographical boundaries with the globalization phenomenon (Erhun, 2003). This situation will naturally increase the need for qualified human power. In this context, schools have great responsibilities in raising qualified labor force to realize social development.

School Development

Nowadays, with the constructivist approach of the classical teaching task of the school, there is a transformation to the school models where the learners are active and all the educational activities are based on (Dönger and Sarigöz, 2017). Old teaching schools now leave their place to learning and developing schools (Findıkçı, 2000). Schools need to be developed and managed to provide this transformation. For this purpose, School Development Management Teams (SDMT) were established in the schools.

Studies on school development have been carried out since 1970s, with many countries including USA, UK, Germany, Canada and many other countries doing research on this meaning. School development studies parallel to these researches have entered the scientific literature since the 1980s, and this concept has constantly evolved with new meanings (Why School Development, 2007).

As regards school development, there are some definitions in the literature that are open to different interpretations but converge to common points. School development in the International School Improvement Project is defined as 'systematic effort to change learning conditions and other related internal conditions to achieve educational objectives more effectively in one or more schools' (Van Velzen, 1985; trans. Balcı, 2001). In school development (SD) studies Balcı (2001: 11) defines SD as the creation of internal conditions for achieving educational objectives in one or more schools through the exchange of teaching and learning process and making the school more effective.

In modern societies, there is a need for future-oriented planning, which is based on the development and which will present the current situation in the affected schools, both influencing and influencing the environment. In this context, school development plans that will map out a road map to schools will be a guide to school stakeholders about today and tomorrow of schools. Today's schools are in search of a transformation that will respond to the educational needs of the students in line with the requirements of the age, develop the quality of the education and increase the student's success. Traditional school structures should be left to institutions that are student-learning centered, vision-conscious, based on continuous and long learning processes, and channel individual differences into effective learning processes. As a matter of fact, Özer and Korkmaz (2016) stated that the necessity of material, technological tools and textbooks should be prepared in an appropriate manner and also lack of teaching materials is an education problem as total.

The development of physical resources and materials of the school was mainly aimed at the SD studies which were carried out in our country before, and they constituted the basis of SD studies (Sarigöz & Özkartal, 2016). However, SD have set goals such as creative thinking, problem solving, decision-making, learning to learn, cooperation and self-management in these areas, which are aimed at improving the life skills and academic achievements of students. (Planned School Development Model 'Strategic Management in School', 2007).

In educational organizations, how to make these development activities systematically, and the scope of these activities, ministry prepared school development activities are detailed. Every school that is responsible for their SD work is informed about how to do school

development activities. It is guided by the regulations, circulars and directives issued by the Ministry with the scope of SD work and with the Research Development (R&D) bureaus, which have been delivered to the school stakeholders in recent years and which have been established within the provincial and district national education directorates.

School Development Plan

School Development Plans (SDP) are a road map for the school to achieve its strategic goals and objectives. In other words, this school development plan informs the school about today's and the future situation of the school. In the context of education and training activities, the SD plan is aimed at ensuring that these activities are planned and carried out effectively and that the student reaches the level of proficiency required in many areas.

A trend has emerged in the last decade towards school development plans that all school stakeholders will be actively involved in school models for which the school is responsible for all its educational activities and school development activities can be contributed by everyone on a common working basis. Since 1999, all of the above mentioned school development studies are carried out through the SDMT established in schools (Planned School Development Model 'School Strategic Management, 2007).

Planned School Development is followed by 'School Development Process Steps'. The School Development Process Steps are a series of ten successive stages. School Development Process Steps, with a systematic approach; Planning, Implementation, Correction and Re-planning is the way to return to the plan (Güçlü and Gülbahar, 2006).

How will educational organizations develop themselves in the rapid change of our age? At the point of change and development of educational organizations, National Education Ministry (MEB) has tried to influence its affiliated educational institutions with various studies. Since the 1990s, the Office of Educational Research and Development (EARGED) has conducted a number of reforms to improve education quality. At the beginning, EARGED has developed a number of new projects such as Total Quality Management, Student Centered Education, School Performance Management, Curriculum Laboratory Schools, Planned School Development Model, and Strategic Planning. One of these projects, the School Development Model and the activities of the SDMT, which is active in the schools, constitute the subject of this study.

Aim

In this research, it is aimed to obtain information about SDMT studies in primary education institutions and to identify the problems they encountered in reaching their goals and the solutions and suggestions they developed against these problems. For this purpose, it will be asked to answer the following questions:

1. What are the factors that hamper school principals' effective school development programs and the proposal for a solution to these factors?
2. What are the problems that school principals frequently encounter during the implementation of the school development plan and what measures are they taking against them?

Method

In this research, which is a descriptive study, the problems encountered during the school development activities of the school administrators working in secondary schools in Hatay and their solutions are discussed. The descriptive study aims to collect data to identify specific characteristics of a group (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2010). For this purpose, an open-ended semi-structured interview form was prepared by the researchers. Face to face meetings were held with the secondary school 12 SDMT team leader (Head of School or

Vice Principal). The interview can be expressed as a way of gathering data from the relevant persons within the framework of the questions asked in the semi-structured interview form (Büyüköztürk et al., 2010). The interview was recorded by voice of the participants in the direction of the permit. The interview records were then transcribed by the researchers and transferred to Nvivo 8 Program, and detailed reviews were made on the answers given on this package program. Interview questions used in the research constitute the main theme. In the analysis of the answers received from the managers, the coding was done first, then similar codes were collected in certain categories.

Study Group

The population of the research is in Hatay province. In the study, criterion sampling method was used. For this purpose, 12 schools were identified by random way for study group from all the basic education institutions on the ground and one-on-one meetings were held with the school administrators. Discreteness is the case in which the units selected as the basis for the sample are equal in their probability of being selected for the sample. In simple unselected sampling, all units in the world have an equal and independent chance (Büyüköztürk et al., 2010).

Analysis of Data

In the study, data were obtained by descriptive analysis of content. Categorical and frequency analysis techniques were used in content analysis. Frequency analysis; to show the seen rate of units, and items in a numerical, percentage, and proportional manner. Categorical analysis; a certain message is first divided into units, and then these units are grouped into categories according to certain criteria (Bilgin, 2006: 18-19).

Validity and Reliability of the Study

The contents of the interview questions prepared for this research were presented to the expert for the purpose of validity and reliability analysis before the interview. The use of expert opinion is related to the adequacy and qualification of the measuring instrument for the measuring instrument at the point of coverage (Büyüköztürk et al., 2010). In order to ensure validity in this research, detailed and in-depth information was gathered through interviews with the persons who participated in the research after the approval of the expert was obtained and the results were tried to be reached by direct citation from the individuals. In the reliability study to establish the consensus among the coders, Encoders' opinion/separation Miles and Huberman (1994) calculated using the formula below. The materials that provide the same 60 % of the opinion were accepted, the opinions were divided or the materials remaining below 60% were investigated by the researchers and made the necessary corrections and prepared to send them to the experts for the second time. In the second expert opinion, 80% vision consortium was targeted. Turner and Carslon (2003) point out that with a changing criterion, a mean of 0.75 or greater can show a consensus among experts. In the analysis of the qualitative data, the inter-codeval view was calculated as 80%.

$$\text{Reliability} = \frac{\text{Vision Union}}{\text{Vision Union} + \text{Split in Opinion}} \times 100$$

The following questions were asked to the managers during the interview and detailed reviews were made within the framework of the responses.

1. What are the adverse consequences of implementing School Development Plans?

2. What measures are you taking to mitigate these negativities? What kind of solution proposal can be implemented? Who does this solution come from?

Findings

Disadvantages and Suggestions in the Application of School Development Plans.

1. Embracement

The basis of all SD work is volunteerism. However, it is believed that those who are volunteers can achieve these successes. However, sufficient success can not be achieved in an SDMT which considers SD work as a formality and which is perceived as something else. Many school principals state that they have difficulty in joining their teachers to the SDMT. Because all these studies are considered an extra job for the teacher and the teacher voluntarily participates in these studies.

A school principal says:

All SD work is on paper, and teachers are not willing to do these work by embracing them. All these things are understood as extra work by the teachers but the formal part of the work has to be done by the school administration at the table without going down to the field. SD is neither a student nor an administration nor an institutional basis on the part of the teacher, lack of interest and faith, lack of voluntary work. (9).

Another school principal expresses his dissatisfaction with SD work at school:

...I do not think SD is fully implemented because we have a problem with ownership in this area, I think it is not fully functioning. There must be voluntary participation in the SDMT. You should not only consider this as a job to be given to school administrators. This must be a team job. However, voluntary work is not the issue, we force teachers to work by doing task distribution. Teachers do not want to work in SDMT (3).

Suggestions: A schoolmaster's suggestion is the following:

..but the head of the school is the leader of the team who will ensure that these studies are successful. the point of view of the head of the institution is very important here... (6)

Another school principal suggests:

... We are having a hard time for stakeholders throughout Turkey to be convinced that this is necessary. The stakeholders in the school do not have a good faith that the SDMT will contribute to school development, all these SD studies are considered to be the documents that are sent by the National Education and that we must fill out. If we can not get out of the legislation in this regard, it is not the work to be done during normal working hours, but a separate time should be reserved for these jobs... (8).

2. Teacher

SDMT teachers are one of the most active members to succeed in SD work. SDMT has a key role in the creation of new ideas from teachers and the achievement of the goals to be built on these ideas. It is the provision of the mental physical and psychological development of the most fundamental goal student of SD studies. Teachers who bring students interests, needs and expectations into close contact with them in the school should give direction to SD work in this context. However, when the teacher comes down to the field, the teacher perceives the SDMT as a legislation to be fulfilled and does not reveal the expected support and interest in this subject.

A school principal explains this situation as follows:

... there is a generation gap between teachers. Three generations of teachers work in this school, for example a teacher with twenty-five years of seniority and a teacher with two years of seniority, in this context, I can not get two teachers to sit side by side and work around a project. For example, a 30-year-old teacher is less likely to believe in this project, and a new generation of teachers is more volunteering to work more appropriately for these studies, but if all these studies are given to the same teachers, it can make voices of appeal to why not others... (8).

Another manager:

... the project for the development of the school has to be voluntarily attended by the teachers. Everything related to the administration and development of the school is left to the administrator and the teacher does not own it... (1)

Suggestions: The suggestions of school principals are as follows:

When teachers do not want to actively participate, the problem is that teachers do not have enough time to work on SDMT. To give teachers a fee to work make it easy but it is only a matter, voluntary is essential... (5)

3. Resource (cash) inadequacy

As mentioned earlier, the most basic financial support for the implementation of SD studies comes from the school family. However, rather than allocating money for the development of the physical dimension of the school, the school family prefers to allocate money to improve the academic success of the students in their study. For example, a school administrator:

... we had a financial request from the school family for school gardening, but it was not fulfilled, but when we wanted to get the study book, for the test book in order to prepare the students for the central exams, the school family association immediately approves it... (6)

Due to the limited budget of the school family budget and the use of resources there in other areas outside of SD work, SD work can not reach a sufficient level in this regard.

A school principal in this regard:

...Economic problems... we have lists of studies and we are making rough estimates of costs for these studies but the school does not have enough financial strength to do these studies because the studies done on this basis are limited on paper and these studies do not reach the desired success... (3)

Another school manager is in support of the qualifications the above manager:

...We have a resource problem, We have planning, we have a school garden arrangement, these plans stay in the air without cash resource, the social and economic structure of the school family does not allow to work on improving school... (10)

Proposal:

A school principal suggests:

As in the same EU projects, schools should prepare projects and send them to the ministry with the details of the projects they prepare and the financing costs. The Ministry should approve those that can be applied to these projects and transmit the resources to the related project. For example, EU-funded projects are carried out in this way... (9)

4. Time

SD projects are a 15-month long project starting from March every month to June of the following year. In this project, the teachers and administrators taking part in the project meet on certain days of the month according to their working calendars and evaluate their SD work. However, in many schools, administrators and teachers do not make enough contributions by considering the SDMT meetings as a formality. A problem with the adjustment of the working time is expressed as follows.

... not the work to be done during normal working hours, but we have to leave a separate time for these jobs, for example, if we invite the teacher to study in the evening or on weekends for this SD... we are having trouble getting the teacher to the school out of working time... we are having trouble with the meeting for the teacher, teachers do not have time, full with course or a special situation and we can not get the necessary income from SD... (8).

The director of a school that teaches dual education states:

... our teachers are having difficulty in joining SD work done at school, it is impossible to keep a teacher is out of lesson in school within the scope of SD... (7)

Suggestion: A schoolmaster's suggestion is as follows:

... for example, if we call the teacher for this SD for evening or weekend, we are having trouble bringing the teachers. The staff is not able to take the time for the MV work, if the staff in the SDMT is required to produce the project, this teacher will go to the lesson ten hours instead of thirty hours and teachers work for SD in the school within the remaining twenty hours (3).

Another suggestion is the following:

I think that while we are waiting for the teachers to produce project, we have to have a financial support to motivate the teacher, teachers will be more willing to work for SD work outside the office hours and they will be more willing to work and have an allowance to encourage teachers to create new ideas and put these ideas into practice (7)

5. Guidance

The National Education Directorate sends legislative information and work plans to the schools in March on SD work, but does not carry out an informative study on how these works can be carried out efficiently on the field. Some schools state that the SDMT is preparing annual work plans but they are experiencing difficulties in implementing these plans.

In this context, it is necessary to provide guidance to school administrators and SDMT about their work. A school principal who stated that the past of these studies was based on 3-5 years ago and that the school administrator and his team did not have enough knowledge and experience in this regard:

... there is no staff to help us with this issue in national education or they do not care about us, there is lack of guidance, we have a time problem, we can not work together. SD is a team work but we are having problems bringing the teachers together Manager is inquiring about our opinion in this context, everyone is helping each other... (2)

Another schoolmaster's opinion is:

... I think that the R & D personnel who are looking at this work are not enough, the people who are graduated from this field are not employed and those who have been selected by political or kinship relations before they are preferred to those have the right criteria who are educated or educated in the field, the number of staff is not sufficient and I do not think that the

training given to the R & D personnel is sufficient, I do not think that you will become an expert with a few in-service trainings. The staff mobility is very fast, people who are not based on this subject are not placed in this work, and when they are placed they are taken back from their posts in a short time (1).

Suggestion: A schoolmaster's suggestion is as follows:

For example, schools located on provincial bases can be divided into zones, and a certain number of schools can range from 5-10, a school development specialist can be responsible for that schools. This contribution may contribute to the team during the planning and implementation of SD work done in these specialist schools, this contribution may be due to academic knowledge or legislation, but it tells us how to do it, of course, of course, this guide should be in a position to be reached whenever we want (2).

6. No feedback

A conclusion report about the SD work done throughout the school year has to be sent to the Directorate of National Education. Each SDMT sends a detailed list of all the works and transactions they have done throughout the year (work calendar, goals, targets) to the Directorate of National Education. 10 Schools reported that they send their annual study reports regularly to the Directorate of National Education.

All of the schools gave a no reply in response to the feedback of these study reports. It is considered as a necessity to send a feedback on R & D studies carried out or not realized in each R & D department of the Directorate of National Education in order to make the studies to be carried out in future years more efficient and productive. A school manager on this issue is expressing this.

... the meetings are informed about the written or verbal about SDMT studies, the national education director does not give us a feedback within SDMT studies. It is said that in the meetings are being held in a collective way, not so much, but given information only totality, however, that a feedback is not given to the school itself, only said that the school is making efforts in the SDMT studies and these studies should continue. There is no appreciation or criticism about school work and these studies continue mediocre. (4)

Another school administrator says:

... We sent the Report of the Report, but the feedback did not come out, they file the results of this study report and put it in the archive, SD is only left to us... (7)

Table 3: Disadvantages arising during school development studies and suggestions for solutions

Problems	f	Solution Suggestions (Expectations)	f
Embracement	37	Members of the SDMT must be paid an additional fee.	8
		The angle of view needs to change.	5
		Successful SD work should be rewarded by the National Education Directorate.	5
		SDMT work should be done within working hours.	5
		SDMT should be selected on a voluntary basis.	5
		School administrators should closely monitor SD work.	3
		School stakeholders should be kept informed about SD studies at	

		school.	3
		Successful examples should be presented that SD work can reach the desired success.	2
		SD work should be led by the R & D specialist instead of the school principal	1
Teacher	39	Members of the SDMT must be paid an additional fee.	8
		SDMT work should be done within working hours.	5
		The angle of view needs to change.	5
		Each year the OGYE team must be renewed.	4
		School administrators should closely monitor SD work.	3
		The weekly lesson hours of teachers in SDMT should be reduced.	2
		School stakeholders should be kept informed about SD studies at school.	3
		The SDMT team should be selected on a voluntary basis.	6
		Successful examples should be presented that SD work can reach the desired success.	2
Resource Inadequacy	19	Members of the SDMT must be paid an additional fee.	8
		Financial support should be obtained by active participation of the Parent Teacher Association (PTA) in the work.	4
		The Ministry of National Education needs to set up a separate budget to be given to schools for work.	3
		SDMT studies should be financed with income from events such as exhibitions, festivals and theater.	2
		Projects that can bring serious noise similar to EU supported projects should be supported by the ministry.	1
		Support should be provided by communicating with other schools, Non-Profit Organizations (NGO), public institutions and local authorities.	1
Time	5	SDMT work should be done within working hours.	5
Guidance	24	Feedback should be given at the time of each reading of the contents of the works done.	7
		Continuous coordination between National Educational Directorate and SDMT should be ensured.	6
		School Development management team members should receive in-service training.	6
		The officials at the R & D desk in national education should be experts in these matters.	3
		OG work should be led by an R & D specialist instead of the school	1

		principal.	
		Every province should be assigned to a study area and an R & D specialist should be assigned to work with each school in coordination with each school.	1
No Feedback	11	School stakeholders should be kept informed about SD studies at school.	5
		Feedback should be given at the time of each reading of the contents of the works done.	6

Conclusion, Discussion and Suggestions

According to research findings, it is not possible to achieve sufficient success with a SDMT, which regards the task of school development as a formality and perceives it as something else. Teachers in SDMT are one of the most effective members to succeed in school development studies. All these studies are considered as extra work for the teacher and the teacher voluntarily participates in these studies.

In addition, the teachers perceive the SDMT as a legislation to be fulfilled and do not reveal the support and interest expected from it. Teachers who bring their interests, needs and expectations into close contact with the students in school should give direction to school development studies in this context. On the other hand, this project, which is a long-term study, is making SDMT meetings in which the progress of school development is evaluated and it does not give enough contribution by considering that the school administrators and teachers are formalized.

In addition to the volunteer recruitment of the teacher, another important point in the implementation of school development work is financial input. At this point, the most basic support comes from the school family. However, rather than allocating money for the development of the physical dimension of the school in school-based family development activities, the school prefers to allocate money to improve the academic success of students.

The Ministry of National Education is sending legislation information and study plans to schools about school development studies, but there is not enough information about how to make these studies more efficient. In addition, schools have stated that they are experiencing difficulties in the planning and implementation stages of SDMT. A final report on school development work by schools is sent to the Directorate of National Education every year, but there is no feedback by the National Education to the schools.

According to Fer (1999), the starting point for the development of societies and the individuals who make them is educational institutions. Schools are the focal point of development in this context and are obliged to create a new future. However, our schools have not reached a sufficient level in our country of development, and the school-building efforts that started in the mid-1990s have been far from satisfactory.

The most important reason behind the failure of SD work in our country is that school stakeholders do not believe this job well enough. The internal and external stakeholders of the school have not fully understood the necessity and function of the SDMT in the schools and all the work has been transformed into the formalities that are made at the table by the legislation.

Teachers and administrators do not want to take part in SDMT. In parallel with this study, it has been revealed that the study of 'Elementary Curriculum Laboratory Schools in terms

of School Improvement Process' by Şahin (2006) has experienced difficulties in the formation of SDMT in schools and that the majority of teachers do not want to work in SDMT. In the same study, because of the bilateral teaching, morning teachers are obliged to take the last class hours of the morning times, and so the same for the afternoon teachers, also this situation causes lessons don't work out on time, this means that they can not attend regular and systematic meetings. It was also found that the teachers participated in the study reluctantly. These data in the study support Şahin's (2006) findings.

Another obstacle ahead of SD work is economic impossibility. Some idealistic school principals have shown that they are trying to change the physical appearance of their schools within the scope of SD studies but fail to do so because of financial impossibilities. Tankılıç (2006), 'Comparative Analysis of School Development Studies Conducted in Primary Schools', found that the budget of the school was inadequate in the implementation of SD work of school administrators and teachers in Ankara. Ceylan (2009) stated that there is a problem about financial resources in his doctoral thesis titled 'Opinions of School Administrators about School Development Counseling Service'.

SD is a team work. The involvement of all internal and external stakeholders in the SD work of the school is a requirement of the legislation. However, it has been seen that these stakeholders are not adequately involved in these studies at the level of civilization. For example, although the school family unit is a member of the SDMT, it refrains from participating in SD work and supporting these efforts in the material direction. The study of İlhan (2008) on 'Studying the Implementation of the School Development Management Team Model in the Commercial Vocational High Schools' also supported this situation and achieved results.

It is obligatory that members do not have sufficient knowledge and experience in the planning and implementation stages of SD work and that these teams should be supported in providing guidance services by the R & D department in the provincial National Education Directorates.

Leader of SD work is school principal. However, some school principals referred to their views in this study express that they have not participated adequately in the SDMT studies conducted with open heartedness, and that they can not receive the desired amount of volunteer work from their MV work in their schools. The findings of the study conducted by Altındağ (2008) on 'Evaluation of Planned School Development Levels of Elementary School Principals' are similar.

The suggestions of school principals regarding the above problems are:

- Members of the SDMT must be paid an additional fee.
- The school should provide financial support by ensuring active participation of the Parents in their work.
- The Ministry of National Education needs to set up a separate budget to be given to schools for work.
- Projects that can bring serious noise similar to EU supported projects should be supported by the ministry.
- Support should be provided by communicating with other schools, NGOs, public institutions and local authorities.
- School administrators should closely monitor SDMT work
- MV work should be led by an R & D specialist instead of the school principal.

- Each province should be assigned to a study area and an R & D specialist should be appointed for each region to work co-ordinated with the schools.
- The headmaster should rely on the members to ensure that SD work can be achieved.
- Successful SD work should be rewarded by the National Education Directorate.
- SDMT members should receive in-service training.
- The weekly lesson hours of teachers in SDMT should be reduced.
- School stakeholders should be kept informed about SD work at school.
- Every year the SDMT should be renewed.
- Income from activities such as exhibitions, festivals and theater should be financed.
- SD work should be done during working hours.
- SDM Teams must be selected on a voluntary basis.
- Continuous coordination between National Education and SDMT should be provided.
- National education staff at the R & D desk should be experts in these matters.
- Schools need to provide feedback on previous SD work and reduce bureaucratic functioning.
- In the context of these problems, instead of the plans sent by the central authority to the school principals, it is necessary to develop flexible plans in line with the needs of their own schools and to support all school stakeholders in the school development plans; to actively carry out the school development activities and to appoint the administrators in decision making.

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